

## 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):**

At Whitesboro Elementary School, during the 2010-2011 school year, the Continuous Improvement Plan (CIP) team (including parents and community members) and faculty met to review data and assess the degree of implementation of the previous school year's CIP. The DIBELS, ARMT, SAT 10, and ASA data were analyzed to identify strengths, weaknesses, and gaps in instruction. The team also reviewed the budget, the professional development of the faculty and staff, the school culture, the EL program, parental involvement, and instructional strategies to improve student learning. All members of the team (parents, students, community members, and faculty and staff representatives) as well as the entire faculty had opportunities to have input and make suggestions. The faculty reviewed the 2010-2011 CIP document in preparing the 2011-2012 CIP document. The Whitesboro Elementary Continuous Improvement Plan for the 2011-2012 school year was published and shared with district administration.

### 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)**

Don Graves-Principal  
 Joann Wester-Secretary/Bookkeeper  
 Kale Maddox-Counselor  
 Wanda Mashburn-Special Education Resource Teacher  
 Stacy Morgan-Library/Media Specialist  
 Kathy Allen-Reading Coach  
 Tammie Devin-School Climate/Social Studies  
 Victoria Pettijohn-Language Arts  
 Susan Stanfield-Science  
 Shannon Waits-Math  
 Jane Ellen Brooks-Reading  
 Tracy Galliher-Parent  
 Codi Chesnut-Parent  
 Mark Blackwell-Community Representative  
 Matt Allen-Student  
 Sarah Ashley Royal-Student

## 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).

Data from ARMT, SAT10, DIBELS, and ASA was first analyzed in a CIP committee meeting then disseminated to the faculty for further data analysis and input.

### 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.

The principal, when interviewing, verifies the highly qualified status of each applicant. The principal assigns teachers to grade levels/content areas based on their highly qualified status and training to ensure those assignments will most effectively address our school's identified academic needs.

### Number and percentage of teachers Non-HQT:

0, 0%

### Number and percentage of Classes Taught by Non-HQT:

0, 0%

### Alabama High School Graduation Exam (AHSGE):

#### Strengths:

N/A

#### Weaknesses:

N/A

### Alabama Reading and Mathematics Test (ARMT):

#### Strengths:

Based on Spring 2011 results:

3rd grade proficiency - Reading score continues to be above the AMO of 88%.

3rd grade proficiency - Math score continues to be above the AMO of 89%.

4th grade proficiency - Reading score 94% which is an increase from last year's score of 88%. Reading score continues to be above the AMO of 86%.

4th grade proficiency - Math score 93% which is an increase from last year's score of 92%. Math score continues to be above the AMO of 83%.

5th grade proficiency - Reading score 97% which is an increase from last year's score of 89%. Reading score continues to be above the AMO of 88%.

5th grade proficiency - Math score 94% which is an increase from last year's score of 93%. Math score continues to be above the AMO of 82%.

6th grade proficiency - Reading score continues to be above the AMO of 89%.

6th grade proficiency - Math score 98% which is an increase from last year's score of 87%. Math score continues to be above the AMO of 74%.

When comparing the School Status Reports for 2010 to 2011, Whitesboro has a positive trend in the following subgroup in Reading:

|                 | 2010 | 2011 |
|-----------------|------|------|
| Free/Red. Meals | 9.75 | 3.89 |

### Weaknesses:

Based on Spring 2011 results:

3rd grade proficiency - Reading score 91% which is a decrease from last year's score of 92%.

3rd grade proficiency - Math score 91% which is a decrease from last year's score of 95%.

6th grade proficiency - Reading score 93% which is a decrease from last year's score of 96%.

Note: Whitesboro Elementary has no data regarding specific subgroups as there were either fewer than 10 or fewer than 40 students in each subgroup.

When comparing the School Status Reports for 2010 to 2011, Whitesboro has negative trends in the following subgroups in Reading:

All students 11.92 (2010) 6.29 (2011)

Spec. Ed. -7.53 (2010) -13.21 (2011)

White 11.82 (2010) 6.23 (2011)

The negative trends in the following subgroups in Math:

All students 20.74 (2010) 14.16 (2011)

Spec. Ed. 1.53 (2010) 0.14 (2011)

White 20.72 (2010) 14.12 (2011)

Free/Red. Meals 20.32 (2010) 13.17 (2011)

The trend in attendance cannot be determined due to a lack of information from INow.

### Alabama Science Assessment:

#### Strengths:

Third and 4th grade teachers provide Science instruction for all students. Sixth grade teachers provide instruction in Life Sciences in preparation for the AHSGE. K-2nd grade teachers support Science instruction daily in the reading block using nonfiction texts.

#### Weaknesses:

Based on Spring 2011 results:

5th grade proficiency - 88% which is a decrease from last year's score of 93%.

Seven 5th grade students scored Level II partially meeting standards.

### Stanford 10:

#### Strengths:

Based on Spring 2011 results:

4th grade Total Reading - 81% which is an increase from last year's score of 70%.

4th grade Total Math - 83% which is an increase from last year's score of 74%.

5th grade Total Reading - 69% which is the same as last year's score of 69%.

6th grade Total Reading - 62% which is an increase from last year's score of 61%.

6th grade Total Math - 76% which is an increase from last year's score of 72%.

#### Weaknesses:

Based on Spring 2011 results:

3rd grade Total Reading - 57% which is a decrease from last year's score of 72%.

3rd grade Total Math - 53% which is a decrease from last year's score of 68%.

5th grade Total Math - 55% which is a decrease from last year's score of 71%.

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

#### **Strengths:**

Based on Spring 2011 results:

All of the students in Kindergarten classes benchmarked on Phoneme Segmentation Fluency (100%) which is equal to last year's score.

86% of students in 1st grade classes benchmarked in Oral Reading Fluency which is the same as last year's score of 86%.

#### **Weaknesses:**

Based on Spring 2011 results:

94% of the students in Kindergarten classes benchmarked on Nonsense Word Fluency which is a decrease from last year's score of 97.5%.

60% of students benchmarked in Oral Reading Fluency which is a decrease from last year's score of 90.7%. Twenty percent of students in 2nd grade were identified as Some Risk and twenty percent were identified as At Risk.

## **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:**

Whitesboro has 2 ELs at the present time. Last spring the K-EL student scored a 2.9 in listening; a 5.6 in speaking; a 1.4 in reading; a 1.9 in writing; a 1.6 in comprehension; for an overall score of 1.9.

The second grade EL student exited the program with an over all score of 5.0: 6.0 in listening; 6.0 in speaking; 3.7 in writing; 5.6 in reading; and 5.9 in comprehension.

#### **Weaknesses:**

None

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

#### **Strengths:**

Standard 3: Literacy

Indicator: Reading

Standard 1: Content Knowledge

Indicator: Curriculum

#### **Weaknesses:**

Standard 2: Teaching and Learning

Indicator: Instructional Strategies following the ARI model

Standard 3: Literacy

Indicator: Use of technology/Promethean Boards

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

**Strengths:**

No students were tested using the AAA. Whitesboro faculty members each have a laptop computer and classroom teachers have additional computers for student use. We have a computer lab with 27 computers. There are 16 Promethean Boards with mounted projectors in grades K-6. There is a Smart board in a 6th grade classroom. This is a portable classroom. There is a mounted projector in the library/media center and an additional mobile projector for faculty use. We have 12 document cameras, 2 flip camers, 6 digital cameras, a mobile cart with 30 Alpha Smart desktop units, a mobile cart with 34 NEO desktop units available, 3 slates, and 1 wand. There are 3 web cams located in the hallways throughout the main building.

**Weaknesses:**

There is a need to replace technology as funds become available.

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

**Strengths:**

Whitesboro Elementary implements the following assessments at the local level: Reading - weekly and unit tests (K-6), middle and end-of-the-year benchmark assessments (K-6), DIBELS (K-2), ARMT (3-6); Math - weekly tests; ARMT; Science - weekly tests (3-6), ASA (5th grade); Social Studies tests - weekly (3-6); PRIDE Survey (6th grade).

Pacing guides are in place for Reading and Math K-6.

**Weaknesses:**

We do not have pacing guides in place for all content areas.

**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:**

Zero expulsions occurred last year based on May SIR reports. Whitesboro Elementary had a total of 6 discipline reports last year.

**Weaknesses:**

Whitesboro Elementary had a total of 3 out-of-school suspensions, and there were 3 incidences of corporal punishment. One student was suspended from the school bus. There were a total of 14 office referrals for disciplinary offenses.

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

**Strengths:**

N/A

**Weaknesses:**

N/A

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

Our teacher turnover is minimal. In 2010-2011, teachers took 39.5 professional development days and 4 professional leave days. Teacher attendance was 89.56%. Two teachers retired at the end of the 2010-2011 school year and one returned from a year's leave of absence. We have two new teachers and a Title II teacher for an add-on unit.

**Weaknesses:**

In 2010-2011, teachers took 365 sick days and 40.5 personal days. One teacher was out with a non-school related injury for 208.5 days which accounts for the excessive number of sick days.

**School Demographic Information related to student attendance, patterns of student tardiness, early checkouts, late enrollments, high number of transfers, and/or transiency including migratory moves (if applicable).****Strengths:**

The majority of students adhere to established attendance policies. Due to inaccurate data from INOW, we are unable to report on student absences, checkouts, and tardies.

**Weaknesses:**

Due to inaccurate data received from INOW, we are unable to report the number of student absences, tardies, and checkouts for the 2010-2011 school year.

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

Communication is strong between parents and the school. According to the 6th grade PRIDE Survey, parents feel the school is a safe place for their children.

**Weaknesses:**

Only a small percentage of parents attend PTA or other parent meetings unless their children are involved in a program.

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

Based on 6th grade PRIDE Survey results:  
 95% of Whitesboro students feel safe in the classroom.  
 No students reported having used marijuana.  
 100% of our students who make good grades have never used illicit drugs.  
 95.8% of our students perceive that parents feel it is wrong to use alcohol, tobacco, and marijuana. This is a 2.6% increase from the previous year.

**Weaknesses:**

Based on 6th grade PRIDE Survey results:  
 Of the students who have used alcohol, the average age of their first experience was age 11. Of the students who have used tobacco, the average age of their first experience was age 10.75.

### **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:**

Scientific research-based materials are used appropriately with all students. The EL teachers understand how to integrate the EL curriculum and WIDA LEP Standards into the general education curriculum.

#### **Weaknesses:**

Only two classroom teachers are trained with WIDA LEP Standards.

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

#### **Strengths:**

The EL teachers are certified in EL instruction. Etowah County has formed a partnership with UAB/Project Heart whereby 17 of our regular classroom teachers across the county are receiving a stipend to pay for the majority of the required classes to obtain a master's degree in EL instruction.

#### **Weaknesses:**

Whitesboro classroom teachers have not had sufficient, long-term training on curriculum integration and the WIDA. Two itinerant EL teachers have a difficult job providing sufficient instructional time for ELs in 22 schools.

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

#### **Strengths:**

Whitesboro Elementary has a 90-minute reading block scheduled for all classes K-6 (Tier I.) An additional 30-minute intervention block (Tier II) is scheduled for all students K-3 and for struggling readers in 4-6. An additional 30-minute skill specific intervention (Tier III) is provided on an as needed basis for those students for whom Tiers I and II are not sufficient. Struggling readers receive reading instruction in whole-group, as well as small-group, strategic intervention, and one-on-one intensive instruction in grades K-6. Pacing guides are in place for Reading and Math in grades K-6. Beginning with the 2011-2012 school year, students in K-2 will be assessed using STAR Enterprise Early Literacy. Students who achieve Probable Reader status will then be assessed using STAR Enterprise Reading. Students in 3rd-6th grades will be assessed using STAR Enterprise Reading and in STAR Enterprise Early Literacy on an as needed basis. All students in K-6th grades will be assessed using STAR Enterprise Math. Skill specific data from these assessments will be used in Tiers II and III instruction.

#### **Weaknesses:**

Pacing guides are not in place for all content areas.  
Our school system was not financially able to provide students with the Summer Reading Academy this year.

## **Part II - GOAL TO ADDRESS ACADEMIC NEEDS**

**Part II - GOAL TO ADDRESS ACADEMIC NEEDS – Note: All components must be related to the weaknesses identified for any student subgroups in the data summary and support improving academic achievement , INCLUDING SCHOOL CULTURE AND RtI CONSIDERATIONS.**

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

#### **G1. Meet Baseline Proficiency on ARMT Plus Reading**

##### **Description:**

The combined Level III and Level IV Reading skills of 3rd grade students will increase from 91% to the 2012 AMO goal of 92%; 4th grade students will improve from 94% to 95% which exceeds the 2012 AMO goal of 91%; maintain 5th grade students at 97% which exceeds the 2012 AMO of 92%; 6th grade students will improve from 93% to 93.5% which will exceed the 2012 AMO of 93%. Improve the SPE proficiency from -13.21 to 0.00.

Data Results on which goal is based:

Results are based on Spring 2011 ARMT scores.

Target Grade Level(s): Grades 3-6

Target Content Area(s): Reading

AHSGE (Must be completed regardless of school's grade span): Reading

Additional Academic Indicators:

Spring 2011 ARMT, SAT 10, DIBELS and ASA results

Target Student Subgroup(s):

All students including those on grade level, those at-risk and SPE students

Courses of Study:

3rd grade: COS #3 - Use a wide range of strategies to comprehend literary recreational materials. Use a wide range of strategies including context clues and predicting outcomes to comprehend third grade recreational reading materials in a variety of genres. 4th - 5th grade: COS #4 - Use a wide range of strategies to interpret, evaluate, appreciate, and construct meaning from print materials. Use strategies to comprehend functional and textual/informational materials. 6th grade: COS #2 - Interpret literary elements and devices including implied main idea, conflict, and personification.

**Strategies:**

### **S**1.1 Comprehension of a Variety of Reading Materials

Description:

All teachers in grades 3-6 will provide effective instruction to develop student capability for applying strategies that enhance Reading comprehension, specifically in comprehending literary recreational materials, functional and textual/informational materials and in interpreting literary elements and devices, beginning in August.

**Action Steps:**

#### **AS**1.1.1 ARMT Data

Description:

S 1.1 AS 1: All teachers, grades 3-6, will analyze ARMT data for Reading comprehension, beginning in August.

Benchmarks:

AS 1 B 1: 100% of teachers, grades 3-6. will analyze data for Reading comprehension during a principal data meeting.

#### **AS**1.1.2 ARMT Data Lists

Description:

S 1.1 AS 2: All teachers, grades 3-6, will make a list of proficient and non-proficient students and their areas of weakness in Reading comprehension, beginning in August,

Benchmarks:

AS 2 B 1: 100% of teachers, grades 3-6, will make a list of proficient and non-proficient students and their areas of weakness in Reading comprehension during a principal data meeting.

### **AS1.1.3 Reading Groups**

#### **Description:**

S 1.1 AS 3: All teachers, grades 3-6, will group students according to ARMT Reading scores, STAR Enterprise scores, and a variety of other assessments to meet students' needs, beginning in August.

#### **Benchmarks:**

AS 3 B 1: 100% of teachers, grades 3-6, will group students according to ARMT Reading scores, STAR Enterprise scores, and a variety of other assessments to meet students' needs during a principal data meeting. The principal will conduct Walk Throughs to ensure SBRR practices are in place with regards to small group instruction.

### **AS1.1.4 SBRR Reading Instruction**

#### **Description:**

S 1.1 AS 4: All teachers, grades 3-6, will provide direct instruction using scientifically based researched Reading strategies which address specific student needs, beginning in August.

#### **Benchmarks:**

AS 4 B 1: 100% of teachers, grades 3-6, will provide direct instruction using scientifically based researched Reading strategies which address specific student needs. The principal will conduct Walk Throughs to ensure SBRR practices are in place.

### **AS1.1.5 Reading Assessment**

#### **Description:**

S 1.1 AS 5: All teachers, grades 3-6, will assess all students using weekly tests, theme/unit assessments, benchmark assessments and STAR Enterprise screening assessments, beginning in August.

#### **Benchmarks:**

AS 5 B 1: 100% of teachers, grades 3-6, will assess all students using weekly tests, theme/unit assessments, benchmark assessments and STAR Enterprise screening assessments, beginning in August. Documentation will be included in document boxes and/or document notebooks. The principal will conduct Walk Throughs to ensure appropriate assessment practices are in place.

#### **Interventions:**

Instruction will be provided in whole group, small group, Tier II and Tier III instruction, one-on-one instruction, and peer tutoring as indicated by assessment data. Teacher collaboration and reading coach intervention will be utilized as indicated.

#### **Resources:**

copies of ARMT Reading scores; technology including computers, Promethean Boards, Flip charts, SuccessMaker, STAR Enterprise, internet resources; teacher-made materials including graphic organizers and anchor charts; Harcourt and Scott Foresman Benchmark, theme/unit and weekly data; Reading textbooks and workbooks, trade books, student written work, newspapers; teacher modeling by a master teacher

### **S1.2 Comprehension of a Variety of Reading Materials 2**

#### **Description:**

All teachers in grades 3-6 will provide effective instruction to develop student capability for applying strategies that enhance Reading comprehension, specifically in comprehending literary recreational materials, functional and textual/informational materials and in interpreting literary elements and devices, for at-risk students, beginning in August.

### Action Steps:

#### AS1.2.1 ARMT Data

##### Description:

S 1.2 AS 1: All teachers, grades 3-6, will analyze ARMT data for Reading comprehension, for at-risk students, beginning in August.

##### Benchmarks:

AS 1 B 1: 100% of teachers, grades 3-6. will analyze data for Reading comprehension, for at-risk students during a principal data meeting.

#### AS1.2.2 ARMT Data Lists

##### Description:

S 1.2 AS 2: All teachers, grades 3-6, will make a list of proficient and non-proficient at-risk students and their areas of weakness in Reading comprehension, beginning in August.

##### Benchmarks:

AS 2 B 1: 100% of teachers, grades 3-6, will make a list of proficient and non-proficient at-risk students and their areas of weakness in Reading comprehension during a principal data meeting.

#### AS1.2.3 Reading Groups

##### Description:

S 1.2 AS 3: All teachers, grades 3-6, will group at-risk students according to ARMT Reading scores, STAR Enterprise scores, and a variety of other assessments to meet students' needs, beginning in August.

##### Benchmarks:

AS 3 B 1: 100% of teachers, grades 3-6, will group at-risk students according to ARMT Reading scores, STAR Enterprise scores, and a variety of other assessments to meet students' needs during a principal data meeting. The principal will conduct Walk Throughs to ensure SBRR practices are in place with regards to small group instruction.

#### AS1.2.4 SBRR Reading Instruction

##### Description:

S 1.2 AS 4: All teachers, grades 3-6, will provide direct instruction using scientifically based researched Reading strategies which address specific student needs for at-risk students, beginning in August.

##### Benchmarks:

AS 4 B 1: 100% of teachers, grades 3-6, will provide direct instruction using scientifically based researched Reading strategies which address specific student needs for at-risk students. The principal will conduct Walk Throughs to ensure SBRR practices are in place.

#### AS1.2.5 Reading Assessment

##### Description:

S 1.2 AS 5: All teachers, grades 3-6, will assess at-risk students using weekly tests, theme/unit assessments, and benchmark assessments and STAR Enterprise screening assessments, beginning in August.

**Benchmarks:**

AS 5 B 1: 100% of teachers, grades 3-6, will assess at-risk students using weekly tests, theme/unit assessments, benchmark assessments and STAR Enterprise screening assessments. Documentation will be included in document boxes and/or document notebooks. The principal will conduct Walk Throughs to ensure appropriate assessment practices are in place.

**Interventions:**

Instruction will be provided in whole group, small group, Tier II and Tier III instruction, one-on-one instruction, and peer tutoring as indicated by assessment data. Teacher collaboration and reading coach intervention will be utilized as indicated.

**Resources:**

copies of ARMT Reading scores; technology including computers, Promethean Boards, Flip charts, SuccessMaker, STAR Enterprise, internet resources; teacher-made materials including graphic organizers and anchor charts; Harcourt and Scott Foresman Benchmark, theme/unit and weekly data; Reading textbooks and workbooks, trade books, student written work, newspapers; teacher modeling by a master teacher

## **G2. Meet Baseline Proficiency on ARMT Plus Reading 2**

**Description:**

The combined Level III and Level IV Reading skills of 3rd grade students will increase from 91% to the 2012 AMO goal of 92%; 4th grade students will improve from 94% to 95% which exceeds the 2012 AMO goal of 91%; maintain 5th grade students at 97% which exceeds the 2012 AMO of 92%; 6th grade students will improve from 93% to 93.5% which will exceed the 2012 AMO of 93%.

**Data Results on which goal is based:**

Results are based on Spring 2011 ARMT scores.

**Target Grade Level(s):** Grades 3-6

**Target Content Area(s):** Reading

**AHSGE (Must be completed regardless of school's grade span):** Reading

**Additional Academic Indicators:**

Spring 2011 ARMT, SAT 10, DIBELS and ASA results

**Target Student Subgroup(s):**

All students including those on grade level, those at-risk and SPE students

**Courses of Study:**

3rd, 4th, 5th, and 6th grades - #19, #20, #17 - Demonstrate vocabulary growth developed through reading and listening to literature.

**Strategies:**

### **S2.1 Vocabulary Instruction**

**Description:**

All teachers, grades K-6, will provide effective vocabulary instruction for at-risk and all students, beginning in August.

**Action Steps:****AS2.1.1 ARMT Data**

## Description:

S 2.1 AS 1: All teachers, grades 3-6, will analyze ARMT data for Reading comprehension, beginning in August.

## Benchmarks:

AS 1 B 1: 100% of teachers, grades 3-6 will analyze ARMT data for Reading comprehension during a principal data meeting.

**AS2.1.2 Vocabulary Routines**

## Description:

S 2.1 AS 2: All teachers, grades K-6, will establish routines for introducing vocabulary to include PowerPoint presentations, flip charts, vocabulary cards, student-friendly definitions, beginning in August.

## Benchmarks:

AS 2 B 1: 100% of teachers, grades K-6, will establish routines for introducing vocabulary to include PowerPoint presentations, flip charts, vocabulary cards, student-friendly definitions. The principal will conduct Walk Throughs to ensure SBRR practices are in place.

**AS2.1.3 Vocabulary Instruction**

## Description:

S 2.1 AS 3: All teachers, grades K-6, will utilize direct instruction using scientifically based researched Reading strategies of both robust and content vocabulary, beginning in August.

## Benchmarks:

AS 3 B 1: 100% of teachers, grades K-6, will utilize direct instruction using scientifically based researched Reading strategies of both robust and content vocabulary. The principal will conduct Walk Throughs to ensure SBRR practices are in place.

**AS2.1.4 Vocabulary Active Participation Strategies**

## Description:

S 2.1 AS 4: All teachers, grades K-6, will involve students in active participation strategies in using vocabulary in correct context in Reading and in discussing text, beginning in August.

## Benchmarks:

AS 4 B 1: 100% of teachers, grades K-6, will involve students in active participation strategies in using vocabulary in correct context in Reading and in discussing text. The principal will conduct Walk Throughs to ensure active participation strategies are in place.

**AS2.1.5 Repetition in Vocabulary Instruction**

## Description:

S 2.1 AS 5: All teachers, grades K-6, will provide repetition with vocabulary using individual word cards, word charts, whole-group word walls and anchor charts, beginning in August.

## Benchmarks:

AS 5 B 1: 100% of teachers, grades K-6, will provide repetition with vocabulary using individual word cards, word charts, whole-group word walls and

anchor charts. The principal will conduct Walk Throughs to ensure that repetition practices with vocabulary words are in place.

### **AS2.1.6 Vocabulary Assessment**

#### **Description:**

S 2.1 AS 6: All teachers, grades K-6, will assess student acquisition of vocabulary by formal and informal assessments, beginning in August.

#### **Benchmarks:**

AS 6 B 1: 100% of teachers, grades K-6, will assess student acquisition of vocabulary by formal and informal assessments. This will include written vocabulary tests as well as teacher observation of students practicing vocabulary appropriately in daily conversation. The principal will conduct Walk Throughs to ensure appropriate assessment practices are in place.

#### **Interventions:**

Instruction will be provided in whole group, small group, Tier II and Tier III instruction, one-on-one instruction, and peer tutoring as indicated by assessment data. Teacher collaboration and reading coach intervention will be utilized as indicated.

#### **Resources:**

copies of ARMT Reading scores; technology including computers, Promethean Boards, Flip charts, SuccessMaker, STAR Enterprise, internet resources; teacher-made materials including graphic organizers and anchor charts; Harcourt and Scott Foresman Benchmark, theme/unit and weekly data; Reading textbooks and workbooks, trade books, student written work, newspapers; teacher modeling by a master teacher

### **G3. DIBELS End of the Year Benchmark Assessments**

#### **Description:**

Whitesboro Elementary's goal is to continue to meet and exceed benchmark proficiency for grades K-2 on the DIBELS assessment. The phonemic awareness skills of Kindergarten students will continue to exceed benchmark proficiency in Phoneme Segmentation Fluency (PSF) on the end-of-the-year benchmark DIBELS assessment, Spring 2012. First grade students will continue to exceed benchmark proficiency in Oral Reading Fluency (ORF) on the end-of-the-year DIBELS assessment, Spring 2012. Second grade students will meet or exceed benchmark proficiency in Oral Reading Fluency (ORF) on the end-of-the-year DIBELS assessment, Spring 2012.

#### **Data Results on which goal is based:**

Results are based on Spring 2011 DIBELS scores. Kindergarten - Phoneme Segmentation Fluency - 100% Benchmark; 1st grade - Oral Reading Fluency - 86% Benchmark, 11% Some Risk, 2% At Risk; 2nd grade - Oral Reading Fluency - 60% Benchmark, 20% Some Risk, 20% At Risk

Target Grade Level(s): K-2nd grades

Target Content Area(s): Reading

AHSGE (Must be completed regardless of school's grade span): Reading

#### **Additional Academic Indicators:**

N/A

#### **Target Student Subgroup(s):**

All students including those on grade level, those at-risk, and SPE students

#### **Courses of Study:**

K-2nd grades: COS #1 - Recognizing elements of a story. 2nd grade: COS #4 - Apply appropriate comprehension strategies.

**Strategies:****S3.1 Recognize Story Elements**

## Description:

All teachers, grades K-2, will provide effective instruction for at-risk and all students to develop student capability for applying strategies that enhance Reading comprehension, specifically in interpreting and comprehending literary elements, beginning in August.

**Action Steps:****AS3.1.1 DIBELS Data**

## Description:

S 3.1 AS 1: All teachers, grades K-2, will analyze longitudinal data to determine students' strengths and weaknesses, beginning in August.

## Benchmarks:

AS 1 B 1: 100% of teachers, grades K-2, will analyze longitudinal data to determine students' strengths and weaknesses during a principal data meeting.

**AS3.1.2 Reading Groups**

## Description:

S 3.1 AS 2: All teachers, grades K-2, will group students according to student needs and proficiency status, beginning in August.

## Benchmarks:

AS 2 B 1: 100% of teachers, grades K-2, will group students according to student needs and proficiency status during a principal data meeting.

**AS3.1.3 SBRR Reading Instruction**

## Description:

S 3.1 AS 3: All teachers, grades K-2, will provide explicit instruction using scientifically based Reading research in comprehension strategies specifically in interpreting and comprehending literary elements, beginning in August.

## Benchmarks:

AS 3 B 1: 100% of teachers, grades K-2, will provide explicit instruction using scientifically based Reading research in comprehension strategies specifically in interpreting and comprehending literary elements. The principal will conduct Walk Throughs to ensure SBRR practices are in place.

**AS3.1.4 Reading Assessment**

## Description:

S 3.1 AS 4: All teachers, grades K-2, will pace, monitor, and assess instruction for all students, beginning in August.

## Benchmarks:

AS 4 B 1: 100% of teachers, grades K-2, will pace, monitor, and assess instruction for all students. The principal will conduct Walk Throughs to ensure appropriate assessment practices are in place.

## Interventions:

Instruction will be provided in whole group, small group, Tier II and Tier III instruction, one-on-one instruction, and peer tutoring as indicated by assessment data. Teacher collaboration and reading coach intervention will be utilized as indicated.

**Resources:**

copies of DIBELS reports, copies of Harcourt Benchmark, theme and weekly data; technology including computers, PowerPoints, Promethean Boards, Flip charts, SuccessMaker, STAR Enterprise, internet resources; teacher-made materials including graphic organizers, anchor charts, and games; manipulatives and Readers' Theater scripts; Reading textbooks and workbooks; literacy centers; teacher modeling by a master teacher

**G4. Meet Baseline Proficiency on ARMT Plus Math****Description:**

The combined Level III and Level IV Math skills of 3rd grade students will increase from 91% to 92% which exceeds the 2012 AMO goal of 89%; 4th grade students will improve from 93% to 94% which exceeds the 2012 AMO goal of 89%; 5th grade students will increase from 94% to 94.5% which exceeds the 2012 AMO goal of 88%; maintain 6th grade students at 98% which exceeds 2012 AMO of 83%. Maintain the SPE proficiency at or above 0.00. Whitesboro is currently at 0.14 proficiency.

**Data Results on which goal is based:**

Results are based on Spring 2011 ARMT scores.

Target Grade Level(s): Grades 3-6

Target Content Area(s): Math

AHSGE (Must be completed regardless of school's grade span): Math

**Additional Academic Indicators:**

Spring 2011 ARMT and SAT 10

**Target Student Subgroup(s):**

All students including those on grade level, those at-risk and SPE students

**Courses of Study:**

3rd and 4th grades: COS #12 - Data analysis and probability; Recognize data as either categorical or numerical. 5th grade: COS #13 and #9 - Measurement; Convert units of measurement within the same system. 6th grade: COS #7 - Solve problems involving perimeter and area of parallelograms and rectangles.

**Strategies:****S4.1 Data Analysis and Probability****Description:**

All teachers, grades 3-6, will provide instruction on how to collect data, interpret, and create appropriate graphs and charts for all students including at-risk students, beginning in August.

**Action Steps:****AS4.1.1 ARMT Data****Description:**

S 4.1 AS 1: All teachers, grades 3-6, will analyze ARMT Math data, beginning in August.

**Benchmarks:**

AS 1 B 1: 100% of teachers, grades 3-6, will analyze ARMT Math data during a principal data meeting.

**AS4.1.2 ARMT Data Lists**

## Description:

S 4.1 AS 2: All teachers, grades 3-6, will identify students' Math strengths and weaknesses based on standards, beginning in August.

## Benchmarks:

AS 2 B 1: 100% of teachers, grades 3-6, will identify students' Math strengths and weaknesses based on standards during a principal data meeting.

**AS4.1.3 NCTM Instruction**

## Description:

S 4.1 AS 3: All teachers, grades 3-6, will use NCTM Process Standards in instruction for Mathematics including Problem Solving, Communication, Reasoning, Representation and Connections, beginning in August.

## Benchmarks:

AS 3 B 1: 100% of teachers, grades 3-6, will use NCTM Process Standards in instruction for Mathematics including Problem Solving, Communication, Reasoning, Representation and Connections. The principal will conduct Walk Throughs to ensure appropriate instruction is in place.

**AS4.1.4 Active Participation Strategies in Math**

## Description:

S 4.1 AS 4: All teachers, grades 3-6, will involve students in active participation strategies in a gradual release of responsibility model of I Do, We Do, You Do, beginning in August. Students will use manipulatives and prescriptive and interactive technology.

## Benchmarks:

AS 4 B 1: 100% of teachers, grades 3-6, will involve students in active participation strategies in a gradual release of responsibility model of I Do, We Do, You Do, beginning in August. Students will use manipulatives and prescriptive and interactive technology. The principal will conduct Walk Throughs to ensure that appropriate active participation strategies are in place.

**AS4.1.5 Math Assessment**

## Description:

S 4.1 AS 5: All teachers, grades 3-6, will assess students weekly by using a variety of formal and informal assessments, beginning in August.

## Benchmarks:

AS 5 B 1: 100% of teachers, grades 3-6, will assess students weekly by using a variety of formal and informal assessments. The principal will conduct Walk Throughs to ensure appropriate assessment practices are in place.

## Interventions:

Instruction will be provided in whole group, small group, one-on-one instruction, and peer tutoring as indicated by assessment data. Teacher collaboration will be utilized as indicated.

## Resources:

copies of ARMT Math scores; math manipulatives and games; prescriptive and interactive technology using existing hardware and software, internet resources, PowerPoints, Promethean Boards, Flip charts, Learn360, SuccessMaker, STAR Enterprise Math; Math textbooks; teacher modeling by a master teacher

**S4.2 Measurement**

**Description:**

All teachers, grades 3-6, will provide effective instruction in converting standard and metric units of measurement for all students including at-risk students, beginning in August.

**Action Steps:****AS4.2.1 ARMT Data****Description:**

S 4.2 AS 1: All teachers, grades 3-6, will analyze ARMT Math data, beginning in August.

**Benchmarks:**

AS 1 B1: 100% of teachers, grades 3-6, will analyze ARMT Math data during a principal data meeting.

**AS4.2.2 ARMT Data Lists****Description:**

S 4.2 AS 2: All teachers, grades 3-6, will identify students' Math strengths and weaknesses, based on standards, beginning in August.

**Benchmarks:**

AS 2 B 1: 100% of teachers, grades 3-6, will identify students' Math strengths and weaknesses, based on standards during a principal data meeting.

**AS4.2.3 NCTM Instruction****Description:**

S 4.2 AS 3: All teachers, grades 3-6, will use NCTM Process Standards in instruction for Mathematics including Problem Solving, Communication, Reasoning, Representation and Connections, beginning in August.

**Benchmarks:**

AS 3 B 1: 100% of teachers, grades 3-6, will use NCTM Process Standards in instruction for Mathematics including Problem Solving, Communication, Reasoning, Representation and Connections. The principal will conduct Walk Throughs to ensure appropriate instruction is in place.

**AS4.2.4 Active Participation Strategies in Math****Description:**

S 4.2 AS 4: All teachers, grades 3-6, will involve students in active participation strategies in a gradual release of responsibility model of I Do, We Do, You Do, beginning in August. Students will use manipulatives and prescriptive and interactive technology.

**Benchmarks:**

AS 4 B 1: 100% of teachers, grades 3-6, will involve students in active participation strategies in a gradual release of responsibility model of I Do, We Do, You Do. Students will use manipulatives and prescriptive and interactive technology. The principal will conduct Walk Throughs to ensure that appropriate active participation strategies are in place.

**AS4.2.5 Math Assessment****Description:**

S 4.2 AS 5: All teachers, grades 3-6, will assess students weekly by using a variety of formal and informal assessments, beginning in August.

**Benchmarks:**

AS 5 B 1: 100% of teachers, grades 3-6, will assess students weekly by using a variety of formal and informal assessments. The principal will conduct Walk Throughs to ensure appropriate assessment practices are in place.

**Interventions:**

Instruction will be provided in whole group, small group, one-on-one instruction, and peer tutoring as indicated by assessment data. Teacher collaboration will be utilized as indicated.

**Resources:**

copies of ARMT Math scores; math manipulatives and games; prescriptive and interactive technology using existing hardware and software, internet resources, PowerPoints, Promethean Boards, Flip charts, Learn360, SuccessMaker, STAR Enterprise Math; Math textbooks; teacher modeling by a master teacher

**S 4.3 Solve Problems with Perimeter and Area****Description:**

All teachers, grades 3-6, will provide instruction in solving problems involving perimeter and area of parallelograms and rectangles, beginning in August.

**Action Steps:****AS 4.3.1 ARMT Data****Description:**

S 4.3 AS 1: All teachers, grades 3-6, will analyze ARMT Math data, beginning in August.

**Benchmarks:**

AS 1 B 1: 100% of teachers, grades 3-6, will analyze ARMT Math data during a principal meeting.

**AS 4.3.2 ARMT Data Lists****Description:**

S 4.3 AS 2: All teachers, grades 3-6, will identify students' Math strengths and weaknesses based on standards, beginning in August.

**Benchmarks:**

AS 2 B 1: 100% of teachers, grades 3-6, will identify students' Math strengths and weaknesses based on standards during a principal data meeting.

**AS 4.3.3 NCTM Instruction****Description:**

S 4.3 AS 3: All teachers, grades 3-6, will use NCTM Process Standards in instruction for Mathematics including Problem Solving, Communication, Reasoning, Representation and Connections, beginning in August.

**Benchmarks:**

AS 3 B 1: 100% of teachers, grades 3-6, will use NCTM Process Standards in instruction for Mathematics including Problem Solving, Communication, Reasoning, Representation and Connections. The principal will conduct Walk Throughs to ensure appropriate instruction is in place.

**AS 4.3.4 Active Participation Strategies in Math**

**Description:**

S 4.3 AS 4: All teachers, grades 3-6, will involve students in active participation strategies in a gradual release of responsibility model of I Do, We Do, You Do, beginning in August. Students will use manipulatives and prescriptive and interactive technology.

**Benchmarks:**

AS 4 B 1: 100% of teachers, grades 3-6, will involve students in active participation strategies in a gradual release of responsibility model of I Do, We Do, You Do. Students will use manipulatives and prescriptive and interactive technology. The principal will conduct Walk Throughs to ensure that appropriate active participation strategies are in place.

**AS 4.3.5 Math Assessment****Description:**

S 4.4 AS 5: All teachers, grades 3-6, will assess students weekly by using a variety of formal and informal assessments, beginning in August.

**Benchmarks:**

AS 5 B 1: 100% of teachers, grades 3-6, will assess students weekly by using a variety of formal and informal assessments. The principal will conduct Walk Throughs to ensure appropriate assessment practices are in place.

**Interventions:**

Instruction will be provided in whole group, small group, one-on-one instruction, and peer tutoring as indicated by assessment data. Teacher collaboration will be utilized as indicated.

**Resources:**

copies of ARMT Math scores; math manipulatives and games; prescriptive and interactive technology using existing hardware and software, internet resources, PowerPoints, Promethean Boards, Flip charts, Learn360, SuccessMaker, STAR Enterprise Math; Math textbooks; teacher modeling by a master teacher

## 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:** Any school that did not make AMAOs must complete this page. Refer to the ACCESS for English Language Learners data in the Needs Assessment (Ic) to develop appropriate goals.

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

**G 1. N/A****Description:**

N/A

**Data Results on which goal is based:**

N/A

Target Grade Level(s): N/A

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

WIDA Standards: N/A

**Strategies:**

**S1.1 N/A**

Description:

N/A

**Action Steps:**

**AS1.1.1 N/A**

Description:

N/A

Benchmarks:

N/A

Interventions:

N/A

Resources:

N/A

## **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 – Note: 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. Increase Parental Support**

Description:

Parents are supportive of the school's PTA organization, in assisting teachers with class projects and classroom management, with school-wide events including activities for the students and in raising funds to meet identified needs. Parents are most actively involved when their children are performing in a play or program. Parents are supportive of grade-level orientation meetings as well as the school-wide Meet and Greet and Family Reading nights. Parents attend parent-teacher conferences when asked and work in cooperation with teachers and students in meeting academic and behavioral challenges. However, 100% of Whitesboro parents are not actively involved in their students' school activities or their academic and behavioral challenges. Our challenge is to continue to reach those parents who are not actively involved in their children's school activities and academic and behavioral challenges.

**Strategies:**

**S1.1 Continue with a Parent Involvement Committee**

Description:

Whitesboro Elementary will continue to schedule regular meetings, parent workshops, and parent conferences beginning in August. Faculty and staff will utilize the school website and individual teacher websites to communicate with parents beginning in August. Teachers will include information such as classroom rules, assignments, schedules, announcements, links to content area information, etc.

### **Action Steps:**

#### **AS1.1.1 Parent Involvement**

##### **Description:**

S 1 AS 1: Teachers will continue to schedule parent workshops and parent conferences beginning in August.

##### **Benchmarks:**

AS 1 B 1: 100% of teachers will schedule parent workshops and parent conferences as needed. Documentation will include copies of notes, records of phone calls, copies of newsletters and e-mails, information from the school marquee, information from the school and teacher websites, and notes from parent conferences.

#### **AS1.1.2 Parent Involvement Using Technology**

##### **Description:**

S 1 AS 2: Teachers will utilize school website as well as individual websites to communicate with parents beginning in August.

##### **Benchmarks:**

AS 2 B 1 - 100% of teachers will utilize the school website as well as individual websites to communicate with parents. Teachers will include information such as classroom rules, assignments, schedules, announcements, etc. Documentation will include copies of e-mails and information from school and teacher websites.

##### **Interventions:**

Feedback will be derived from regularly scheduled meetings with the Parent Involvement Committee and from parent representatives on the CIP Committee. Faculty and administration will evaluate parent involvement continuously throughout the school year.

##### **Resources:**

No financial resources will be needed. Faculty and staff will need access to computers and school and teacher websites. Teachers will need to create classroom newsletters in print and on individual websites.

### **G2. Increase Community Involvement**

##### **Description:**

Whitesboro Elementary is the only elementary school in the Whitesboro/Sardis community. This is a rural/farming community with little business activity. However, those businesses within the community are supportive of the school and are involved in school-related activities.

##### **Strategies:**

#### **S2.1 Continue with a Climate of Success**

##### **Description:**

S 1: Whitesboro Elementary will foster a climate in which all adults believe that it is their responsibility that all students succeed beginning in August and continuing throughout the school year.

**Action Steps:****AS2.1.1 Community Involvement**

## Description:

S 1 AS 1: All teachers will communicate with stakeholders beginning in August.

## Benchmarks:

AS 1 B 1: 100% of teachers will communicate with stakeholders utilizing notes, phone calls, e-mails, the school marquee, school and teacher websites, PTA meetings, etc. Documentation will include copies of notes, records of phone calls, copies of newsletters and e-mails, information from the school marquee, information from the school and teacher websites, and copies of the school's mission statement.

**AS2.1.2 Community Involvement with Mission Statement**

## Description:

S 1 AS 2: All teachers will ensure that stakeholders are aware of our school mission and its meaning beginning in August.

## Benchmarks:

AS 2 B 1: 100% of teachers will ensure that stakeholders are aware of our school mission and its meaning beginning in August. Copies of Whitesboro's Mission Statement will be displayed in the lobby and in every classroom. The mission statement will be included on the school website. Documentation will include copies of the school's mission statement.

## Interventions:

Feedback will be derived from regularly scheduled meetings with the Parent Involvement Committee and from the community representative on the CIP Committee. Parents and community stakeholders will be asked for suggestions for improving communication. Faculty and administration will evaluate community involvement continuously throughout the school year.

## Resources:

No financial resources will be needed.

**G3. Secure Additional Technology**

## Description:

Whitesboro Elementary has successfully placed Promethean Boards and/or Smart Boards in every classroom. Our school is committed to providing our students with technology to support instructional strategies for all students in all grade levels K-6. Additional technology will be purchased as older models become obsolete and as new technology is developed.

**Strategies:****S3.1 Additional Technology**

## Description:

Whitesboro will purchase new technology as funds become available.

**Action Steps:****AS3.1.1 Purchase Technology**

## Description:

S 1 AS 1: Teachers will share technology including computers, document cameras, flip cameras, digital cameras, Alpha Smart desktop units, NEO2 desktop units, slates and wands until such time as new technology can be purchased.

**Benchmarks:**

AS 1 B 1: 100% of teachers will share technology including computers, flip cameras, document cameras, digital cameras, Alpha Smart desktop units, NEO2 desktop units, slates and wands until such time as new technology can be purchased. Web cams will be added in the Kindergarten and 1st grade wing as funds become available.

**Interventions:**

The school's technology plan will be reviewed and revised annually using district and school Impact survey.

**Resources:**

State, district, and local technology funds will be needed to purchase new technology.

#### **G4. Student Tardies**

**Description:**

Whitesboro has an on-going challenge of decreasing the number and frequency of student tardies without a valid excuse.

**Strategies:**

##### **S4.1 Decrease Tardies**

**Description:**

Decrease the number and frequency of students arriving at school after 7:45 during the 2011-2012 school year.

**Action Steps:**

##### **AS4.1.1 Information on Attendance Policy**

**Description:**

S 1 AS 1: Parents will be informed of the district and school policy concerning student tardiness beginning in August.

**Benchmarks:**

AS 1 B 1: 100% of teachers will inform parents of the district and school policy concerning student tardiness at Parent Orientation, Title I Meet and Greet, PTA Open House, Parent In-service Day, and/or via parent information packets. Documentation will include copies of notes, records of phone calls, copies of district and school policies, sign-in sheets from Parent Orientation, Title I Meet and Greet, and Parent In-service Day.

##### **AS4.1.2 Parent Communication Concerning Tardies**

**Description:**

S 1 AS 2: Phone calls will be made and letters will be sent home regarding student tardiness beginning in August.

**Benchmarks:**

AS 2 B 1: 100% of teachers will follow up with the office regarding phone calls or letters sent home due to student tardiness. Documentation will include records of phone calls and copies of letters.

**Interventions:**

Teachers and administration will use notes, phone calls, and conferences with parents and guardians to explain the school and district policy(ies) concerning tardiness. The school counselor and/or the district's social worker will contact parents concerning truancy on an as needed basis. Administration will enlist the assistance of the School Resource Officer (SRO) and/or the district's truancy officer as needed.

**Resources:**

The School Resource Officer (SRO), school counselor, district social worker, and/or district truancy officer will be enlisted as needed.

## **G5. Safety Plan**

**Description:**

Whitesboro Elementary will continue to review, revise, and implement the safety plan.

**Strategies:**

### **S5.1 Increase Monitoring**

**Description:**

Increase the level of monitoring of students and visitors while on campus.

**Action Steps:**

#### **AS5.1.1 Hallway Web Cams**

**Description:**

S 1 AS 1: Whitesboro Elementary will purchase and install additional web cams as funds become available.

**Benchmarks:**

AS 1 B 1: 100% of students, faculty, staff, and visitors and 100% of the building will be monitored during the 2011-2012 school year. Documentation will include faculty and staff sign-in sheets, visitor sign-in sheets, and reviews of web cam recordings.

**Interventions:**

The School Resource Officer (SRO), web cams, the fences and gates, name tags, and teacher identification badges will be utilized in ensuring Whitesboro students, faculty and staff are safe. The safety plan will be reviewed and revised as needed and implemented daily. Fire/tornado/intruder drills will be practiced on a regular basis. Teachers will monitor morning arrivals and afternoon dismissal.

**Resources:**

The School Resource Officer (SRO) will be utilized as needed. Additional web cams will be purchased and installed as funds become available.

## **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)**

Etowah County began a teacher mentoring program 4 years ago. Whitesboro Elementary has 2 first year teachers and a second year teacher from the district's overflow pool. Whitesboro also has one teacher returning from a year's leave of absence and a teacher who has transferred to a different grade level. The goal of the mentoring program is to improve teacher practice and is designed to provide on-going support for new or struggling teachers. Each new teacher will receive mentoring for a minimum of two years with an optional third year based on mastery

of competencies. In addition, Etowah County provides on-going new teacher orientation and training for employees.

### **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.**

Whitesboro Elementary earns 20 classroom teachers with additional units totaling 22.5, 1 principal, 0.5 counselor, and 1.0 librarian.

Our regular Title I budget will be used for the following:

- \*Salaries and Benefits for 1.5 instructional aides
- \*Hardware including computers, monitors, laptops, projector bulbs, Promethean Boards, document cameras, and interactive slates
- \*Software including STAR Enterprise, AR Enterprise, and Follett
- \*Professional Development
- \*Materials and Supplies

Parent Involvement Funds will be spent for activities and materials related to parent involvement.

Title I monies provide the services of: Title I EL Teacher; School Improvement Specialist; Professional Development Coordinator for Technology

Title I ARRA monies provide the services of: Title I Computer Technician

Title II monies provide the services of: School Improvement Specialist; Professional Development Coordinator for Technology (portion of salaries paid from Title II); Funds set-aside for Professional Development (\$44,726)

Title III monies provide the services of: EL Lead Teacher (portion of salary paid from Title III) / System Allocation \$30, 514

Title IV monies provide the services of: Project Alert & other related programs; Security services; Pride Surveys / System Allocation \$33,915

### **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.**

At the spring Kindergarten pre-registration, students are given a readiness screening administered by the Kindergarten teachers. All students receive a supply list for the next school year in the May report card. Some teachers host a Parent Orientation in August prior to the first day of school. Parents are also invited to meet with teachers during teacher In-service days in August. Kindergarten students have the option to attend school for a half-day the first week. This helps students transition from home to school. A Title I Meet & Greet and a PTA Open House is held in the fall and teachers will officially conference with parents during Parent In-service Day in October. Sixth grade students tour Sardis High School in May. This tour includes visiting 7th grade classrooms and meeting 7th grade teachers.

### **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.**

It is the goal of Whitesboro Elementary to have all teachers of core subject areas highly qualified. We currently have 100% of our teachers highly qualified. Job openings are posted and applications are requested district-wide as well as via the State TeachinAlabama website. It is the principal's responsibility to verify the highly qualified status of each teacher applicant prior to a formal interview. We have one Nationally Board Certified Teacher on staff. The school district offers a mentoring program for teachers wishing to pursue National Board Certification.

### **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.**

Whitesboro Elementary teachers use data derived from state assessments including ARMT Reading and Math and SAT10 Reading and Math for students in grades 3-6 to determine gaps in instruction. DIBELS data is used to assess progress in reading for grades K-2. STAR Enterprise assessments will be used beginning with the 2011-2012 school year including STAR Reading, STAR Early Literacy, and STAR Math. Data meetings are held regularly to analyze data, review progress, and determine next steps. STAR progress monitoring will be administered weekly for those students struggling in Reading and/or Math beginning with the 2011-2012 school year. The progress monitoring tool in the Harcourt (K-3) and Scott Foresman (4-6) reading programs will be administered weekly and the information will also be analyzed at data meetings. Classroom assessments are administered weekly and at the completion of a theme/unit. Benchmark assessments are administered mid-year and at the end of the school year. These assessments are used to determine if instruction can proceed or if remedial activities must be implemented. Teachers meet in grade level meetings to analyze assessment data to improve instruction. Teacher involvement in decision-making is as follows:

\*The faculty collaboratively studies disaggregated data and results of state assessments.

\*Response to Instruction (RtI) committee members analyze data collected on students struggling in reading, math and with behavior to determine next steps -to change or alter accommodations or to refer students for special education testing.

\*Multi-grade level meetings help identify gaps or overlaps in curriculum.

\*Grade level meetings are held to adjust and improve instructional methods and strategies based on data.

### **Special Populations:**

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

Whitesboro Elementary(WE)students have equal access to all services/programs available.WE uses the district's social services counselor,DHR,DMH,& various community resources to provide students with necessary supplies,food,clothing, shelter.Homeless/LEP & neglected/delinquent(n/d)students have equal access to the same free, appropriate public education& are provided with opportunity to meet challenging state content& student performance standards to which all students are held accountable without being stigmatized/isolated. LEP students are identified at enrollment.Students receive a Home Language Survey to determine eligibility for testing.Students qualify if a language other than English is used by the student or at the student's home.Eligible students are tested with the WIDA Access Placement Test to determine if a student needs services from the EL program.Parents have the right to waive EL services.If parents agree to services,the EL committee determines appropriate services/placement for individual students.The committee consists of EL teacher,parents,student's teachers,counselor,& administrator.All EL students are provided services including content area monitoring & pull-out for individual support.The classroom& EL teachers provide services to EL students at WE.The EL teacher serves as an interpreter to communicate with parents as needed.Parents are provided opportunity to receive important school documents in any of the 10 most common foreign languages in Alabama that are on Transact.The EL committee reviews each student's progress annually.If a student scores proficient on the WIDA Access Test& is performing on grade level,the student becomes eligible to exit the EL program& will be monitored for 2 years to ensure success.WE has no migrant students.Parents receive a Migrant Education Survey at enrollment, which determines eligibility for the migrant program.WE provides SPE services & uses appropriate procedures in accordance with federal/Alabama state laws& regulations.The referral coordinator tracks referrals& notices to parents concerning eligibility meetings.Evaluation determines if the student is eligible for SPE services.An Individualized Education Plan(IEP) team determines eligibility for services.The team develops the IEP based on the evaluation, concerns of parents,& academic,developmental,& functional needs of a student.To the extent appropriate,SPE students are educated with non-disabled students.Separate SPE classes will occur only when the severity of the disability is such that education in the general classroom can't be successfully achieved.WE ensures that children with disabilities have access to a variety of educational programs& services available to all students.SPE students are provided with equal opportunity to participate in extra-curricular activities available to all students.WE has no homeless students.N/d students are identified when contacted by the following:DHR,Social Services,LEA Truancy Officer,or parents.

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

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

#### **Applies Only to Secondary Schools**

N/A

#### **Extended Learning Opportunities:**

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

Students who experience difficulty mastering proficiency or advanced achievement standards will be provided timely, effective, and additional instruction. This will be accomplished by:

\*Teacher review of student permanent records, previous test results, etc. which will enable the teacher to determine student strengths and weaknesses.

\*Teacher analysis of standardized test results to identify both individual and class strengths and weaknesses.

\*Vertical communication between teachers for insight into student learning styles.

\*Classroom and intervention teachers use of Harcourt (K-3) and Scott Foresman (4-6) Tiers II and III Reading curriculum.

\*Classroom and intervention teachers adherence to Alabama Reading Initiative guidelines and strategies.

\*Classroom teachers providing small group instruction for struggling readers.

\*Progress monitoring students in a timely manner based on DIBELS, STAR Enterprise, Harcourt and Scott Foresman benchmark assessments.

\*Data meetings conducted regularly to discuss strategies and procedures to encourage student success, to review student progress, and modify instruction as needed.

\*Utilizing the assistance of the Reading Coach.

\*Encouraging parental involvement in student education through on-going communication and school conferences.

\*Extended Day after-school program.

\*Summer Reading Academy, PreK-3rd grades, when funds are available.

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

### Parental Involvement:

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

At the beginning of each school year, some Whitesboro Elementary teachers host a Parent Orientation prior to the beginning of school. Parents are notified of this meeting through a detailed letter sent by their child's teacher. In addition, information about orientation is included on our school's marquee, on our school website, and on the teacher's individual website. Orientation is offered in the evenings to accommodate parents' work schedules. Parents of students in grades K-6 are invited to meet their child's teacher on In-service days prior to the first day of school. In addition, Whitesboro Elementary hosts a Title I Meet and Greet for parents in August. Parents will also be notified of the PTA Open House in early fall and Parent In-service Day in October. However, if parents are not able to attend any of these meetings, teachers will schedule a conference convenient to the parents. It is our goal at Whitesboro Elementary to involve all parents in the education of their children. Topics included at orientation and/or parent meetings:

- \*Continuous Improvement Plan
- \*An explanation of the school's curriculum and the state's content standards
- \*Title I program and participation, its services, and parents' rights
- \*Parental Involvement Section of the Continuous Improvement Plan(Overview and Distribution)
- \*Home School Compacts
- \*Etowah County, Whitesboro Elementary, and classroom rules and guidelines

#### 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. The faculty and staff at Whitesboro Elementary have a strong belief in the importance of parental involvement. Throughout the school year parents are given ample opportunities to be involved. Research has proven that children who have parents involved in their education are more successful in school and in life. Whitesboro Elementary provides the following flexible parent meeting opportunities:

- \*Parent Orientation
- \*Title I Meet and Greet
- \*PTA Open House
- \*Parent In-service Day in October
- \*Morning and afternoon conferences available throughout the school year
- \*Evening PTA meetings

2. Whitesboro Elementary has a Parent Involvement Committee to help plan, review, and improve the school-wide Title I program as well as assist in other areas where parental involvement is needed. Parents also serve on our school's Title I Committee and our school's CIP team. These parents help us plan our parental involvement activities throughout the year including Family Reading Night, Fall Festival, Reader's Theatre Tea, etc. Their input and assistance are essential to the success of our school-wide programs and activities. In addition, these parents also give us input and advice on how to spend our Title I funds and Parent Involvement funds. Our parents are vital to our students' success and our success as a school.

3. Whitesboro Elementary uses its Parent Involvement funds as follows:

Reading Connection Intermediate Edition, informative brochures and pamphlets to be sent home to parents, Scholastic books for Family Reading Night, Parent Resource Center, Kindergarten Pre-registration packets including children's literature for each child registering.

#### 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 Orientation meetings, the Title I Meet & Greet and/or the PTA Open House, Whitesboro Elementary will present information about its Title I programs, the curriculum, and forms of academic assessment used. During these sessions, parents will be given an overview of content areas including Reading, Math, Language, Science, and Social Studies, and regarding physical education, computer lab, counseling services, special education services, and the library/media center. Teachers explain assessments used, grading system, and classroom rules/procedures. Teachers explain how to schedule parent-teacher conferences and how parents can participate in decisions related to the education of their child. Parents will be given copies of the Parent Involvement Plan, the Home-School Compact, and the Etowah County Code of Conduct in August. For EL students, Whitesboro Elementary makes available documents and letters translated through Transact ([www.transact.com](http://www.transact.com).) This enables parents to read and understand school programs, procedures, and policies in their native language, and every effort is made to present information in a manner that parents are able to understand. At the beginning of each school year the Etowah County Board of Education shall notify the parents of each student attending any school receiving Title I, Part A funds that the parents may request, and that the agency will provide in a timely manner on request, information regarding the

professional qualifications of the student's classroom teachers, including at a minimum, the following:

- \*Whether the teacher has met State qualification and licensing criteria for grade levels/subject areas in which the teacher provides instruction
- \*Whether the teacher is teaching under emergency or other provisional status through which State qualifications or licensing criteria have been waived
- \*The baccalaureate degree major of the teacher, other graduate certification or degree held, and the field of discipline of the certification or degree
- \*Whether the child is provided services by paraprofessionals and if so, their qualifications. Parents shall submit such requests in writing to the local school. The request will be forwarded to the district, which will provide a response to the parents, send a copy to the school, and retain a copy. The response will be provided within ten (10) working days after receiving the request from the parent. The school provides timely information to parents/guardians about programs, curriculum, assessments, and achievement expectations in a uniform format, and to the extent possible, in a language they can understand in the following ways: classroom newsletters, school calendar, telephone calls, invitations, school marquee, e-mails, letters/memos to parents (taken home by children and/or mailed), school handbook, school website, teachers' websites, local media. Parents are asked to call the school for an appointment with the principal and/or classroom teacher with concerns

**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 Whitesboro Elementary Home School Compact addresses the responsibilities of the students, the parents, the teachers, and the administration. At Whitesboro Elementary we believe that the education of children is a joint effort to be shared by the teachers, the parents, and the students. Our Title I Committee, composed of teachers and parents, reviews the Parent Involvement Policy and the Home School Compact on a yearly basis. We add or delete information as we deem necessary. The compact outlines the school's responsibility to provide high quality curricula and instruction in a supportive and effective learning environment. Secondly, the compact describes the responsibility of the parent for supporting their child's learning and participating in decisions relating to the education of their child. Thirdly, the compact includes information about how the student is held accountable for being prepared for class and for doing his/her best. Finally, the compact addresses the importance of ongoing communication between teachers and parents through parent/teacher conferences, notes, progress reports, and report cards. The compact will be reviewed annually by the Title I Advisory Committee (both school and LEA.)

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

During the spring and summer, the Whitesboro Elementary CIP team met to review, evaluate, and revise the CIP. Two parents on the team represent all the parents of the school. Parents were given a letter in their child's May 2011 report card about our school system's SACS-CASI accreditation and school improvement process. The notices made parents aware that the CIP plan is under review, and that a copy of the CIP is available for review in the library and school office, as well as on Whitesboro's website. Parents are notified that they have the right to give input regarding the revision of the plan. Also, the notices state that as the plan is being finalized and approved, if a parent finds the plan to be unsatisfactory, he/she has the right to submit his/her concerns about the CIP to the district before it is submitted for approval.

**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)**

An explanation of the Title I plan, what services will be offered, and how the parents have the right to be involved in their children's education will be a part of the Title I Meet & Greet, the general session of the first PTA meeting/Open House. A copy of the Title I plan is available for review in the library, the school office, and on the Whitesboro website.

**(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)**

The Whitesboro Elementary CIP team works to ensure that all parent materials, conferences, meetings, etc. are aligned with the school's identified goals. Whitesboro Elementary is continuing to develop a Parent Resource Center for parents to peruse materials to help their child be successful. The center houses materials for parents (both free and those which may be checked out) for suggestions on how they can help their child(ren) academically, socially, and emotionally. Specific topics include: reading with your child, creating a good home learning environment, and working as a partner with your child's teacher.

**(3) Shall educate teachers, office personnel, and other school staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. (Describe)**

Whitesboro Elementary will continue to work with its teachers through In-services, faculty meetings, and grade level meetings in understanding the importance of parental involvement and that parents are our partners. This year, our CIP team will place special emphasis on the need to ensure closer relationships between our school, teachers, and parents. A focal point is increased parental involvement in school activities.

**(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)**

Whitesboro Elementary strives to coordinate its parent involvement program to include all parents. We presently have 6 EL students receiving services from an itinerant supplemental EL teacher.

**(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 on all school meetings, parent notices, the Home School Compact, etc. is sent to parents of EL children in their language using Transact ([www.transact.com](http://www.transact.com).) In addition, Whitesboro Elementary has access to the EL teacher who is bilingual and assists in verbal communication with these parents on an as needed basis.

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

Whitesboro Elementary makes every effort to accommodate parents' requests as related to involvement in their children's education. For example, teachers and parents must mutually agree on a time convenient to both parties for a parent-teacher conference. Compromises must be made. Sometimes parents are accommodated because of their jobs (shift work) as to a time to meet. Teachers sometimes meet parents before or after school hours. Often, teachers call parents during their planning times or from home to discuss common concerns about students.

**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.**

Whitesboro Elementary provides opportunities for participation in school activities by parents with limited English proficiency and parents with disabilities equal to those of all other parents. Whitesboro Elementary provides notifications to parents in the appropriate language as needed. In addition, there is a bilingual EL teacher available to assist in verbal communication with parents.

At this time, Whitesboro Elementary has no migrant students.

Every effort is made to accommodate parents with disabilities. All of Whitesboro Elementary buildings are handicap accessible.

Homebound parents and guardians will continue to be accommodated through phone calls and home visits when needed.

## Part VII- PROFESSIONAL LEARNING NEEDS RELATED TO ACADEMIC CHALLENGES

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

- Yes
- No

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

- Yes
- No

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

- Yes
- No

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

### **Learning Activities:**

#### **Teaching and Learning / Instructional Strategies**

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

A weakness as identified by EducateAL Standard 2: Teaching and Learning. The indicator is that teachers will use Instructional Strategies following the ARI model.

#### **What types of professional learning will be offered?**

Whitesboro faculty and staff will be involved in faculty In-service meetings, faculty meetings, grade level meetings, principal data meetings, reading coach communities, ARI Literacy and Justice for All training, professional development integrating technology into the curriculum, and additional professional development opportunities, all of which will include information and training related to Instructional Strategies following the ARI model.

#### **When will the session be delivered?**

Professional development will be on-going and job embedded beginning in August and continuing throughout the 2011-2012 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?)**

Whitesboro Elementary expects to realize improved ARMT Plus, ASA, and DIBELS scores. We also expect to realize an improvement in the SPE proficiency index.

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

Documentation will be through lesson plans, notes and handouts from In-service meetings, faculty meetings, grade level meetings, principal data meetings, reading coach meetings, ARI training, and principal Walk Throughs.

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

Professional development funding will be provided for off-site training offered through the JSU In-service Center and ARI Literacy and Justice for All.

#### **Literacy / Technology / Promethean Boards**

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

A weakness as identified by EducateAL Standard 3: Literacy. The indicator is that teachers will use technology, specifically Promethean Boards, in instruction.

#### **What types of professional learning will be offered?**

Whitesboro faculty and staff will be involved in faculty In-service meetings, faculty meetings, grade level meetings, principal data meetings, reading coach communities, ARI Literacy and Justice for All training, and additional professional development opportunities all of which will include information and training related to instruction using technology, specifically Promethean Boards.

#### **When will the session be delivered?**

Professional development will be on-going and job embedded beginning in August and continuing throughout the 2011-2012 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?)**

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**assimilation/integration of strategies?**

Documentation will be through lesson plans, notes and handouts from In-service meetings, faculty meetings, grade level meetings, principal data meetings, reading coach meetings, ARI training, and principal Walk Throughs.

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

Professional development funding will be provided for off-site training offered through the JSU In-service Center and ARI Literacy and Justice for All.

**Part VIII - Coordination of Resources/Comprehensive Budget****I. State Foundation Funds**

|  | <b>FTEs Earned</b> | <b>Units Placed</b>           | <b>Total Salaries</b> |
|--|--------------------|-------------------------------|-----------------------|
| FTE Teacher Units                            | 20.01              | 21.75                         | 1,530,953             |
| Administrator Units                          | 1.0                | 1.0                           | 0                     |
| Assistant Principal                          | 0                  | 0                             | 0                     |
| Counselor                                    | .5                 | .5                            | 0                     |
| Librarian                                    | 1.0                | 1.0                           | 0                     |
| 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                       |                    |                               | 0                     |
| Library Enhancement                          |                    |                               | 0                     |
|  |                    | <b>Total of All Salaries:</b> |                       |

**II. Federal Funds****Title I: Improving the Academic Achievement of the Disadvantaged****Provide a brief explanation and a breakdown of expenses.**

\$32,725 - Instructional supplies, equipment, hardware, Services of 2 Title ESL teachers

\$40,615 - 1.5 Instructional aides salaries

\$1,000 - Professional Development

\$1,107 - Parent Involvement

**Total :** 75,447

**Title I: ARRA Funds****Provide a brief explanation and a breakdown of expenses.**

None Total :

**Title II: Professional Development Activities**

**Provide a brief explanation and a breakdown of expenses.**

.83 Title II CSR

Salaries of: SIS, Professional Development Coordinator of Technology, & Substitute teachers for system-wide Professional Development activities

Total :

**Title III: For English Language Learners**

**Provide a brief explanation and a breakdown of expenses.**

Services of ESL Lead Teacher

Total :

**Title IV: For Safe and Drug-free Schools**

**Provide a brief explanation and a breakdown of expenses.**

None

Total :

**Title VI: For Rural and Low-income Schools**

**Provide a brief explanation and a breakdown of expenses.**

None

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: Provide information for any other funds received not already addressed (Ex: 21st Century, Learn and Serve, Even Start, School Improvement Grant, etc)**

**Provide a brief explanation and a breakdown of expenses.**

None

Total :

**III. Local Funds (if applicable)**

**Local Funds**

**Provide a brief explanation and a breakdown of expenses.**

\$3,000 - Representative Becky Nordgren

\$6,000 - PTA classroom desks

\$500 - Exxon Library Fund

Funds will be used to purchase additional technology, classroom desks, and library materials.

**Total :**