

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):

In May 2011, the teachers of the CIP team met with each department to begin the CIP process for Sardis High School. The faculty used school surveys and test data which included: ARMT, ASA, ACCESS, SAT10, AHSGE and 8th grade Tech Literacy Assessment to ascertain student academic strengths and weaknesses. The CIP team consisting of all stakeholders: parents, teachers, students, administrators, counselors, and community leaders reviewed information about the previous year's professional development workshops, the EL program, various strategies to improve instruction, parent involvement, AYP, etc. Several more meetings ensued and other parts of CIP were reviewed and discussed. After further review, the CIP was sent to the Federal Programs Coordinator and the Supt. for approval.

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)**

GeraldBeard-Principal
 Wendy Gibbs-Assistant Principal
 Zonie Bryant-Counselor
 Summer Collins-Counselor
 Heather Wilson-Special Education Teacher
 Michele Dietz-Math Teacher
 Danya Wright-Science Teacher
 Chris Royal-Social Studies Teacher
 Jennifer Monroe- English Teacher
 Lauren Holt-Title I Contact
 Teresa Talton-Instructional Aid
 Becky Miller-School Improvement
 DeAnna Buhl-English Learner Teacher
 Tim Williams-Parent
 Evan Johnson-Community Member
 Jesse Force-Student
 Dan Williams-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).

The Continuous Improvement Plan (CIP) Team (including parents and community members) met to review test data in May and July. The following data were used: ARMT, SAT-10, ASA, ACCESS, AHSGE, ACCESS for ELLs, Tech Literacy Assessment, EXPLORE. As STAR reading and math results become available, teachers will analyze those results to determine student reading and math needs.

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

When interviewing the applicants, the principal checks the highly qualified status of each applicant.

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:

- *In 2011, 94% of 12 grade students passed the reading portion of the AHSGE.
- *In 2011, 89% of 11th grade students passed the reading portion of the AHSGE.
- *In 2011, 96% of all students who attempted the Biology portion of the AHSGE passed.

Weaknesses:

- *In 2011, 34% of 10th graders had passed all portion of the AHSGE.
- *In 2011, 45% of 10th graders passed the Social Studies portion of the AHSGE.
- *In 2011, 59% of 10th graders passed the Mathematics portion of the AHSGE.

Alabama Reading and Mathematics Test (ARMT):

Strengths:

- *In 2011 7th and 8th grade students met AMO in reading and math as measured by the ARMT.
- *In 2011, 92% of 7th grade students made a III or IV in reading, which met the AMO of 84%.
- *In 2011, 84% of 7th grade students made a III or IV in math, which met the AMO of 74%.
- *In 2011, 88% of 8th grade students made a III or IV in reading, which met the AMO of 76%.
- *In 2011, 93% of 8th grade students made a III or IV in math, which met the AMO of 78%.

Weaknesses:

*The 2011 ARMT results indicated weaknesses in answering open-ended questions in the areas of reading and math for both 7th and 8th grade students.

*7th graders indicated weaknesses in math in the following areas on the 2010-2011 ARMT: use of order of operations on rational numbers; expressing a pattern shown in a table, graph, or chart; measurement; determining the probability of a compound event.

*8th graders indicated weaknesses in math in the following areas on 2010-2011 ARMT: solving problems involving real numbers; solving problems with linear functions; multi-step linear equations; measurement; determining the probability of an event.

Alabama Science Assessment:

Strengths:

*All science faculty have attended the Alabama Science, Math, and Technology Initiative (AMSTI) training to help students master the objectives they will encounter on the AHSGE.

Weaknesses:

*In 2011, the percentage of students who met or exceeded standards on the ASA decreased from 76% in 2010 to 74%.

Stanford 10:

Strengths:

*In 2010, 7th graders scored 57% on reading vocabulary. In 2011, the score increased to 61%.

*In 2010, 8th graders scored 58% on mathematics problem solving. In 2011, the score increased to a 60%.

*In 2010, 8th graders scored 50% on mathematics procedures. In 2011, the score increased to 52%.

*In 2010, 8th graders scored 44% on reading vocabulary. In 2011, that score increased to 47%.

Weaknesses:

*In 2010, 7th graders scored 63% on reading comprehension. In 2011, that score decreased to 59%.

*In 2010, 8th graders scored 56% on reading comprehension. In 2011, that score decreased to 50%.

*In 2010, 7th graders scored 57% on mathematics problem solving. In 2011, that score decreased to 52%.

*In 2010, 7th graders scored a 58% on mathematics procedures. The 2011 data indicates no improvement in this area with a score of 58%.

Dynamic Indicators of Basic Early Literacy Skills (DIBELS):

Strengths:

N/A

Weaknesses:

N/A

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

Alabama Direct Assessment of Writing (ADAW):

Strengths:

NA

Weaknesses:

NA

ACCESS for English Language Learners (ELLs):**Strengths:**

Overall Sardis EL students ACCESS scores improved.

Strengths for each grade were as follows:

Grade 7: writing

Grade 8: speaking

Grade 9: listening, and speaking

Grade 10: speaking

Grade 11: speaking

Grade 12: speaking

Weaknesses:

Grade 7: reading

Grade 8: reading

Grade 9: reading

Grade 10: writing

Grade 11: writing

Grade 12: writing

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

Teachers give self-assessments of their professional development needs and the PD activities completed the prior year.

- collaboration

- core subject knowledge

- 100% of teachers at Sardis are Highly Qualified

Weaknesses:

- Lack of adequate technology to meet teacher and student needs

- Teacher attendance/excessive absences

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

- Sardis has two students who took AAA assessment.

- 100% of students scored a IV on the mathematics section of the AAA

Weaknesses:

- 100% of students taking the AAA scored a II in the reading and science portions of the AAA.

- Sardis has only one interactive response system for students to use.

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

Strengths:

- 95% of students taking video conferencing and webinar classes passed the class with a 70 or above.
- 90% of students who attempted a credit recovery class passed and regained their missed credit.
- STAR program will be used as a needs assessment test with every student grade 7-9 and any other student that has not passed the AHSGE.

Weaknesses:

Pacing guides are not yet available in every subject

Career and Technical Education Program Data Reports:**Strengths:**

Etowah County's Career Technical Center features a Project Discovery program. Sardis has over 100 students who participate in the Career Technical program. 2010-2011 school year over 85% of seniors completed their Career Technical Program.

Weaknesses:

More students need to participate in the Career Tech programs.

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:

0 expulsions last year in 2010-2011

Weaknesses:

-There were 209 out of school suspensions, six students sent to Alternative School, and 91 who received corporal punishment.

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

Strengths:

Sardis met AYP in 2010-2011 for graduation rate.

Weaknesses:

Graduation rate is still at 85% for the 2010-2011 school year.

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

Strengths:

Teacher turnover is minimal except in the event of retirement. We had 3 teachers retire at the end of 2010-2011 school year and 2 non-renewals.

Teacher attendance improved from sick days taken in 2009-2010 school year to sick days taken in the 2010-2011 school year.

Weaknesses:

Sardis has a young faculty.
Teacher absences are high, with 411 taken in 2010-11 school year.

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

Strengths:

Due to incorrect data from INow, Sardis High is unable to report information on student absences, tardies, and checkouts for the 2010-2011 school year.

Phone calls are made daily for absences.
Truancy letters are sent to parents after 3 unexcused absences.
Early warning is used after 5 unexcused absences during a semester.

Weaknesses:

Due to incorrect data from INow, Sardis High is unable to report information on 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:

According to the Speak Up survey in 2010-2011:

- 100% of students who participated in the survey have a computer at home with a fast Internet connection.
- 100% of students create slide shows, videos or web pages for assignments
- 100% of respondents have a personal laptop computer and cell phone.

Weaknesses:

According to the Speak Up survey in 2010-2011:

- 20% of parents who participated in the survey think the classes are too large.
- 40% of parents think schools do not receive adequate funding.
- 60% of parents think there is not enough emphasis on job skills training in the classroom.

School Perception Information related to student PRIDE data.

Strengths:

PRIDE data will be entered when it is received and reviewed by the Sardis High staff and CIP team.

Weaknesses:

PRIDE data will be entered when it is received and reviewed by the Sardis High staff and CIP team.

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:

Sardis High School used Title I funds to hire an EL paraprofessional to help tutor the EL population and improve parental involvement and communication. This paraprofessional provides additional tutoring to Hispanic students which has resulted in three students testing out of the program.

Weaknesses:

There are only two ESL master certified teachers and 1 ESOL certified teacher to teach and monitor over 200+ students in our county.

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:**

Etowah County has 2 system wide master certified ESL teachers and 1 ESOL certified teacher
Sardis has a full time paraprofessional who works with our English learners in attaining proficiency in the AMAOs.

Weaknesses:

The certified ESL teachers in our system only get to work a very brief time (each week) with our students.

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

All decisions regarding curriculum are made by teachers.
After school tutoring and High Hopes tutoring are offered to our students before and after school.

Weaknesses:

Proration has reduced the number of teachers and materials available to teachers and students.

Part II - GOAL TO ADDRESS ACADEMIC NEEDS

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

CONTINUOUS IMPROVEMENT GOALS (SHOULD ADDRESS IDENTIFIED WEAKNESSES AND GAPS):**1. Reading****Description:**

Sardis High School will improve its Special Education reading proficiency in 2012 from -29.17 in 2011 by 10 points and will continue to meet or exceed AMO's on 7th and 8th grade ARMT.

Data Results on which goal is based:

ARMT, AHSGE

Target Grade Level(s): 7-12

Target Content Area(s): Reading

ARMT: Reading

Additional Academic Indicators:

Graduation Rate

Target Student Subgroup(s):

SPE 7-12, LEP 7-12, Free and reduced lunch, All students

Courses of Study:

*ARMT: 1 – Apply strategies appropriate to the type of material, including setting purposes for reading and making generalizations, to comprehend seventh-grade literary/recreational materials. *AHSGE: READING STANDARD III: The student will apply critical analysis strategies and judge texts critically to comprehend passages from textual, functional, and recreational reading material. *COS: READING (29) Demonstrate understanding of language terms and ability to apply concepts to writing. (20) Know and apply principles of grammar and usage in writing, speaking, and presenting and applying mechanics in writing.

Strategies:**§1.1 Use data to address weakest standards****Description:**

Use longitudinal data to address weakest reading standards in all reading classes.

Action Steps:**AS1.1.1 Analyze and review data****Description:**

All reading and special education teachers will analyze and review data from the five previous years at the first faculty meeting in August.

Benchmarks:

100% of all special education and reading teachers will attend the faculty meeting and analyze data.

AS1.1.2 Compile lists of non proficient students**Description:**

All special education teachers will compile lists of proficient and not proficient reading students in August.

Benchmarks:

100% of all special education teachers will group students into proficient and non- proficient group based on ARMT, SAT10, and AHGE results.

AS1.1.3 Determine weaknesses to be addressed**Description:**

AS3- All special education teachers and reading teachers will determine weaknesses and areas to be addressed for proficient and non proficient students in August.

Benchmarks:

100% of special education teachers and reading teachers will determine weaknesses in the area of reading for proficient and not proficient students in August.

AS1.1.4 Utilize a variety of instructional strategies**Description:**

All core curriculum teachers and special education teachers will utilize whole group, small group, cooperative learning, or peer tutoring to address students weaknesses in reading.

Benchmarks:

100% of all core curriculum teachers and special education teachers will utilize whole group, small group, cooperative learning, or peer tutoring to address students weaknesses in reading.

Interventions:

*Students will be placed in reading strategies remediation classes. *Students will cover the areas of weaknesses in the remediation classes. *Students learning environment will be conducive to group work, cooperative learning, and/or peer tutoring. *Title I aide *Special Education teacher *.5 counselor from Title I *Title I ARRA aide *Test Prep Star Enterprise

Resources:

*Notes of teacher meetings, with agendas, and sign in sheets *Graphs of data *Lists of students weaknesses in reading *lists of heterogeneous and homogeneous groups. Star Reading

§1.2 Tutorial Services**Description:**

Provide tutorial services for at-risk students based on language and writing needs.

Action Steps:**AS1.2.1 Identify at-risk students****Description:**

All teachers will identify students who are most at-risk in August.

Benchmarks:

100% of teachers will identify students who are most at-risk in August.

AS1.2.2 Identify needed materials and resources**Description:**

All teachers will identify materials and resources to be used with tutoring at-risk students in August based on student needs.

Benchmarks:

100% of teachers will identify materials and resources to be used with tutoring At-risk students in August.

AS1.2.3 Provide instruction using technology**Description:**

All teachers will provide instruction using technology, including test preparatory and remedial classes.

Benchmarks:

100% of teachers will provide instruction using technology, including test preparatory classes, and remedial tutoring available in September.

AS1.2.4 Writing across curriculum using rubrics**Description:**

All teachers will be trained in the use of rubrics and in the assessment of writing in core subjects in September.

Benchmarks:

100% of teachers will be trained in the use of rubrics and assessment of writing in core subjects in September.

Interventions:

*Students will attend the after school tutoring program *USA test prep website. *One-on-One assistance for at-risk students *After school tutoring classes
*Test Prep *Students will be placed in remedial classes by their scores on the ARMT/ AHSGE

Resources:

USA Test-Prep website books, graphic novels, newspapers computers, training, workshops

G2. MATHEMATICS**Description:**

Sardis High School will improve its Special Education math profiecnacy index from -13.00 in 2011 by 10 points in 2012 and graduation rate will improve from 85% in 2011 to 87% in 2012.

Data Results on which goal is based:

ARMT, AHSGE, SAT10, EXPLORE, STAR

Target Grade Level(s): 7-12

Target Content Area(s): Math

ARMT: Math

Additional Academic Indicators:

Graduation Rate

Target Student Subgroup(s):

SPE 7-12 LEP 7-12 Free and Reduced Lunch All students

Courses of Study:

*AL, TECH COS: 12. Use digital tools to publish curriculum-related content. 13. Demonstrate collaborative skills using curriculum-related content in digital environments. *AHSGE (math) --ALL *ARMT—grade 7, 8 Order of operations Math procedures *COS (MATH)-- ALL

Strategies:**S2.1 Utilizing technology in math****Description:**

Utilize technology in math instruction

Action Steps:**AS2.1.1 Incorporate technology into lessons****Description:**

All teachers will incorporate identified technology resources into lessons beginning in August.

Benchmarks:

100% of teachers will incorporate identified technology resources into lessons beginning in August.

AS2.1.2 Practice on computer based programs

Description:

All teachers will provide time for practice on computer based programs.

Benchmarks:

100% of teachers will provide time for practice on computer based programs.

AS2.1.3 Utilize various programs for remediation

Description:

All teachers will utilize various programs for math remediation.

Benchmarks:

100% of teachers will utilize various programs for math remediation. Star Math SuccessMaker

Interventions:

*Teachers will receive additional training to learn effective teaching methods on how to utilize technology in math instruction. *Title I teacher (CSR) *.5 counselor *Title I aide *Title I ARRA instructional aide *One-on-one assistance *Students will have access to additional programs and one-on-one instruction. *Students will receive instruction from various math programs and one-on-one tutoring. *Test Preparation classes for students that struggle on AHSGE Progress monitoring

Resources:

Teachers will need access to graphing calculators, Interwrite pads, and/or Promethean Boards while teaching. *Teachers and students will need computers, math programs, and practice materials. *Teacher who offer AHSGE tutoring will post this on their websites. Copies can be put in documentation folder.

S2.2 Align math test/resources to ACOS

Description:

Align math test and resources to the Alabama Course of Study in order to target student needs.

Action Steps:

AS2.2.1 Alignment using flexible pacing

Description:

All senior high teachers will take alignment to next step of flexible pacing in October.

Benchmarks:

100% of our senior high teachers will take alignment to next step of flexible pacing in October.

AS2.2.2 Use ALEX to see correlation to COS

Description:

All senior high teachers will use ALEX website to see resource correlations to COS throughout school year.

Benchmarks:

100% of all senior high teachers will use ALEX website to see resource correlations to COS throughout school year.

AS2.2.3 Utilize Departmental meetings**Description:**

All senior high teachers will utilize departmental meetings to align text and share resources.

Benchmarks:

100% of senior high teachers will utilize departmental meetings to align text and share resources.

Interventions:

*Teachers will receive specific information regarding alignments of COS. *Teachers will receive specific training on flexible pacing *Test Prep *Teachers will meet if original text alignment proves unsuccessful. Item Specifications

Resources:

*Teachers will have access to pacing guides from other schools. *Teachers will have access to a rough draft of pacing guides for Algebra I, Algebra II and Geometry. *Teachers will have access to copies of activities found on ALEX that correlate to the COS. *Teachers will have minutes or notes from departmental meetings to refer to during lesson planning.

S2.3 Longitudinal Data**Description:**

Use longitudinal data to address weakest math standards in all math classes

Action Steps:**AS2.3.1 J.H. analyze test data****Description:**

All junior high math teachers will analyze or review data for the previous year at the first faculty meeting in August.

Benchmarks:

All junior high math teachers will analyze or review data for the previous year at the first faculty meeting in August.

AS2.3.2 J.H. list nonproficient & proficient students**Description:**

All junior high math teachers will list proficient and non-proficient students beginning in August.

Benchmarks:

All junior high math teachers will list proficient and non-proficient students beginning in August.

AS2.3.3 Determine weaknesses of non-proficient students**Description:**

All junior high math teachers will determine weaknesses of nonproficient and proficient students in August.

Benchmarks:

100% of junior high math teachers will determine weaknesses of nonproficient and proficient students in August.

Interventions:

*Title I CSR teacher *Teachers will provide more hands on activities with students who are non-proficient or in their areas of weakness, *Students will receive differentiated instruction based on their needs in math, *Title I aide, Teachers will use peer tutoring, cooperative groups, technology, drill and practice, Star Math assessments and SuccessMaker assessments for progress monitoring, and charts and graphs. Use data from ARMT math for 7th and 8th grade students.

Resources:

Teachers will have notes, graphs, and sign-in sheets from meeting, Star math and reading program

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

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

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

G1. Development of Reading and Writing Skills

Description:

Sardis had 3 students test out of the program with a 4.8 or better. The weakness for the ELs at Sardis High are in writing and reading skills.

Data Results on which goal is based:

WIDA ACCESS for ELLs scores

Target Grade Level(s): 7-12

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

WIDA Standards: Language domain: WIDA reading standard

Strategies:

S1.1.1 Vocabulary Development

Description:

Increase vocabulary development by providing instruction in synonyms, antonyms, context clues and multiple meaning words.

Action Steps:

AS1.1.1 Determine Content & Testing Vocabulary

Description:

All teachers will determine content and testing vocabulary of ELs in August.

Benchmarks:

100% of teachers will determine content and testing vocabulary of ELs in August.

AS1.1.2 Increase Vocabulary Acquisition

Description:

All teachers will pre-teach vocabulary to ELs in August and September.

Benchmarks:

100% of teachers will pre-teach vocabulary to ELs in August and September.

AS1.1.3 Vocabulary Retention

Description:

All teachers will use word walls to re-teach vocabulary beginning in August.

Benchmarks:

100% of teachers will use word walls to re-teach vocabulary beginning in August.

AS1.1.4 Additional Practice Time

Description:

All teachers will allow the ESL teacher/aide to provide additional practice time with ELs beginning in August.

Benchmarks:

100% of teachers will allow the ESL teacher/aide to provide additional practice time with ELs.

AS1.1.5 Teacher Collaboration

Description:

All teachers will collaborate weekly with EL paraprofessional to help with ELs who are struggling in reading beginning in August.

Benchmarks:

100% of teachers of ELs will collaborate weekly with EL paraprofessional to help ELs who are struggling in reading beginning in August.

Interventions:

*Peer tutors will be used to provide assistance. *Teacher will provide remediation. *After school tutoring will be available. *Parent notes, etc. can be sent home in native language, if needed. *Extra help/practice time in the areas where needed provided by EL Paraprofessional. *Title I ARRA aide. *.5 counselor
*Test Prep

Resources:

*Title III funds *ESL itinerant teacher *ESL materials

S1.2 Tutoring services

Description:

All teachers will provide tutorial services based on writing proficiency needs.

Action Steps:**AS1.2.1 Tutoring Plan**

Description:

All teachers will create a plan to ensure that identified struggling students will participate in tutoring beginning in August.

Benchmarks:

*S2 B1 100% of teachers will create a plan to ensure that identified struggling students will participate in tutoring beginning in August.

AS1.2.2 Remediation for struggling writers**Description:**

All teachers will provide remediation throughout the day for struggling writers.

Benchmarks:

100% of teachers will provide remediation throughout the day for struggling writers.

AS1.2.3 After school tutoring**Description:**

All teachers will notify ELs and their parents of after school tutoring beginning in August.

Benchmarks:

100% of teachers will notify ELs and parents of after school tutoring beginning in August.

AS1.2.4 Tutoring for ELs**Description:**

All teachers will allow struggling ELs to participate in tutoring during August to May that the ESL aide will offer.

Benchmarks:

100% of teachers will allow struggling ELs to participate in tutoring August through May that the ESL aide will offer.

Interventions:

*After school tutoring *Small groups/Whole groups *ESL instructional aide *ESL itinerant teacher

Resources:

*Title III funds *ESL itinerant teacher *Transact.com

S1.3 Writing proficiency**Description:**

Provide tutorial services based on writing proficiency needs. All teachers will provide remediation throughout the day. All teachers will allow EL students to participate in tutoring services with ESL aide offered from August to May.

Action Steps:**AS1.3.1 S3AS1-Tutorial services based on writing needs.****Description:**

All teachers will create a plan to ensure that identified struggling students participate in tutorial services beginning in August.

Benchmarks:

100% of teachers will create a plan to ensure that identified struggling students participate in tutoring services.

AS1.3.2 S3AS2- Writing Remediation for ESL Students

Description:

All teachers will provide remediation throughout the day for struggling writers. All teachers will notify ESL students of after school tutoring beginning in August.

Benchmarks:

100% of teachers will provide remediation throughout the day for struggling writers. 100% of teachers will notify ESL students of after school tutoring.

Interventions:

After school tutoring will be provided. Small groups/ whole group work will be administered. ESL aide will assist struggling students more often.

Resources:

TITLE III FUNDS ESL AIDE EL materials

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

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

G1. Graduation Rate

Description:

Sardis's Graduation Rate is at 85%.

Strategies:

S1.1 S1: Increase graduation rate

Description:

Sardis staff will increase graduation rate of students by end of the 2011-2012 school year.

Action Steps:

AS1.1.1 AS1: Report at-risk potential drop-outs

Description:

All teachers will report any student with failing grades, excessive absences or extreme changes of behavior to the counselor.

Benchmarks:

100% of students will report any student with failing grades, excessive absences or extreme changes of behavior to the counselor, August-May.

AS1.1.2 AS2: Students awareness of learning activities**Description:**

Teachers and staff will make students aware at the end of each 9 weeks of other learning activities (Career Technical School, Clubs, PACE, etc.) that are available while at Sardis High.

Benchmarks:

100% of teachers and staff will make students aware of other learning activities at the end of each 9 weeks (Career Technical School, Clubs, PACE, etc.) that are available while at Sardis High.

AS1.1.3 AS3: Report excessively truant students**Description:**

Administration will report truant students, first with a letter home and then to early warning from August to May.

Benchmarks:

100% of administration or counselors will report truant students, first with a letter home and then to early warning, August-May.

Interventions:

*After school tutoring *One on one assistance with test prep kids *RTI at-risk students *Students with low ARMT/AHSGE scores will be placed in remedial classes

Resources:

College resources, financial aid, scholarships, USA Test Prep website books, training for staff on extended learning activities available to students

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)

Sardis High School has a new teacher mentoring program in which the new teacher and a veteran teacher have weekly meetings to discuss progress and/or classroom issues. The mentoring teacher observes the new teacher's class periodically to provide suggestions and feedback. Mentoring occurs for 2 years with an option of a third year based on mastery of teacher competencies.

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.

Sardis High school earns 36 classroom teachers and additional units which total 41. Sardis earns 1.0 principal, 1.0 assistant principal, 1.5 counselors, and 1.5 librarians.

FY12 Title I Budget will be spent on the following:

\$113,342 Salaries and Benefits

\$4000 Supplies
 \$1858 Equipment
 \$4000 Hardware

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.

General orientation is held with all students on the first day of school. Future 7th grade students visit Sardis during their 6th grade year to meet their new teachers and tour the campus. Sardis also provides a 6th grade move up night for parents and students to get acquainted with teachers, new schedules, and new surroundings. Grades 8 to 11 also have a day where academic options, including 4 year plans, vocational classes, diploma and post-secondary options are discussed. Sardis High and Etowah Career Technical Center provide a transition day for students interested in the programs offered at the Career Technical Center. Juniors, Seniors, and Special Education students are provided transition services throughout the year. Seniors receive a monthly newsletter offering college and scholarship information. The counselor is available at any time to assist with any post secondary questions. Also, 12th graders receive services from the local graduation coach, GSCC college mentor, and have the option of dual-enrollment at Snead State and GSCC. Special education transition services are offered by each student's special education teacher and the job/transition coach. These services start during the student's 9th grade year and continue with them on through adulthood.

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 the Sardis High School administration to have all teachers of core subject areas highly qualified. All teachers at Sardis are highly qualified. The principal at Sardis High is dedicated to selecting HQ teachers through teacher interviews. Teacher mentoring has been in place since the 2006-2007 school year to provide new teachers with extra assistance during their first few years of teaching. Faculty meetings are held throughout the year to ensure the faculty is knowledgeable of school goals and to create a team environment.

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.

Teacher involvement in decision making is as follows:

1. The faculty collaboratively studies disaggregated data (results of state assessments).
2. The Problem Solving Team (RtI) members analyze data collected on referred student to determine next steps, change accommodations, or refer student to Special Education.
3. Multi-grade level meetings help identify gaps or overlaps in curriculum.
4. Grade level and subject 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.

All students at Sardis, including limited LEP, homeless, economically disadvantaged, and neglected/delinquent, have access to all services and programs available, including free/reduced meals, ESL services, SPE services, At-Risk, and counseling services. Also, Sardis uses the Dept. of Human Resources, the Dept. of Mental Health and various community resources to provide students with necessary school supplies, food, clothing, and shelter. All homeless and LEP students have equal access to the same free, appropriate public education. In addition, all homeless and LEP students are provided with the opportunity to meet the same challenging state content and state performance standards to which all students are held accountable, without being stigmatized or isolated. The counselor and/or principal identify LEP students upon enrollment. Each new student receives a Home Language Survey used to determine eligibility for LEP testing. A student qualifies for testing, if the HLS indicates that a language other than English is used by the student or at the student's home. All eligible students are tested with the WIDA access Placement Test (W-APT) to determine if a student is eligible to receive services through the ESL program. Parents or guardians have the right to waive EL services. If parents or guardians agree for the student to receive services, the ESL committee convenes to determine appropriate services and placement for each individual student. The ESL committee consists of the ESL teacher, parents or guardian of the student, the student's teacher, the school counselor or an administrator. Parents are provided the opportunity to receive all updates and important school documents in English and Spanish. The ESL committee reviews each student's progress annually. If a student scores proficient on the WIDA Access Test (4.8) and is performing on grade level (determined by grades and teacher recommendations), the student becomes eligible to exit the ESL program and is monitored for two years to ensure success. Sardis High School has no migrant students at this time. Parents of each student receive a Migrant Education Survey upon enrollment, which determines eligibility for the migrant program. Sardis High School provides Special Education services and uses appropriate procedures in accordance with federal and Alabama state laws and regulations. The referral coordinator tracks referrals and notices to parents concerning eligibility meetings. The evaluation is conducted by a psychometrist to determine if the student is eligible for SPE services. An Individualized

Education Plan (IEP) team convenes to determine the eligibility for SPE services. The IEP team develops the IEP based on the results of the evaluation, the concerns of the parents, and the academic, developmental, and functional needs of the child.

School counselors are responsible for identifying homeless students, should they enroll.

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

Students who experience difficulty mastering proficient or advanced achievement standards are provided timely effective and additional instructional assistance. This will be accomplished by:

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

-High Hopes tutoring is offered for students who need extra assistance in Math and other core subjects. This tutoring is offered to students twice a week for one hour directly after school.

Tutoring is available for homework, class work, and review for the AHSGE.

-Communicating with previous teachers and parents who have insight about student learning styles.

-Providing small group instruction and intervention by teachers for Special Education Students and students experiencing difficulty in core classes

-Reviewing of student records, previous test results, and any other pertinent information which helps the teacher determine students' strengths and weaknesses

-Compiling and utilizing previous test results to determine individual and class strengths and weaknesses, and addressing these results during instruction

-Providing extended summer learning opportunities for AHSGE remediation.

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.

Teachers schedule after school tutoring 2-3 days a week as needed by students.

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.

1) During the first month of school, Sardis holds its Parental Involvement Open House. Parents are notified of the meeting through notices sent home, school marquee, and advertisements on the school website.

Topics to be discussed are:

a. The Continuous Improvement Plan

b. Parental Involvement

c. Review of the School-Parent Compacts

d. The Parent Survey

e. How parental involvement funds can/may be spent

2) Sardis will conduct Parent-Teacher Conference Nights— one in the fall semester and one in the spring semester from 3:00 to 6:30. These are scheduled to accommodate working parents who are not able to attend conferences held during the regular school day.

3) Parents may be trained at their request per subject requested by a designated teacher. This allows parents to help students with class work outside of school.

3.) Parents receive assessment surveys that allow them to indicate strengths and weaknesses found in the school's administration and/or teaching practices.

4.) Parental Involvement funds have been used to purchase school home notebooks which allow parents and teachers to track assignments, homework, and grades. The Parental Involvement money was also used to purchase DANAs (handheld computer devices) that students can take home to work on assignments. Parents receive instruction on the uses of these devices and are encouraged to help their child with schoolwork.

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.

In 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 the professional qualifications of the students' classroom teachers including at a minimum the following:

- Whether the teacher has met state qualifications or licensing criteria for the grade levels and subject area 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 and other graduate certification or degree held by the teacher and the field of discipline of the certification or degree.

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

Parents and school staff responsibilities include expecting and encouraging high standards of academic achievement and positive behavior. Parents should make sure students attend school regularly. At Sardis High, parent/teacher days are held annually and sometimes held more often, if there is a need. Parent/teacher conferences are scheduled at any time one is needed by appointment when convenient to the parent and teacher. Progress reports are sent home at the middle of each grading period, and any other time per parent request or where teacher sees a need. Report cards are sent home every 9 weeks.

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).

Parents and school staff responsibilities include expecting and encouraging high standards of academic achievement and positive behavior. Parents should make sure students attend school regularly. At Sardis High, parent/teacher days are held annually and sometimes more often, if there is a need. Parent/teacher conferences are scheduled as needed at any time by appointment when convenient to the parent and teacher. Progress reports are sent home at the middle of each grading period, and any other time per parent request, or where teacher sees a need. Report cards are sent home every 9 weeks.

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

Parents can voice dissatisfaction with the CIP in writing to Barry Bottoms, Assistant Superintendent of Etowah County Schools, at the Etowah County Board of Education. This letter must include the parent's name, address, and phone number. The parent will receive a written response or phone call within 10 days.

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 CIP plan, what services are offered, and how parents have the right to be involved in their children's education is a part of the general session of the first Parent Open House meeting. Parents are informed that a copy of the CIP is available for review in the library, on the school website, and in the school office.

(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)

Sardis works diligently to encourage parental involvement. The school website is used to communicate with parents. Teachers are required to have syllabi for all classes taught, biography information, contact information, helpful resources, and a communication blog regarding their class environment. At the beginning of school, administrators send home instructions to parents on how to sign-up and receive E-alerts from the website. Also, teachers utilize the use of DANAs by sending the handheld devices home with students and providing parents with instructions of use and assignments to be completed on the devices. Teachers can be contacted by parents to provide one-on-one training on specific subjects or objectives being studied to ensure

adequate assistance is being provided at home.

(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)

Sardis High will continue to work with its teachers through in-service, faculty meetings, and grade level meetings to help them understand the importance of parent involvement and that parents are our partners. Sardis High offers an Open House each term to encourage teachers and parents to meet and discuss the best ways to meet the needs of the child.

(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)

Sardis High School will utilize the following methods to inform parents about school-wide programs and to encourage them to be involved:

1. School website
2. Local newspapers/radio stations
3. Parent meetings
4. Open House
5. Flyers
6. School marquee
7. Parent Day Conferences in Oct.

(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)

Sardis High will provide information on all school meetings, parent notices, etc. that are sent to parents of SEL children in Spanish or other languages using www.transact.com. Sardis also has two teachers that are bilingual who assist in communicating with parents, as needed.

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

Parents may request conferences with administrators or teachers when needed. Parents may request progress reports, discipline reports, and attendance records at any time. Parents may request group meetings with teachers or administrators as needed.

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.

Sardis High School will provide opportunities for the participation of parents with limited English proficiency and parents with disabilities. "Notes Home" is available in Spanish to be used in communication with Spanish speaking parents. A bilingual aide is available to assist with communication, as needed. Any forms sent home are translated into the home language of the LEP parents if needed. The school is handicap accessible and makes every effort to accommodate parents with disabilities. At this time Sardis has no migrant students.

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?

- jm Yes
- jm No

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

- jm Yes
- jm No

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

Learning Activities:

ESL training for student accomodations and ACCESS

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

Training will cover informing teachers of their EL students ACCESS scores, accommodations they will receive during the classroom and any other pertinent information pertaining to the EL students during the 2011-2012 school year.

What types of professional learning will be offered?

Professional development will be offered through one on one meetings, webinars, school wide meetings and county wide meetings.

When will the session be delivered?

Professional development opportunities will be available during the first week of school and periodically throughout the school year when needed.

What are the expected outcomes of professional learning?

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

Teachers will have a better awareness of the school EL community and what accommodations they will need to succeed in the classroom and in society.

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

Teachers will monitored through out the school year with walk through by administration. Teachers also will be required to document accommodations given to EL students during the school year.

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

Title I funds will pay for an EL paraprofessional to assist the EL population.

Part VIII - Coordination of Resources/Comprehensive Budget

I. State Foundation Funds

	FTEs Earned	Units Placed	Total Salaries
FTE Teacher Units	35.85	39.14	2,697,169
Administrator Units	1.0	1.0	0
Assistant Principal	1.0	1.0	0

Counselor	1.5	2.0	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
Total of All Salaries:			\$2,697,169.0

II. Federal Funds

Title I: Improving the Academic Achievement of the Disadvantaged

Provide a brief explanation and a breakdown of expenses.

\$6,329-Instructional supplies, equipment, hardware
 Services of: 2 title I ESL teachers
 \$2,200-Parent Involvement
 \$141,511-Salaries
 1 teacher, .5 counselor, 2 instructional aides

Total : 150,140

Title I: ARRA Funds

Provide a brief explanation and a breakdown of expenses.

n/a

Total : 0

Title II: Professional Development Activities

Provide a brief explanation and a breakdown of expenses.

Services of:
 SIS, Professional Development Coordinator of technology, & subs for system wide PD activities

Total : 0

Title III: For English Language Learners

Provide a brief explanation and a breakdown of expenses.

Title III services of ESL lead teacher

Total : 0

Title IV: For Safe and Drug-free Schools

Provide a brief explanation and a breakdown of expenses.

N/A

Total :

Title VI: For Rural and Low-income Schools

Provide a brief explanation and a breakdown of expenses.

N/A

Total :

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

Provide a brief explanation and a breakdown of expenses.

N/A

Total :

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

Provide a brief explanation and a breakdown of expenses.

N/A

Total :

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

Provide a brief explanation and a breakdown of expenses.

N/A

Total :

III. Local Funds (if applicable)

Local Funds

Provide a brief explanation and a breakdown of expenses.

None at this time

Total :