

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):

The faculty of Carlisle Elementary met to review data as it was made available throughout the spring and summer months of April, May, June, July, and August 2011. Data from STI, DIBELS, Stanford 10 Achievement Test, Alabama Reading and Math Tests, the Alabama Science Assessment, ACCESS and various stakeholder surveys were analyzed by all professional members of the staff, instructional support personnel, students, parents, and community. The full extent of implementation and results of the 2010-11 CIP were assessed to determine success, failure, or continuance of strategies used to improve instructional planning that will meet the diverse needs and increase academic performance of all students. The Continuous Improvement Plan (CIP) Team collects results of the data analysis, goals set by teachers, and suggested strategies to determine action steps. Student needs were identified and prioritized in the area of Reading, Math, Language Arts, Science, Special Education, Technology, School Culture, Professional Learning and Parental Involvement.

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)**

Donna Johnson, Principal
 Hope Harris, Counselor
 Kristy Towns, Reading Coach
 Tara Wardrup, Parental Involvement Coordinator
 Deanna Buhl, EL Teacher
 Anita Walker, SPE Teacher
 Sharron Gentry, SPE Teacher
 Deirdre Johnson, 4th Grade Teacher
 Barbara Morton, 6th Grade Teacher
 Patty Isdell, Science Teacher
 Deborah Elkins, Kindergarten Teacher
 Woodrow Harris, Community Leader
 Amanda Parker, Parent
 Drew Johnson, 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 Carlisle faculty and staff met as committees to review data as it was made available throughout the spring and summer months of 2011. Data from STI, DIBELS, Stanford 10 Achievement Test, Alabama Reading and Math Tests, the Alabama Science Assessment, SuccessMaker reports, STAR reports and various stakeholder surveys were analyzed by all professional members of the staff, instructional support personnel, students, parents, and community. Strengths and weaknesses were listed by each committee. The full extent of implementation and results of the 2010-11 Continuous Improvement Plan were assessed to determine success, failure, or continuance of strategies used to improve instructional planning.

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 applicants for teaching positions, the principal checks each applicant's highly qualified status.

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:**

Third Grade:

91% of all third grade students achieved proficiency in reading with vocabulary knowledge as the strongest content standard. All third grade students scored at Level II or above in reading. 87% of all third grade students achieved proficiency in math, particularly the female subgroup which increased the Level IV scores from 49% to 60%.

Fourth:

98% of all third grade students scored proficient in Reading and 96% scored proficient in Math, with no fourth grade student scoring at Level I. Level IV Reading scores increased from 46% to 57%, particularly in the female and poverty subgroups. Level IV Math scores increased from 44% to 68%, particularly in the female and poverty subgroups.

Fifth:

93% of all fifth grade students scored proficient in Reading and 91% scored proficient in Math. Level IV scores increased from fourth grade to fifth grade for these same students from 46% to 57%. Students in the male subgroup increased Level IV scores from 49% to 68%.

Sixth:
 97% of all sixth grades students scored proficient in Reading with 100% of the female subgroup scoring at Level III or above. Applying strategies to comprehend literary/recreational materials was the content standard with the highest mean percent correct.
 95% of all sixth grade students scored proficient in Math, with classifying angles as the content standard with the highest mean percent correct. No student scored at Level I.

Weaknesses:

Third Grade:
 23% of students in the poverty subgroup scored at Level II on the Reading portion of the ARMT, which is an increase from 9% in 2010. The Level IV scores for all students dropped from 54% to 38%. The content standard with the lowest mean percent correct was using strategies to comprehend literary/recreational materials.

The percentage of Level I scores in Math for all students increased, with 15% of the third grade male subgroup scoring at this level. The content standard with the lowest mean percent correct was recognizing data as categorical or numerical and dividing whole numbers.

Fourth Grade:

All students scored a mean percent correct of 63 in the use of strategies to comprehend functional and textual/informational materials in Reading.

All students scored a 53 mean percent correct for the content standard of renaming improper fractions as mixed numbers and mixed numbers as improper fractions.

Fifth Grade:

The percentage of Level IV Reading scores decreased from 69% to 57%, particularly within the female subgroup. Level I scores increased to 1.89% in the male and poverty subgroups. The content standards with the lowest mean percent correct were synonyms and strategies.

A decrease of fifth grade Level IV Math scores occurred in the female subgroup from 77% to 48%. The content standards with the lowest mean percent correct were number sense and operations along with reasoning and problem solving.

Sixth Grade:

The content standard with the lowest mean percent correct in Reading was applying strategies to comprehend textual/informational and functional materials for open-ended responses.

A decrease of Level IV Math scores occurred in the male subgroup from 42% in 2010 to 29% in 2011. The content standards for focus are solving problems involving perimeter and area of parallelograms and rectangles along with solving problems involving decimals, percents, fractions, and proportions (multiple choice and open-ended responses).

The AYP Status Report showed a decrease in the proficiency index for each subgroup as listed below.

Reading	2010	2011
All Students	10.45	6.80
Special Education	-16.57	-19.50
Hispanic	0.08	-5.00
White	11.01	7.68
Free/Reduced	8.88	5.04
Math		
All Students	17.12	10.33
Special Education	-7.78	-23.00
Hispanic	5.71	0.65
White	17.94	11.05
Free/Reduced	14.90	7.93

Alabama Science Assessment:

Strengths:

88% of all fifth grade students scored at proficient at Level III or IV on the 2011 Alabama Science Assessment (ASA).

All fifth grade student scored at Level II or above on the 2011 ASA, which is an increase from 2010.

The mean percent correct for the Earth Science Content Stand 11, which is comparing distances from the sun to the planets in our solar system, was 89%.

Weaknesses:

The mean percent correct for the Life Science Content Standard 7, which is identifying common parts of plant and animal cells, was 57%.

Also under Life Science, the mean percent correct for Content Standard 9, describe the relationship of populations within habitat to various communities, was 59%. However, this is an increase from the 2010 ASA.

Under Physical Science, the mean percent correct for Standard 2, define mass, volume, and density, was also 59%.

Stanford 10:**Strengths:**

All students in the fourth grade increased from 61 to 68th percentile in Reading with the female subgroup improving from the 51st percentile to the 70th percentile.

All sixth grade students increased from the 57th percentile to the 62nd percentile with the female subgroup improving from the 66th to 71st percentile.

All third grade students increased percentile rank from 58 to 62, with the female subgroup increasing from 54 to 71.

All fourth grade students increased percentile rank from 57 to 70 in Math. The female subgroup increased from 42 to 68, while the poverty subgroup increased from 48 to 66.

The fifth grade male subgroup increased in percentile rank from 59 to 73 in Math.

All sixth grade students increased in percentile rank in Math from 66 to 71.

Weaknesses:

The third grade male subgroup in Reading decreased from the 60th percentile to the 47th percentile.

Fifth grade students decreased from the 66th percentile to the 58th percentile in Reading. The female subgroup decreased from the 74th percentile to the 56th percentile.

The third grade male subgroup decreased in percentile rank for Math from 61 to 49.

All fifth grade students decreased in percentile rank from 69 to 62, with the female subgroup decreasing from 78 to 47 in Math.

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

56% of entering Kindergarten students are at low risk for the Initial Sound Fluency indicator.

98% of all first grade students exhibit low risk in the area of Phoneme Segmentation Fluency.

80% of first grade students are considered low risk in the area of Nonsense Word Fluency.

Nonsense Word Fluency is a relative strength for all second grade students with 76% falling into the low risk category.

Weaknesses:

Letter Naming Fluency for entering Kindergarten students is indicated as area of relative weakness with 49% falling into the low risk group, 21% at some risk, and 30% at risk.

Letter Naming Fluency is an area worthy of improvement for first grade students relative to other benchmark indicators with 70% low risk, 17% some risk and 13% at risk.

59% of second grade students are at low risk for Oral Reading Fluency while 24% of students are at some risk and 13% are at risk.

DIBELS testing for second grade also showed a mean reading accuracy level of 88.3%, below the goal of 95% oral reading accuracy.

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:

The number of EL students scoring proficient increased from 7% in 2010 to 12.5% in 2011.
 91% of first grade students in the EL subgroup scored at Level 4 Expanding or higher on the Reading portion.
 73% of first grade students in the EL subgroup scored at Level 5 Bridging or above on the Listening portion.
 100% of third grade students in the EL subgroup scored at Level 5 Bridging or Level 6 Reaching on the Reading portion.
 80% of third grade students in the EL subgroup scored at Level 4 Bridging and Level 6 Reaching on the Listening portion.
 14 out of 21 students tested at Tier C.

Weaknesses:

100% of first grade students in the EL subgroup scored at Level 3 Developing or below on the writing portion of the Spring ACCESS test.
 100% of second grade students scored Level 3 Developing or below on the writing portion of the Spring ACCESS test.
 Students in the Hispanic subgroup scored a -5.00 proficiency index according to the 2011 - 2012 AYP Status Report.

EducateAL or other Professional Evaluation Profile Information:

Strengths:

During 2011-12 all certified teaching staff will be allowed to participate in the formative evaluation process (Educate Alabama) that meets the criteria set forth by the SDE. A professional learning plan (PLP) will be developed each year. Alabama Quality Teaching Standards and Continuum (Alabama Continuum for Teacher Development) educator reflection are the foundation for educator reflection, self assessment, and goal setting for professional learning and growth. The involvement of the counselor and librarian in the process is included this school year. One third of Carlisle's certified personnel was included in the full evaluation cycle in 2010-11. Another one third of certified personnel will be included in the full evaluation cycle in 2011-12.

Weaknesses:

Counselors and Librarians will begin to participate in year 2 instead of year 1 of Educate Alabama using the same evaluation criteria as other certified staff.

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

Strengths:

The attendance rate goal increased from 95% in 2010 to 96% in 2011.

Weaknesses:

Student should be offered more opportunities to use data capture equipment such as digital cameras and Flip cameras.

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

Strengths:

The time spent working on SuccessMaker was equal for Reading and Math. In addition, the Science program was utilized for fifth grade students.

The guidance counselor has information available to parents and the community about standardized assessments and the school guidance program.

The Fall 2011 STAR Screening Report indicates 67% of all third grade students are at or above the district benchmark in Reading.

The Fall 2011 STAR Screening Report indicates 64% of all sixth grade students are at or above the district benchmark in Math.

Weaknesses:

The Fall 2011 STAR Screening Report indicates 28% of all fourth graders and 26% of all sixth graders are in need of Reading intervention.

The Fall 2011 STAR Math Screening Report indicates 57% of all third grade students are below the district benchmark of the 40th percentile.

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:

Office referrals are less than 5% of total enrollment.

Assertive Discipline Plans of both rewards and consequences are followed by homeroom teachers in which office referrals are the last consequence.

District and school policies are communicated to both students and parents which limits long-term suspensions, expulsions, or alternative school placements. None(0%) have been reported within the last 3 school terms.

1 student required a behavioral plan as a Response to Instruction within the last year.

Incentives for student attendance are used to promote increased awareness. Student attendance improved 1% during the 2010-11 school year.

Weaknesses:

In-School Suspension numbers increased during 2010-11 by 1%.

Referrals for Bus violations increased 1%.

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:**

Carlisle Elementary did not experience retirees or turnover.
The attendance rate for the Carlisle faculty remained at 95%.
One non-tenured teacher serves the students at Carlisle.

Weaknesses:

Due to a change in divisors for Foundation Units, the absence of ARRA funding, and reduction in number of students determined to be of Free/Reduced Breakfast/Lunch status on the 40th day after Labor Day attendance report in 2010, ranking for Title 1 funding was reduced for 2011-12. The Reading Recovery Program was dissolved due to funding. Our school's enrollment has now increased from 460 students in August of 2010 to 504 in September of 2011. In 2011-12, we have more students than last year and our class sizes and pupil/teacher ratios are larger.

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 attendance rate goal improved from 95% to 96% according to the AYP Status Report.
Increased number of transfers occurred over the summer months of 2011.
A migratory status survey was completed by every home and each home indicating on the survey migratory or homeless status is being contacted by our system's Social Worker.

Weaknesses:

Weather issues during January through May of 2011 determined a greater number of excused tardies, absences, delayed arrivals and early departures of students and personnel.
Excused attendance due to weather issues decreases hours and days of instruction.

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

Parents feel they have opportunities to participate in activities with their child at school.
Parents feel they can ask about their child's progress at school.
A parent Library is maintained to assist parents with literacy and educational growth for both them and their child.
Parents are invited to learn about the use of computers and how to acquire materials from the Parent Library.

Weaknesses:

Parents indicated through a parental survey that they are in need of transportation to school and child care services when they attend school for their child's and their own activities.

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

81% of all sixth grade students know their teachers care about them. 83% of these students feel as if they are a part of the school.

Weaknesses:

30% of sixth grade students reported bullying as interference to class work. 33% of the students report being called mean names, being made fun of, or teased in a hurtful way.

Students list the parking lot as a place at school they feel the least safe.

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:

Existing curricula includes SuccessMaker software "Discover English".

Students are instructed to write in all curriculum areas.

ELL students are instructed through inclusion, large group, small group, and independently by an EL teacher, classroom teacher, intervention teacher to provide differentiated instructional needs of students working toward proficiency in AMAOs.

Weaknesses:

Interpreter for communication with parents during the school day and after school activities is needed.

A barrier exists for teacher and parent communication of EI students due to language.

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 itinerant EL teacher will spend more time at Carlisle due to an additional EL teacher being hired for the school district.

The EL teacher translates information about student progress, contacts parents by phone, and makes home visits.

Weaknesses:

The language barrier between parents and teachers continues to exist.

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

Strengths:

The Alabama Course of Study is stated in teacher's lesson plans.

In addition, all teachers are continuing to receive training about WIDA standards.

STAR Math and Early Literacy assessments from Renaissance Place have been implemented for determination of students requiring intervention.

Accelerated Math will be used as an extended learning opportunity, additional instructional material for

Weaknesses:

The adoption of current instructional materials for math have been delayed.

Handwriting instruction independent of the Language Arts program is necessary for the improvement of penmanship.

Part II - GOAL TO ADDRESS ACADEMIC NEEDS

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

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

G1. Reading Goal

Description:

In 2011-2012, Carlisle Elementary School 3rd through 6th grade students will increase ARMT reading scores in third grade from 91% to 93%, fourth grade students from 98% to 99%, fifth grade from 93% to 94%, and sixth grade students from 97% to 98% in order to meet or exceed the respective AMO.

Data Results on which goal is based:

Spring 2011 ARMT scores

Target Grade Level(s): Grades 3-6

Target Content Area(s): Reading

ARMT: Reading

Additional Academic Indicators:

Participation and Attendance Rate

Target Student Subgroup(s):

Special Education subgroup and Poverty subgroup

Courses of Study:

Strategies to comprehend functional and textual/informational materials

Strategies:**§1.1 Reading Comprehension****Description:**

Focus on Reading Comprehension with at risk and/or all students incorporating whole group and small group instruction.

Action Steps:**AS1.1.1 Technology****Description:**

Utilize technology and the Promethean boards to provide high interest reading material.

Benchmarks:

Oral presentations or group discussion Benchmark and theme assessments STAR reports and progress monitoring Mid-nine week progress report and report cards Spring 2012 ARMT+

AS1.1.2 Graphic Organizers**Description:**

Teachers will use graphic organizers.

Benchmarks:

Oral presentations of graphic organizers. Conference with individual students. Mid-nine week progress reports and report cards Theme and unit tests Benchmark assessments at the beginning, middle, and end of the year STAR progress monitoring and test

AS1.1.3 Rtl Process

Description:

Use Tier II and III small group/individual instruction to provide interventions for students identified in the grade level/departmental meetings.

Benchmarks:

STAR progress monitoring reports Benchmark and theme assessments SuccessMaker reports Mid-year and end of the year DIBELS assessment Spring 2012 ARMT+

Interventions:

Peer Coaching will be made available through the Reading Coach. Lead teachers will attend Literacy and Justice for All and be prepared to train other faculty members.

Resources:

Personnel integral to this strategy include the Reading Coach, Title I Resource Teacher, Reading Intervention Aide, and Special Education Teachers. Other Resources include the StoryTown Reading Series, Reading Street Reading Series, STAR Reading and Accelerated Reading.

§ 1.2 Target specific reading passages**Description:**

Target textual/informational and functional reading passages in all classes.

Action Steps:**AS 1.2.1 Variety of Print****Description:**

Teachers will use a variety of resource materials including newspapers, magazines, and menus.

Benchmarks:

Oral presentations within small groups or the whole group for immediate feedback. Mid-nine week progress reports and report cards. Benchmark assessments and theme tests. STAR progress monitoring and AR test records.

AS 1.2.2 Technology**Description:**

Utilize technology to access online newspapers, journals, and educational sites for research.

Benchmarks:

Questioning techniques during technology activities. STAR progress monitoring and AR class records. Mid-nine week progress reports and report cards Benchmark and theme assessments

Interventions:

Peer Coaching will be made available through the Reading Coach. Lead teachers will attend professional development opportunities and be prepared to train other faculty meetings.

Resources:

Personnel integral to this strategy include grade level teachers, the Reading Coach, Title I Resource Teacher, Reading Intervention Aide, Special Education Teachers, and the Media Specialist Aide. Other Resources include the StoryTown Reading Series, Reading Street Reading Series, STAR Reading and Accelerated Reading.

S1.3 Conduct Meetings**Description:**

Create and conduct monthly grade level/department meetings to plan for instruction.

Action Steps:**AS1.3.1 Identify At-risk Students****Description:**

Review summative data collected over a period of one month to identify at-risk students, plan interventions, and discuss strategies that work, as well as those that do not.

Benchmarks:

STAR progress monitoring reports Benchmark and theme assessments SuccessMaker reports

Interventions:

Assign a teacher mentor. Peer coaching and modeling will be provided through the resources of the Reading Coach.

Resources:

STAR, AR, And Accelerated Math Reports Standardized Assessment Scores Benchmark and Theme Tests Mid-nine Week Progress Reports and Report Cards Schedule of conference times for monthly meetings

G2. Math Goal**Description:**

In 2011-2012, Carlisle elementary School 3rd through 6th grade students will increase ARMT Level III and IV math scores in third grade from 88% to 90%, fourth grade from 96% to 97%, fifth grade from 91% to 92%, and sixth grade from 94% to 95% to meet or exceed the respective AMO.

Data Results on which goal is based:

Spring 2011 ARMT test scores

Target Grade Level(s): Grades 3 - 6

Target Content Area(s): Math

ARMT: Math

Additional Academic Indicators:

Participation and Attendance Rate

Target Student Subgroup(s):

Special Education subgroup and Poverty subgroup

Courses of Study:

Solving problems involving perimeter and area of parallelograms and rectangles along with solving problems involving decimals, percents, fractions, and proportions.

Strategies:

§2.1 Problem Solving Strategies

Description:

Students will utilize problem solving strategies in math.

Action Steps:**AS2.1.1 Whole and small group**

Description:

Teachers will use hands-on activities, including real-life examples, with whole and small group lessons.

Benchmarks:

Conferences with students individually Observe student activities and give feedback Mid-nine week progress reports and report cards STAR Math reports and progress monitoring Spring ARMT+ Assessment

Interventions:

Peer Coaching will be made available by lead teachers. Lead teachers will attend SAMs meetings and workshops for ARMT+ practice that will be shared with other teachers.

Resources:

STAR Accelerated Math Resource Teachers SuccessMaker Additional time in the computer lab

§2.2 Encourage participation

Description:

Encourage participation by all students in math classes through a student-centered classroom.

Action Steps:**AS2.2.1 Differentiated Lessons**

Description:

Use hands-on activities, real-life problems, math manipulatives, technology, and cooperative learning to create authentic learning.

Benchmarks:

Conferences with students individually Observe student activities and give feedback Mid-nine week progress reports and report cards STAR Math reports and progress monitoring Spring ARMT+ Assessment

Interventions:

Lead teachers will provide opportunities for peer coaching. Teachers will collaborate and observe one another for a variety of activities. Professional development for differentiated instruction and formative assessment

Resources:

STAR Accelerated Math SuccessMaker Promethean Boards computers and computer lab schedule Resource Teachers

§2.3 Conduct Meetings

Description:

Create and conduct monthly grade level meetings to plan for instruction.

Action Steps:

AS2.3.1 Identify At-Risk Students

Description:

Review summative data collected over a period of one month to identify at-risk students, plan interventions, and discuss strategies that work, as well as those that do not.

Benchmarks:

STAR reports and progress monitoring SuccessMaker reports Unit and weekly assessments. Mid-nine week progress reports and report cards Spring 2012 ARMT+

Interventions:

Teachers will discuss activities and interventions that work and ones that do not. Teachers will collaborate and observe one another.

Resources:

STAR, AR, And Accelerated Math Reports Standardized Assessment Scores Benchmark and Theme Tests Mid-nine Week Progress Reports and Report Cards Schedule of conference times for monthly meetings

G3. Science Goal

Description:

By the end of the 2011-2012 school year, Carlisle Elementary will increase the number of fifth grade students scoring proficient in Science on the Spring ARMT+ from 88% to 89%.

Data Results on which goal is based:

Spring 2011 Alabama Science Assessment

Target Grade Level(s): Fifth Grade

Target Content Area(s): Science

ARMT: Science

Additional Academic Indicators:

Participation and Attendance Rate

Target Student Subgroup(s):

Special Education subgroup and Poverty subgroup

Courses of Study:

Describe the relationship of populations within habitat to various communities. Define mass, volume, and density. Name and identify common parts of the plant and animal cells.

Strategies:

S3.1 Encourage Participation

Description:

Encourage participation by all students in science classes with the incorporation of a variety of instructional, grouping, and assessment strategies.

Action Steps:**AS3.1.1 Differentiated Instruction****Description:**

All teachers will address different learning styles in Science class with explicit instruction, hands-on activities, art, whole and small group evaluation, and technological applications on a daily basis.

Benchmarks:

100% of all teachers will implement differentiated instruction on a daily basis. SuccessMaker scores will indicate adequate progress. Unit tests will show the percent of students mastering content standards. Teachers will use ARMT+ practice exercises for Science. Mid-nine week progress reports and report cards

Interventions:

Lead teachers will attend professional development and be prepared to train other faculty meetings. Teachers can observe each other's lessons and discuss activities that work.

Resources:

SuccessMaker program and additional time in the computer lab for science investigation Promethean Board applications to Science lessons Media Specialist Aide

S3.2 Guide Students**Description:**

Guiding students through generating and testing hypothesis.

Action Steps:**AS3.2.1 Hands-on****Description:**

Allow students to predict and follow through with activities using tools to determine mass, volume, and density.

Benchmarks:

ARMT+ Science Practice Teacher observation of activities Mid-nine week progress reports, report cards, SuccessMaker reports Unit tests

Interventions:

Provide the opportunity for peer coaching.

Resources:

Tools for Science Instruction SuccessMaker program and additional time in the computer lab for science investigation Promethean Board applications to Science lessons Media Specialist Aide to implement Science objectives for library research

S3.3 Opportunities to Interpret**Description:**

Provide students with opportunities to interpret and create food chains and food webs.

Action Steps:

AS3.3.1 Technology and hands-on

Description:

Allow students to use technology and/or art supplies to graphically represent the food chains and webs. Conduct oral presentations within a small group or with the whole group.

Benchmarks:

Immediate feedback for presentations and graphic displays Mid-nine week progress reports, report cards, and SuccessMaker reports

Interventions:

Provide the opportunity for peer coaching. Provide training for technology through lead teachers.

Resources:

Promethean Board Art Supplies Media Specialist Aide to incorporate Science into library research Science SuccessMaker

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. Language Acquisition

Description:

By the end of 2011-2012, Carlisle will increase the number of students attaining a 0.5 gain in Language Acquisition from 43% to 46%.

Data Results on which goal is based:

Spring 2011 ACCESS test

Target Grade Level(s): Grades 3-6

Target ELP Language Domain(s): Writing

WIDA Standards: Social & Instructional Language Language of Language Arts

Strategies:

S1.1 Interventions and Collaboration

Description:

Grade level teachers will use appropriate interventions as provided by the EL plan and collaboration with the EL teacher.

Action Steps:

AS1.1.1 Small Group Instruction

Description:

The EL teacher will provide small group instruction at least once a week.

Benchmarks:

Progress will be monitored through benchmark assessments, theme assessments, and daily writing activities.

AS1.1.2 Inclusion**Description:**

The general education teacher and EL teacher will collaborate to provide inclusion for language arts at least once a week.

Benchmarks:

Mid nine week progress reports, report cards, weekly academic reports and assessments, DIBELS, benchmark and theme assessments, STAR reports, and SuccessMaker reports

Interventions:

A teacher mentor will be assigned to help implement necessary interventions when the EL teacher is at a different school. Grade Level meetings will be conducted to discuss strategies that work and those that do not.

Resources:

EL teacher and schedule of intervention groups EL folders

S1.2 Intensive Writing**Description:**

Implement intensive writing in language classes in grades 1-6.

Action Steps:**AS1.2.1 Longitudinal Data****Description:**

All teachers will use longitudinal data to identify the writing strengths and weaknesses for EL students according to the 2011 ACCESS assessment.

Benchmarks:

Rubrics and the WIDA proficiency levels

AS1.2.2 Graphic Organizers**Description:**

Use appropriate graphic organizers and drawing as indicated by students' ACCESS proficiency level in writing.

Benchmarks:

Rubrics and the WIDA proficiency levels Benchmark and theme assessments

AS1.2.3 Peer Helpers

Description:

All EL students will be assigned a peer helper, especially to model writing practices.

Benchmarks:

Daily writing activities Benchmark and theme assessments Rubrics and the WIDA proficiency levels

Interventions:

Collaborate with the fifth grade teachers who have received additional training in the past for writing assessments. Conduct grade level meetings with the EL teacher to discuss alternative strategies.

Resources:

ACCESS scores and LEP plans EL teacher Graphic Organizers SuccessMaker Classroom and Computer Lab computers Peer Helpers

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. Traffic Flow

Description:

Due to increased enrollment for 2011-12, the loading of students transported by bus and those transported by car has created concern for the safety of everyone involved.

Strategies:

S1.1.1 First two buses of the day are loaded separately.

Description:

Collaboration among teachers on bus duty, bus drivers, the High School principal, the Transportation Coordinator, and community resources provide important feedback about the safety of students.

Action Steps:

AS1.1.1 Varied departures

Description:

Pride survey indicates students feel unsafe in the parking lot of the school. Involvement of the district transportation supervisor, the Etowah County Sheriff's Department, and the Alabama State Highway Patrol in patrolling the school campus and highway during bus and car loading in both morning and afternoon loading times lessen the opportunity for incident or injury for all patrons of the school.

Benchmarks:

Timely arrivals and departures without incident or injury to all patrons of the school.

Interventions:

Continued collaboration between all stakeholders.

Resources:

Resource teachers and those teachers without a homeroom Safety Patrol SRO

G2. Bullying

Description:

30% of sixth grade students reported bullying as an interference to class work on the Spring 2011 PRIDE Survey. 33% of sixth grade students reported being called mean names, being made fun of, or teased in a hurtful way on the Spring 2011 PRIDE survey.

Strategies:

S2.1 School and Community Resources

Description:

Use school and community resources to make learning about bullying more real and relevant.

Action Steps:

AS2.1.1 Counselor and Guest Speakers

Description:

Community guest speakers will be invited to lead school-wide assemblies and classroom lessons. The School Counselor will lead whole group and small group instruction about strategies for handling a bully. The Counselor will hold a counseling advisory committee meeting each school year that includes teachers, parents, and community members.

Benchmarks:

2012 PRIDE Survey Counselor Referrals Anti-Harrassment/Anti-Bullying Log

Interventions:

Use of the Etowah County Bullying Policy

Resources:

Community guest speakers SMART Board Library times for counseling lessons

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 has a teacher mentoring program. Novice teachers are mentored by veteran colleagues at the school. The goal of the mentoring program is to improve teaching practices and is designed to provide ongoing support for new or struggling teachers. Each new teacher will receive the assistance of a mentor for a minimum of two years with an option of a third year based on mastery of competencies. Carlisle has one teacher that is being mentored for the second year.

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.

Carlisle Elementary earns 27.91 classroom teachers with additional units which total 30.39, 1 principal, .50 counselor, 1.00 librarians.

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.

The Carlisle faculty makes every effort to coordinate instruction within grade` levels. Meetings are held between sequential grade levels to identify areas of instruction that need more emphasis to support students' transition from one grade level to the next. Pre-registration is held in April each year for students planning to be enrolled in kindergarten for the next year. Parents of kindergarten students are made aware of a planned Kindergarten Orientation at pre-registration and are also reminded of the proposed orientation by a letter from the principal the week before the orientation is to take place. Students transferring to the high school after attending sixth grade at Carlisle participate in Move Up day in May to assist in transition. Students have an opportunity each school year to "Meet and greet" their new teachers before the first day of school.

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.

100% of Carlisle Elementary School's teachers are HQ. All teachers meet the State of Alabama Department of Education requirements for certification in Elementary or Early Childhood Education. These certificates are placed in each teacher's professional development file. Teachers' qualifications are posted on their individual school websites. Recertification is maintained based on requirements set forth by the Alabama State Department of Education.

Each year LEA representatives attend job fairs in several areas of Alabama that are sponsored by colleges and universities for the purpose of attracting HQ teachers to Etowah County. Prospective teachers are given information about the school system, the city of Gadsden, and neighboring communities. Contact information is collected from prospective teachers in high-need areas and these teachers are encouraged to apply and consider relocation to this area. Applications are requested state-wide when openings are available in order to choose only those teachers who are HQ. The decision of hiring HQ teachers is made by administrators pending Board approval. Principals are required to have the knowledge of each teacher's HQ status and the area in which the teacher is qualified to teach.

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.

Carlisle's teachers use DIBELS to assess the progress in reading for grades K-2. Data meetings are held monthly to analyze data, review progress, and determine next steps. The progress monitoring tools in the adopted reading series are used. Classroom assessments are administered to determine mastery in core subjects. These assessments are used to determine if instruction can proceed or if remedial activities must be implemented. Teachers also meet in grade level meetings and in vertical meetings to analyze test data to improve instruction and ensure continuity in subject areas.

Teacher involvement in decision-making is as follows:

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

Problem Solving Team (Response to Instruction) analyzes data collected on referred students to determine next steps

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.

All homeless, migratory, and limited-English proficient students are provided with the opportunity to meet the same challenging state content standards and state student performance standards to which all students are held without being stigmatized or isolated.

All students at Carlisle Elementary have access to all services and programs available, including free/reduced meals, ESL services, SPE services, At-risk, and counseling services. Also,

Carlisle uses DHR, the Dept. of Mental Health, and various community resources to provide students with necessary school supplies, food, clothing, and shelter. The counselor and /or principal identify Homeless or LEP students upon enrollment. Each new student receives a Home Language Survey. Students qualify for testing if the survey indicates that a language other than English is used by the student or at the student's home. All eligible students are tested with the WIDA Access Placement Test (W-APT) to determine eligibility. If the parent or guardian agrees for the student to receive services, the ESL committee convenes to determine appropriate services and placement for each individual student. Services provided to all EL students include content area tutoring, pull-out ESL, and push-in for individual support. The classroom teacher and the ESL teacher provide services to EL students. Parents are provided the opportunity to receive all updates and important school documents in English and their home language. The ESL committee reviews each student's progress annually. If a student scores proficient on the WIDA ACCESS for ELLs (4.8) and is performing on grade level, the students will exit the program. These students are monitored for 2 years. Carlisle Elementary has 7 migrant students at this time. Parents of all students receive a Migrant Education Survey upon enrollment, which determines eligibility for the migrant program. The school counselor is responsible for identifying homeless students should they enroll. After identification, neglected/delinquent students are served by DHR, social services, LEA Attendance Officer, or parent. Economically disadvantaged students are identified through the application for Free and reduced Meals. Students with low family income will be identified as economically disadvantaged students and will be eligible to receive Free/Reduced breakfast and lunch. Such students will have equal access to all programs and services available. Carlisle Elementary provides special education services and uses appropriate procedures in accordance with federal and Alabama state laws and regulations. SPE students are educated with children who are not disabled. If a student is determined to be eligible for services, an IEP is created based on the results of the evaluation, the concerns of the parents, and the academic, developmental, and functional needs of the child.

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

Carlisle Elementary is a K-6 school.

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.

After school care, homework help, and additional computer instruction is provided through Carlisle's Extended Day Program. Field Trips are sponsored by the ESL program for students to have experiences uncommon to their cultural environment and the regular school day. A summer program is provided for ESL students during the summer months. Community volunteers supply "scholarships" for academically and/or economically disadvantaged students. Parents and students attend Marvelous Mondays to read books together, take Accelerated Reader Tests, and learn to use the internet for research.

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.

Carlisle Elementary School holds its required annual meeting of Title I parents during the first nine week period of school. Parents are notified of the meeting through individual notices sent home by students, the school website, and the school marquee. During the meeting, a power-point presentation, provided by the Alabama State Department of Education will be used to guide the discussion and inform parents. Topics that are discussed are as follows:

- What it means to be a Title I school
- The 1% set-aside for parental involvement
- The LEA Title I Plan
- The LEA Parental Involvement Plan
- Explanation of a CIP
- School-Parent Compact
- Procedure to request qualifications of teacher
- Notifications if a teacher is not highly qualified
- Annual evaluation of the Parental Involvement Plan
- How parents can be involved
- Parents' rights, by law, to be involved in decisions made at the school and LEA level

- Introduction of Parent Leaders at school

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.

Parents are informed at every PTA meeting that Carlisle is a Title I school and that we strive to meet all the requirements for participation in the program. However, a separate Title I meeting is held to inform parents of the school's participation in Title I and explain Title I requirements. Parents are encouraged to participate in school activities. The school website, newsletter, and School-Parent Compact communicate that we are a participating Title I school that constantly seeks support and collaboration with all stakeholders.

Throughout the year multiple opportunities for parent meetings are provided at Carlisle Elementary School. These meetings occur after and during school hours in order to accommodate various parents' work schedules. The format of the meetings varies from whole group to individual sessions. The Title I Committee of the school will work as a team to plan effective activities that provide parents and their children the opportunity to share in the learning process. The Advisory Committee will meet annually to evaluate the effectiveness of the School-wide Parent Involvement Plan and to make revisions to the plan based upon this evaluation. Access to the School-wide and LEA Title I Plans will be communicated to parents at the Annual Title I Parent meeting and the school website.

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.

Carlisle Elementary School provides timely information to parents/guardians about programs, curriculum, assessment, and achievement expectations in a uniform format, and to the extent possible, in a language they can understand in the following ways: parent orientation meetings, school newsletter, school calendar, telephone calls, invitations, school marquee, emails, letters/memos to parents, school handbook, school website, and local media. All parents are invited to attend an annual Title I Parent Meeting where parents are provided detailed information describing Title I and how it is implemented at Carlisle. Parents are asked to call the school for an appointment with the principal and/or classroom teachers to discuss grades/report cards, attendance, tardies, or behavioral issues. Suggestions for improving their child's education may be made any time verbally or in writing to the principal or teachers. Information on student assessment is given to parents at Parent Orientation, Open House, and periodically throughout the school year due to student assessment being ongoing for diagnostic and lesson planning purposes.

Full opportunities for participation in parental involvement activities are extended to parents who are LEP, parents with disabilities, and who are migratory.

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).

Carlisle's Title I Advisory Committee will develop a School-Parent Compact that describes the role and responsibilities of the faculty, administration, parents, and students toward student achievement. The compact will describe how all stakeholders will develop a partnership to help students achieve or exceed proficiency on the state's academic content standards. Included in the compact will be information regarding Section 1111(h) (6) of NCLB Act detailing parents' right to know the professional qualifications of the student's classroom teachers. All stakeholder will read and sign the individual compacts and they will be retained at the school.

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

Parent concerns or expressions of dissatisfaction regarding the CIP may be submitted to the Etowah County Board of Education Central Office (LEA) to Mr. Barry Bottoms, Asst. Supt. These concerns should include the parent's name, address, and phone number. The parent will receive a response by letter 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)

Carlisle Elementary School shall communicate educational expectations to parents, explain and demonstrate school programs, and provide timely information regarding the progress of their child. Assistance will be given to parents, as appropriate, in understanding that State's academic content standards and the State's student academic achievement standards, and State

and local academic assessments. Parents will be shown how to monitor a child's progress and to work with the educators to improve the achievement of their children. Parents will be provided with information regarding the progress of their child in mid-nine week progress reports, nine week report cards, and computer generated reports from SuccessMaker for reading and math, STAR reports, and Accelerated Reader reports. An explanation of the CIP, what services will be offered, and how parents can be involved in their child's education will be a part of the Parent Orientation held during Open House.. at the beginning of the school year. A copy of the CIP which is now our Title I Plan will be available for review in the school library, on our school website, principal's office, and counselor's office. The CIP is also on each teacher's computer.

(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)

Materials and training will be provided to help parents assist their child in academic activities. Materials such as cassette players and books on tape are available for checkout by students and parents for involvement in activities at home. Bingo for Books is held each year for parents to win free books for their children to have at home. Carlisle has a Parent Resource Center, located in the school library, with materials for parents to view or read to help their child be successful at school and to develop strategies for self discipline that will ensure lifelong achievement. Carlisle will offer "Marvelous Mondays" at mid-nine weeks and at the end of the nine week grading periods. All parents will be invited to read AR books with their children and take AR tests in the computer lab.

(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)

Staff members will be provided information through texts located in the school library and through information provided to teachers in the Teacher Handbook to stress the benefits of developing parent/teacher partnerships. Professional development activities, faculty meetings, and grade level meetings will become venues of training teachers and staff of the proven concept that parents are our partners. Novice teachers will be trained on how to conduct a parent/teacher conference that will promote a partnership in planning for student success at school.

(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)

Meetings are held in individual classrooms during the first nine weeks of school to facilitate relationship building between parents and teachers. Parents will be informed of grade level curriculum and materials provided to students, as well as, policies and procedures of the school and the system. Parents will be reminded that Carlisle is a selected "Distinguished Title I School". Achievement expectations, school programs, and timely reporting of progress will be communicated to all parents via email, school website, school newsletter, and marquee.

(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)

All information related to school and parent programs, meetings, and other activities will be, to the extent possible, provided to parents in a language the parents can understand. Carlisle School will provide reasonable support for parental involvement activities as parents may request. Opportunities for full participation in parental involvement activities will be afforded to parents with limited English proficiency, disabled parents, parents of migratory children, and economically disadvantaged parents.

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

Carlisle School makes every effort to work with parents in meeting their requests as related to their involvement in their children's education. Teachers and parents mutually agree to a time for parent-teacher conferences. The Title I Coordinator and classroom teachers work together to provide assistance to parents that may request individual guidance in how to provide academic support for their child at home. The school counselor responds to individual parent requests for behavioral and social needs of students. Parents indicated child care and transportation as barriers to their participation parental involvement activities on the 2011-12 Parent Involvement Survey.

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.

Carlisle Elementary School, to the extent possible, provides opportunities for the participation of parents with limited-English proficiency, and parents with disabilities. Every effort is made to accommodate parents with disabilities. The school building is handicap accessible. Parents who neither read nor write are given oral reports at conferences or by phone.

Part VII- PROFESSIONAL LEARNING NEEDS RELATED TO ACADEMIC CHALLENGES

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

- Yes
- No

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

- Yes
- No

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

- Yes
- No

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

Learning Activities:

Writing

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

Special Education subgroup on the ARMT and EII WIDA assessments indicate weakness in writing

What types of professional learning will be offered?

Reading/Writing Workshop for At-Risk Students

When will the session be delivered?

September 2011 and throughout the 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?)

Students who are at risk will become less reluctant writers

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

Student proficiency levels will improve 1% on the ARMT and ACCESS assessments

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

\$00.00

Math

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

The Fall 2011 STAR Math Screening Report indicates 57% of all third grade students are below the district benchmark of the 40th percentile.

What types of professional learning will be offered?

Training for Accelerated Math

When will the session be delivered?

October and throughout the 2011-12 school year

What are the expected outcomes of professional learning?

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

Teachers will be able to use Accelerated Math as a tool to monitor student progress

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

Strategies and action steps noted in lesson plans indicate tier grouping for instruction

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

Title 1, \$85.67- Accelerated Math Getting Started Seminar

Part VIII - Coordination of Resources/Comprehensive Budget

I. State Foundation Funds

	FTEs Earned	Units Placed	Total Salaries
FTE Teacher Units	27.91	30.29	2,026,846
Administrator Units	1.0	1.0	0

Assistant Principal	0	0	0.00
Counselor	.5	1.0	0
Librarian	1.25	1.25	0
Career and Technical Education Administrator	0.00	0.00	0.00
Career and Technical Education Counselor	0.00	0.00	0.00
Technology			0.00
Professional Development			0.00
State ELL Funds			0.00
Instructional Supplies			0.00
Library Enhancement			0.00
Total of All Salaries:			\$2,026,846.0

II. Federal Funds

Title I: Improving the Academic Achievement of the Disadvantaged

Provide a brief explanation and a breakdown of expenses.

\$3,754.00-Instructional Supplies, Equipment and Hardware
 \$1513.00 Parent Involvement
 Services of 2 ESL teachers
 1.5 classroom teachers,.5 counselor,1.5 aides -Salaries of \$1,513
 Salaries \$149,946.00

Total : 155,513.00

Title I: ARRA Funds

Provide a brief explanation and a breakdown of expenses.

0.00

Total : 0.00

Title II: Professional Development Activities

Provide a brief explanation and a breakdown of expenses.

0 Title 11 teachers, receive benefits of System Improvement Specialist,Professional Development Coordinator of Technology, substitutes for system wide professional development activities

Total : 0.00

Title III: For English Language Learners

Provide a brief explanation and a breakdown of expenses.

Services of ESL teacher leader

Total : 0.00

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.

Not applicable at this time

Total :