

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 the Summer of 2011, Highland School's Continuous Improvement Plan (CIP) Team met to review assessment data and to assess the degree of implementation of last year's CIP. All faculty members analyzed DIBELS, ARMT, ASA, and SAT 10 data to identify strengths and weaknesses/gaps in instruction. The CIP team and faculty members looked at the professional development of the faculty and staff, school culture, and instructional strategies that were implemented last year to improve student learning. Parents, students, faculty, and staff had opportunities to help develop and make suggestions to the plan. After the initial draft by the CIP team, the plan was presented to parents, school faculty, and staff for further review and input.

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)**

Teresa Lokey, Principal
 Becky Miller, School Improvement Specialist
 Laurie Morgan, Counselor
 Lisa Rease, Reading Coach
 Diane McCoy, 2nd grade Teacher
 Kim Hamby, 3rd grade Teacher
 Dawn Miller, Middle School English/Social Studies
 Lee Ann Stewart, Middle School Science
 Lynn Brittain, Resource Teacher
 Jana Moon, Media Specialist
 Drema Holley, Parent
 Daniel Nichols, 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 faculty and staff review and analyze academic assessments to determine student proficiency. Students are grouped into proficient and non-proficient. Their deficiencies in math and reading are noted and decisions about instruction are made based on data. Parents are invited to assist in the planning, review and development of our CIP. Parents are given notice of planning dates.

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.

Only highly qualified teachers are interviewed for teaching positions. Teachers are selected based on their teaching certificate. Teachers receive ongoing training through local in-service center and continue to develop professionally in all areas of curriculum by attending workshops, grade level meetings, and data meetings.

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:

Not Applicable-Highland is a K-8 school.

Weaknesses:

Not Applicable-Highland is a K-8 school.

Alabama Reading and Mathematics Test (ARMT):

Strengths:

4rd grade Reading 91% proficient
 5th grade Reading 97% proficient Math 93% proficient
 7th grade Reading 100% proficient
 8th grade Reading 100% proficient Math 92% proficient

Weaknesses:

3rd grade Reading-open-ended questions in using strategies to comprehend functional and textual/informational materials and in using strategies to comprehend literary/recreational materials
 3rd grade Math-Identify points, lines, perpendicular lines, parallel lines angles, and rays
 4th grade Reading-open-ended questions in using strategies to comprehend literary/recreational materials
 4th grade Math-Identify quadrilaterals, triangles, pentagons, hexagons, or octagons and represent categorical and numerical data using tables and graphs
 6th and 7th grade Math - data analysis and probability

Alabama Science Assessment:

Strengths:

5th grade students had 84% proficiency on the Alabama Science Assessment.

7th grade students had 91% proficiency on the Alabama Science Assessment.

Weaknesses:

In 5th grade students scored 39% proficiency in identifying common parts of plant and animal cells, including the nucleus, cytoplasm, and cell membrane.

In 7th grade students scored 39% proficiency in identifying Mendel's laws of genetics.

Stanford 10:

Strengths:

- 3rd grade - computation with whole numbers and context clues
- 4th grade - number sense and operations and reading strategies
- 5th grade - geometry and measurement and initial understanding
- 6th grade - computations.symbolic notations and multi-meaning words
- 7th grade - number sense and operations and context clues
- 8th grade - estimations and reading vocabulary/multiple meaning words

Weaknesses:

- 3rd grade - computation with decimals and structural analysis
- 4th grade - geometry and measurement and context clues
- 5th grade - number sense and operations and critical analysis
- 6th grade - patterns/relationships/algebra and thinking skills
- 7th grade - computations with decimals and critical analysis
- 8th grade - computations with fractions and thinking skills

Dynamic Indicators of Basic Early Literacy Skills (DIBELS):

Strengths:

Last Spring's DIBELS results:

Kindergarten students were strong in phoneme segmentation and initial sound fluency. First grade students were strong in word accuracy. Second grade students were strong in decoding multi-syllabic words and accurately reading site words.

Weaknesses:

Last Spring's results:

Kindergarten had weakness in differentiating the sound of letters e and i. First grade weakness was in oral reading fluency. Second grade weakness only pertained to transient students (new to our system)in decoding skills.

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 EL student scored 5.0 in ACCESS speaking.

Weaknesses:

The EL student scored 3.1 in ACCESS writing.

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

Evaluations reflect teachers integrating emerging technologies into the teaching of content areas.

Weaknesses:

Providing instructional accommodations, modifications, and adaptations to meet the needs of each individual learner is an area to improve.

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

Technology will still be a main focus for this year. Teachers will attend professional development training for instructional strategies using technology. Some of the sessions will be led by fellow teachers. Title I money was used to purchase 3 projectors, 4 Promethean Boards, and 1 Active Response System. No students took the AAA last spring.

Weaknesses:

Some computers in the labs and classrooms need to be replaced. Technology needs to be continually updated.

A large portion of student population does not have technology access in their homes to help them with homework and school projects.

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

Reading benchmark tests
Theme tests
Rtl progress monitoring
Formal and informal assessments
Star Enterprise

Weaknesses:

In process of teachers being trained to use new diagnostic program, STAR Renaissance.

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

Highland is a K-8 school.

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:

There was a decrease in the number of student incident reports from last year. 26 student incident reports were filed last year compared to 21 this year.

Weaknesses:

8 student incident reports resulted in suspension.

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

Strengths:

N/A Highland is a K-8 school.

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:

Teacher turnover is minimal. 17 out of 20 teachers have 5 or more years of experience.

Weaknesses:

Lost 1 foundation unit due to teacher retirement that was not replaced due to lower enrollment.

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:

Inaccurate data was sent from the state regarding absences, tardies, and checkouts. This issue has not been resolved.

Weaknesses:

Same as above

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

Strengths:

Parent responses indicate they believe Highland School encourages parent participation in their children's education; parents have knowledge of Highland's academic goals and how they can be involved.

Weaknesses:

Parent indicated a lack of knowledge about the school's referral program to community services outside of school..such as adult literacy programs, social services, health services, GED,

adult career development.

School Perception Information related to student PRIDE data.

Strengths:

71% of students surveyed believe their school is a good place to learn.

Weaknesses:

42.9% of 8th grade students surveyed have already used some form of alcohol.

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:

The EL student scored 4.0 in Listening and Reading on the Language Proficiency Test.

Weaknesses:

The EL student scored 3.1 in Writing on the Language Proficiency Test.

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 ESL teacher is a master teacher and collaborates regularly with classroom teachers when EL students are enrolled at Highland. We now have 3 itinerant ESL teachers for our system.

Weaknesses:

The ESL teacher is an itinerant teacher and serves many other schools. The EL population is 200 plus in Etowah County School System.

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

Strengths:

The following curriculum alignments strategically benefits students performance:

Scientific Research Based Reading curriculum

Alabama Reading Initiative is implemented at all grade levels

AMSTI math and science programs

Tiered Instruction with whole group/small group

More classrooms equipped with technology entitled SmartBoards/Promethean Boards

Weaknesses:

Teachers and staff struggle with time/scheduling constraints for implementation of three Tiered instruction, and math intervention.

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. ARMT Reading

Description:

By the end of 2011-2012 school year, Highland will increase or maintain the percent of students who scored proficient in Reading in 2011: in 3rd grade from 86% by 6% to meet 2012 AMO 92% in 4th grade maintain 91% to meet 2012 AMO 91% in 5th grade maintain 97% to meet 2012 AMO 92% in 6th grade from 79% by 14% to meet 2012 AMO 93% in 7th grade maintain 100% to meet 2012 AMO 89% in 8th grade maintain 100% to meet 2012 AMO 84%

Data Results on which goal is based:

Results from Alabama Reading/Math Test 2011

Target Grade Level(s): K-8

Target Content Area(s): Reading

ARMT: Reading

Additional Academic Indicators:

Participation Rate/Attendance

Target Student Subgroup(s):

All students and Special Education students

Courses of Study:

K-COS#5 Demonstrate listening comprehension of passages including retelling stories and answering questions. Grade 1-COS#11 Read orally with accuracy, fluency, and comprehension. Grade 2-COS#5 Read with fluency passages containing complex sentences. Grade 3-COS#1 Apply advanced phonetic analysis to multiple-syllable words, including consonants, short vowels, blends, long vowel makers, and r-controlled vowels. Grade 4-COS#5 Using strategies to comprehend function and textual/informational materials. Grade 5-COS#3 Recognize literary elements and devices from various text formats. Grade 6-COS#4 Apply strategies to comprehend textual/informational and functional materials. Grade 7-COS#4 Apply strategies to comprehend textual/informational and functional materials. Grade 8-COS#1 Apply strategies to comprehend literary/recreational materials.

Strategies:

S1.1.1 Use longitudinal data to address weaknesses

Description:

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

Action Steps:

AS1.1.1 Utilize Flexible Grouping

Description:

Establish flexible groups within the classroom and target at-risk students for additional help beginning in August.

Benchmarks:

100% of teachers will establish flexible groups within the classroom and target at-risk students for additional help.

AS1.1.2 Identify Strengths and Weaknesses

Description:

Identify strengths and weaknesses of all students in August.

Benchmarks:

100% of K-8 Highland teachers will identify strengths and weaknesses of all students in August.

AS1.1.3 Identify Proficient and Non-proficient

Description:

Identify proficient and non-proficient students and their strengths and weaknesses in August.

Benchmarks:

100% of K-8 Highland teachers will make a list of proficient and non-proficient students and their strengths and weaknesses in August.

AS1.1.4 Utilize Scientifically Research Based Materials

Description:

Utilize scientifically research based materials for instruction beginning in August.

Benchmarks:

100% of K-8 Highland teachers will utilize scientifically research based materials for instruction beginning in August.

AS1.1.5 Assess Formally and Informally

Description:

Utilize formal and informal assessment for reading beginning in August.

Benchmarks:

100% of Highland teachers will use formal and informal assessment for reading beginning in August.

Interventions:

Tier II and III Intervention SuccessMaker Corrective Reading for Special Education Small Group instruction One on One Peer Tutors Extended Day Program
Reading Coach Resource teacher Instructional Aide

Resources:

Reading Coach Resource Teacher Computer/Software Special Education Teacher Research Based Materials Star Enterprise....\$\$\$\$ Aide....\$\$\$\$

S1.2 Reading and Fluency Comprehension

Description:

Focus on reading and fluency comprehension with at-risk and/or all students.

Action Steps:**AS1.2.1 Utilize Small Group Instruction**

Description:

All K-8 Highland teachers will provide small group instruction beginning in August.

Benchmarks:

100% of teachers K-8 will provide small group instruction beginning in August.

AS1.2.2 Monitor Student Progress

Description:

All K-8 Highland teachers will monitor student progress in reading using SuccessMaker, STAR Reading, oral reading fluency, and retell beginning in August.

Benchmarks:

100% of K-8 Highland teachers will monitor student progress in reading using DIBELS, SuccessMaker, STAR Reading, oral reading fluency, and retell beginning in August.

AS1.2.3 Utilize Formal and Informal Assessment

Description:

All K-8 Highland teachers will assess student reading and using formal and informal assessment beginning in August.

Benchmarks:

100% of K-8 Highland teachers will assess student reading using formal and informal assessment beginning in August.

Interventions:

Tier II and III instruction SuccessMaker STAR Reading Corrective Reading for Special Education Small Group Instruction One on One Peer Tutors Scientifically Based Research Material Extended Day Program Resource Teacher Instructional Aide Reading Coach

Resources:

Reading Coach Resource Teacher Computer/Software Special Education Teacher Scientifically Research Based Materials Aide...\$\$\$\$\$\$\$\$

G2. Math

Description:

By the end of the 2011-2012 school year Highland will increase the percent of students who scored proficient in math in 2011: in 3rd grade from 72% by 17% to meet 2012 AMO 89% in 4th grade from 79% by 10% to meet 2012 AMO 89% in 5th grade maintain 93% to meet 2012 AMO 88% in 6th grade from 56% by 27% to meet 2012 AMO 83% in 7th grade from 73% by 10% to meet 2012 AMO 83% in 8th grade maintain 92% to meet 2012 AMO 85%

Data Results on which goal is based:

Results from Alabama Reading/Math Test 2011

Target Grade Level(s): K-8

Target Content Area(s): Math

ARMT: Math

Additional Academic Indicators:

Participation Rate/Attendance

Target Student Subgroup(s):

All students and Special Education Students

Courses of Study:

K-2 COS#1 Demonstrate concepts of number sense. Grade 3-COS#8 Identify points, lines, perpendicular lines, parallel lines, angles, and rays. Grade 4-COS#15 Represent categorical and numerical data using tables and graphs. Grade 5-COS#3 Solve word problems involving decimals, fractions, or money. Grade 6-COS#2 Solve problems involving decimals, percents, fractions, and proportions. Grade 7-COS#13 Data analysis and probability Grade 8-COS#10 Perimeter and area of regular and irregular plane figures.

Strategies:**2.1 Utilize Longitudinal Data****Description:**

Utilize longitudinal data to address weakest math standards in all math classes.

Action Steps:**AS2.1.1 Identify Proficient and Non-proficient****Description:**

Analyze ARMT math data and identify proficient and non-proficient students in August.

Benchmarks:

100% of K-8 Highland teachers will analyze ARMT math data and identify proficient and non-proficient students in August.

AS2.1.2 Utilize Scientific Research Based Materials**Description:**

Utilize scientifically research based materials for instruction in August.

Benchmarks:

100% of K-8 Highland teachers will utilize scientifically research-based materials for instruction in August.

AS2.1.3 Utilize Explicit Intensive Instruction**Description:**

Explicit intensive instruction using these strategies: manipulatives, hands-on activities, cooperative learning, modeling, and SuccessMaker, beginning in August.

Benchmarks:

100% of K-8 Highland teachers will provide explicit intensive instruction using these strategies: manipulatives, hands-on activities, cooperative learning, modeling, and SuccessMaker.

AS2.1.4 Assess Formally and Informally**Description:**

Assess students understanding of math concepts formally and informally.

Benchmarks:

100% of K-8 Highland teachers will assess students understanding of math concepts formally and informally.

Interventions:

SuccessMaker STAR Math Peer Tutoring Cooperative Learning Scientifically Based Research Material Math Tubs Calendar Math Math Journal ARMT
Coach Practice Workbooks Math Intervention Class Extended Day Program Small Groups

Resources:

STAR Math Computer/Software Manipulatives Tutors Intervention Materials

§2.2 Assess Student Learning**Description:**

Continuously assess student learning.

Action Steps:**AS2.2.1 Analyze Assessment****Description:**

Analyze assessments from scientifically research based materials and identify proficient and non-proficient students in August.

Benchmarks:

100% of K-8 Highland teachers will analyze assessments from scientifically research based materials and identify proficient and non-proficient students.

AS2.2.2 Assess Formally and Informally**Description:**

Assess formally and informally students by observation, verbal, nonverbal, and written assessments including open-ending questions in August.

Benchmarks:

100% of K-8 Highland teachers will formally and informally assess students by observation, verbal, nonverbal, and written assessments.

AS2.2.3 Utilize Assessment Strategies**Description:**

Utilize assessment strategies, such as grading rubrics, oral assessments, timed drills, manipulatives, and computer skills in August.

Benchmarks:

100% of K-8 Highland teachers will utilize assessment strategies, such as grading rubrics, oral assessments, timed drills, manipulatives, and computer skills in August.

AS2.2.4 Modify Instruction**Description:**

Continually modify instruction based on student assessment data beginning in August.

Benchmarks:

100% of K-8 Highland teachers will continually modify instruction based on student assessment data.

Interventions:

SuccessMaker Peer Tutoring ARMT Coach Math Practice Workbooks Cooperative Learning Special Education Teachers AMSTI Math Intervention Class Resource Teacher

Resources:

STAR Math Computer/Software Manipulatives Tutors

G3. Science**Description:**

By the end of the 2011-2012 school year, Highland students will increase the percent of students who scored proficient in science in 5th grade from 84% to 85% proficiency in 7th grade from 91% to 92% proficiency.

Data Results on which goal is based:

Alabama Science Assessment Results 2011

Target Grade Level(s): 5th, 7th

Target Content Area(s): Science

ARMT: Science

Additional Academic Indicators:

Participation Rate

Target Student Subgroup(s):

All students and special education

Courses of Study:

Grade 5 COS#7 - Identify common parts of plant and animal cells, including the nucleus, cytoplasm, and cell membrane. Grade 7 COS#11 - Identify Mendel's Laws of Genetics.

Strategies:**S3.1 Explicit Intensive Instruction****Description:**

Implement explicit, intensive instruction.

Action Steps:**AS3.1.1 Utilize Item Specifications****Description:**

Utilize item specifications for the Alabama Science Assessment beginning in August

Benchmarks:

100% of teachers will utilize the item specifications for the ASA

AS3.1.2 Utilize ASA Practice Materials

Description:

Utilize ASA practice materials beginning in August.

Benchmarks:

100% of Highland teachers will utilize ARMT practice materials.

AS3.1.3 Implement AMSTI

Description:

Implement AMSTI techniques to improve content mastery beginning in August.

Benchmarks:

100% of teachers will implement AMSTI techniques.

AS3.1.4 Implement Engaging Student Activities

Description:

Utilize more hands-on activities, observations, investigations, and experiments beginning in August.

Benchmarks:

100% of teachers will use more hands-on activities, observations, investigations, and experiments.

Interventions:

Flexible grouping SuccessMaker Extended Day AMSTI

Resources:

AMSTI Science Lab Computer Lab

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. EL writing goal

Description:

Increase EL students proficiency in writing (K-8).

Data Results on which goal is based:

WIDA/ACCESS analysis show student scored 3.1 in writing

Target Grade Level(s): K-8

Target ELP Language Domain(s): Writing

WIDA Standards: Language Domain

Strategies:

1.1 ARI reading

Description:

Teachers will use scientifically research-based reading program and ARI reading strategies.

Action Steps:

AS1.1.1 Use small group instruction

Description:

Small group instruction will be used along with teacher modeling, making predictions, think-alouds, summarizing, Readers Theater, etc. to develop fluency. Incorporate reading and writing together

Benchmarks:

Teacher observations Formal assessments and informal assessments Individual student folder

AS1.1.2 Data driven instruction

Description:

Form small groups according to data to target reading, writing, and comprehension.

Benchmarks:

Test scores Individual student folders with work samples

AS1.1.3 Technology

Description:

Improve student language development

Benchmarks:

Use "Discover English" on Success Maker Use role-playing, skits, dramatic readings, group discussions

Interventions:

WIDA Access Weekly reading tests Theme tests Individual student folders with work samples

Resources:

ESL teachers EL folders Success Maker

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. Discipline Referrals

Description:

Decrease number of discipline referrals to the office and Alternative School

Strategies:

S1.1 School Discipline Policy

Description:

Teachers will follow school wide discipline policy. The policy consists of three steps that teachers follow. First step is for the teacher to address the student behavior with one-on-one conference to let student know his/her behavior is not appropriate. Second step will consist of teacher contacting parent by phone, conference or email. The third step will be an office referral.

Action Steps:

AS1.1.1 Consequences

Description:

Teachers and principal will discuss school wide discipline policy during faculty meetings. Teachers will then explain policy to students.

Benchmarks:

There will be fewer behavior referrals to the office this year as compared to last year.

Interventions:

Principal, teacher, and student conferences

Resources:

Paper Discipline Plan

G2. Classroom Management/Discipline

Description:

Decrease the number of discipline referrals to the office.

Strategies:

S2.1 Decrease number of discipline referrals

Description:

Teachers will decrease their number of disobedience referrals in classrooms.

Action Steps:**AS2.1.1 Rewards for Behavior**

Description:

Teachers will reward students every nine weeks for not having disobedience referrals.

Benchmarks:

Progress is measured every nine weeks. There should be fewer students sent to the office for discipline referrals as the year goes along.

Interventions:

School will provide whole group, small group, and individual counseling on how to deal properly with difficult situations. Parent conferences will be held to inform parents of their child's behavior.

Resources:

Incentives for good behavior Guidance Counselor

G3. Absences

Description:

Decrease number of absences, tardies, and checkouts by students

Strategies:**S3.1 Decrease absences by students**

Description:

Teachers, staff, and administration will communicate by phone, email, and letters with parents/guardians of students to improve attendance.

Action Steps:**AS3.1.1 Board policy**

Description:

Highland School will enforce board policy concerning student attendance. Letters and phone calls will apprise parents of the number of absences their child has and what the consequences will be.

Benchmarks:

Fewer students will be absent each week and month as the year progresses.

Interventions:

School will provide attendance incentives every 20 days for perfect attendance. Students and parents will be referred to Early Warning when 3-5 unexcused absences occur.

Resources:

Incentives (given to school by local restaurants) Early Warning Program Letters for absences

G4. Increase student ownership

Description:

Students in middle school will assist school personnel with duties in classrooms, library, etc.

Strategies:**S4.1 Student ownership****Description:**

Middle school students will assist school personnel with morning and afternoon duties to increase student ownership in the school.

Action Steps:**AS4.1.1 Students responsibilities****Description:**

School personnel will monitor the following duties assigned to students: assisting office personnel with getting and distributing mail, relaying messages, opening and closing computer labs, putting messages on school marquee, raising and lowering of U.S. flag, and checking in and out books in the library.

Benchmarks:

Teachers, staff, and administration will observe students' participation and behavior while performing school duties.

Interventions:

Students participation in helping with such duties is based on grades. Student progress reports and 9 week reports will be used.

Resources:

N/A

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

Teacher Mentoring:

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

New or inexperienced teachers are provided support from all colleagues and their grade level teacher during their beginning years of teaching. New teachers attend "New Teacher Training" through the Etowah County Board of Education. This training provides professional development that assists them in parent conferences, classroom management, Lee vs Macon, preparing instruction, INOW, and other activities.

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.

Highland has 15 teaching units which are based on student enrollment at the time of the twenty day report after Labor Day. State funds 15 teaching units, 1 administrative unit, .5 counselor and .5 librarian. Title II funds 2 additional units in first grade and kindergarten. Title I funds .5 counselor salary, one teaching unit and one instructional aide.

Any Title I monies not spent on salaries are used for technology and instructional supplies.

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.

Pre-registration for kindergarten students is held in April of each year. This is advertised in the local newspaper and school newsletter. During the registration, the prospective students will be assessed using a reading readiness inventory. This allows students with academic concerns to be targeted for extra help early in the school year. Students are given a tour of the school and the Kindergarten classrooms after registering.

Families are invited to Kindergarten Orientation prior to the opening of school to meet their teachers, principal, librarian, counselor, and other faculty members. During this meeting, the principal welcomes parents and students, discusses school procedures and rules, and answers any questions parents may have. The kindergarten teacher discusses classroom procedures and curriculum expectations for the upcoming school year.

To ensure a successful transition from 8th grade to 9th grade, the counselor meets with 8th grade students to discuss block scheduling, high school classes, and different types of diplomas in April. The students visit Career Tech to see opportunities that are offered there. Counselors from feeder schools are also invited to meet with Highland 8th grade students to answer any questions they might have and to help make the transition to high school easier.

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.

Highland School presently has 100% of all classes taught by certified staff which are considered Highly Qualified based on the requirements of the No Child Left Behind Act. These staff members must have the appropriate state credentials and demonstrate subject competence in each subject taught. 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 in Etowah County. Prospective teachers are given information about the school system, city of Gadsden and neighboring communities. Contact information is collected from prospective teachers in high-need areas and these teachers are encouraged to apply and consider relocation to the area. Applications are requested state-wide when openings are available in order to choose only those teachers who are HQ. The decision of hiring HQ teachers is made by administrators pending Board approval. Principals are required to have knowledge of each teacher's HQ status and the area in which the teacher is qualified to teach. Scheduling and assignment decisions must be made using this information.

Assessments and Teacher Involvement:

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

Teachers meet before the beginning of each school year to analyze assessment data from the previous year to determine areas of academic weaknesses to improve instruction.

K-3 teachers use DIBELS and Harcourt Reading program to assess progress in reading. Data meetings with teachers, Reading Coach and administrator are held monthly to analyze data, review progress, and determine next steps. Classroom assessments are administered to determine mastery in core subjects. These assessment are used to determine if instruction can proceed or if remedial activities need to be implemented.

Teacher involvement in decision-making is as follows:

The faculty collaboratively studies disaggregated data .

K-3 teachers analyze reading progress (DIBELS) in data meetings monthly

4-8 teachers meet monthly to discuss assessments, progress or reports card grades, STAR reading and math assessments, and SuccessMaker scores.

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

Problem Solving Team consists of administrator, teachers, and staff to work with classroom teachers to support each other in decisions that are in the best interest of each student. This team will decide strategies, modifications, and accommodations, if needed for academics and/or behavior. The strategies will be observed and data collected to determine if the strategies are working or if a referral needs to be made.

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

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 from any of these populations are not discriminated against when attending Career Tech Center. All fields of work are open to all of these different populations.

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.

Extended Day is offered to all students and provided at a lower cost to students who participate in the free/reduced lunch program. A certified teacher gives support and reinforcement of skills to students who may need extra assistance in areas of weakness.

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.

An annual meeting of Title I parents is held at the beginning of the school year to inform parents of Highland's participation in Title I and to explain the importance of parents being involved. This meeting is used to explain the purpose of the 1% set-aside funds for parental involvement and parents' right to be involved in how these monies are allotted and spent for parental involvement activities. The school website, newsletter, and Parent School compact communicate that we are a participating Title I school that seeks collaboration with all stakeholders.

Describe: 1) How there will be a flexible number and format of parent meetings offered; 2) How parents will be involved in the planning, review and improvement of the Title I Program (Note: State the school's process for how all Title I parents have the opportunity for involvement in decision-making.); and 3) How funds allocated for parent involvement are being used in the school.

(1) Highland will offer a flexible number of meetings to parents. Meetings will be scheduled at various times including morning and night to accommodate parents home and work schedules. These meetings include but are not limited to: PTO meetings and fundraisers, parent-teacher conferences, open house, home visits, IEP meetings, volunteer program, kindergarten orientation, grandparents day, etc.

(2) The leadership and staff at Highland School strongly believe in the importance of parental involvement. Parents are invited to assist in the planning, review and improvement of our Title I program. We encourage parents to volunteer for specific areas of their expertise in which they can best help in the school. We have two parent representatives on the CIP Team who participated in the review, revision, and development of the plan. Parents are given the opportunity to review the plan and offer input before it is approved. Copies of the CIP can be found on the school website, in the school office and library.

(3) Parent Involvement funds are used for paper for monthly newsletters, parental pamphlets/brochures for helping their children with academic or personal issues, take-home books on CD with CD players, math manipulatives and flash cards, and books for "Bingo for Books".

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

At the beginning of each school year, the Etowah County Board of Education shall notify the parents of each student attending any school receiving Title I, Part A funds (that the parents may request), and the agency will provide the parents on a request (and in a timely manner), information regarding the professional qualifications of the student's classroom teachers, including, at a minimum, the following:

1. Whether the teacher has met state qualification and licensing criteria for the grade levels and subject area in which the teacher provides instructions;
2. Whether the teacher is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived;
3. The baccalaureate degree major of the teacher and other graduate certification or degree held by the teacher, and the discipline certification of the degree;
4. Whether the child is provided services by paraprofessional and, if so, their qualifications.

Parents shall submit such request in writing to the local school. The school will then forward the request to the Central Office, which will provide a response to the parents, send a copy to the

school, and retain a copy. The response will be provided within ten (10) working days after receiving the request from the parent.

Highland 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: school newsletter, school calendar, telephone calls, invitations, school marquee, emails, letter/memos to parents, school handbook, school website, local media. Parents are asked to call the school for an appointment with the principal and/or classroom teacher to discuss grades/report cards, attendance, tardies, or behavior issues. Suggestions for improving their child's education may be made anytime verbally or in writing to the principal or teacher. Documents are provided, to the extent practicable, in Spanish. Information on student assessments is given to parents at Open House and periodically throughout the school year. Intervention by the guidance counselor, when needed, is used to assist parents whose children are experiencing academic difficulties.

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).

Highland School involves parents, teachers, administrators, and students in developing the School-Parent Compact which outlines the sharing of responsibilities among the school parents, teachers, principal, and students concerning the improvement of academic achievement on the state's standardized assessments. The compact outlines the school's responsibility to provide high quality curriculum and instruction in a supportive and effective learning environment. Second, the compact describes the responsibility of the parents for supporting their child's learning and participating in decisions relating to the education of their child. Next, the student is held accountable for being prepared for class and doing his/her best. Finally, the compact addresses the importance of on-going communication between teachers and parents through parent-teacher conferences, emails, notes, progress reports, and report cards.

The compact will be explained to parents, and they will be asked to sign the compact signifying their commitment to working with the school and their child ensuring that their child is successful in school.

Teachers will discuss the compact with students and will keep them in their classroom for use during parent-teacher conferences.

The compact is reviewed annually by the Title I Advisory Committee (both school and LEA).

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

Parents will submit, in writing, to the Assistant Superintendent, Barry Bottoms at the Central Office, expressing their dissatisfaction with the CIP. Parents will receive a response by phone call and/or letter 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)

In addition to our Annual Title I meeting, an explanation of the Title I plan, what services will be offered, and how parents have the right to be involved in their children's education will be a part of the general session of the PTO Open House. A copy of the Title I plan is available for review in the library, school office, Parent Resource Center, and on the school website. A copy of the Parent Involvement section of the CIP will be sent home to parents in the 1st nine week's report card.

(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)

Highland's CIP team works to ensure that all parent materials, conferences, and meetings are aligned with our school's identified goals. Highland School is continuing to develop a Parent Resource Center for parents to peruse materials to help their child be successful in their education. The center houses materials for parents, both free and those which may be checked out through the school library, to learn about how they can help their child academically, socially, and emotionally. Specific topics will include reading with your child, creating a home learning environment, and working as a partner with your child's teacher.

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

Highland School will continue to work with its teachers through inservice, faculty meetings, data meetings, and grade level meetings in understanding the importance of parental involvement and that parents are our partners. The CIP team will place special emphasis on the need to ensure a closer relationship among school, teachers, and parents.

(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)

Highland School strives to coordinate its parent involvement program to include all parents. Our parent resource center provides materials, learning games, books on CD (with CD players), and other materials to help parents participate in the education of their children.

(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 communication from Highland School staff is available in English. However, a Spanish version is available upon request. Highland also uses a multilingual website, transact.com, to translate documents into the native languages of parents of ELs when necessary.

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

Highland School makes every effort to work with parents in meeting their requests as related to their involvement in their children's education. For example, teachers and parents must mutually agree to a time that is convenient to both parties for a parent-teacher conference. Compromises must be made. Often, parents are accommodated because of their jobs as to a time parents and teachers can meet. Teachers call parents during their planning time to discuss common concerns about a child.

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.

Highland School, to the extent practicable, provides opportunities for the participation of parents with limited English proficiency and parents with disabilities in school activities. Our school utilizes a number of resources to communicate with these parents. Ex: transact.com and ESL teachers (as translators) Every effort is made to accommodate parents with disabilities. All of Highland's buildings are handicap accessible.

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:
Increase reading and math proficiency

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

Reading comprehension of all students and special education students math practice and procedures

What types of professional learning will be offered?

Analyze and disaggregate data from various assessments Reading and Math professional development workshops provided by the LEA (for all students and the special education subgroup)

When will the session be delivered?

During monthly data meetings LEA professional development workshops- Sept. 9, 2011 ARMT Reading/Writing Workshop

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?)**

Improve student achievement by addressing targeted weaknesses. Make AMO's in reading and math. Improve the reading proficiency of the students in the special education subgroup

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

Weekly data collection from reading and math assessments will be analyzed in monthly data meetings. Teachers who attend LEA workshops are held responsible for sharing information with the other faculty members. Faculty will include strategies that they learned on lesson plans and the same will be observed/looked for during walkthroughs.

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

Title funding workshops Computer programs for data analysis Title II class size reduction teachers

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

Highland had 94% student attendance for the 2010-2011 school year. The goal is set at 95%.

What types of professional learning will be offered?

Faculty collaboration of ways to increase student attendance.

When will the session be delivered?

During faculty meetings

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' attendance will meet or exceed the goal of 95% for 2011-2012.

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 compute their homeroom percentage of student attendance each month. Rewards will be given for the classroom with the highest percentage of student attendance per month and for all students who have perfect attendance per month.

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

None

Open-ended Questions

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

Increase students' ability to answer open-ended questions effectively

What types of professional learning will be offered?

LEA workshops to reinforce steps in answering open-ended questions especially in non-fiction texts

When will the session be delivered?

September 9, 2011---Reaching the Reluctant Writer

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?)

Number of points students' earn when answering open-ended questions will increase on the ARMT PLUS.

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

Lesson plans involving open-ended questions will be put in CIP evidence box Writing samples will be posted in classrooms Students engaged in answering open-ended questions will be observed during walkthroughs.

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

Funding from Title II for Kindergarten and first grade teacher as class-size reduction teachers.

Part VIII - Coordination of Resources/Comprehensive Budget

I. State Foundation Funds

	FTEs Earned	Units Placed	Total Salaries
FTE Teacher Units	14.08	17.99	1,058,198
Administrator Units	1.0	1.0	0
Assistant Principal	0	0	0
Counselor	.5	.5	0
Librarian	.5	.5	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: \$1,058,198.0

II. Federal Funds

Title I: Improving the Academic Achievement of the Disadvantaged

Provide a brief explanation and a breakdown of expenses.

Services of 2 Title I ESL teachers
\$14,915.00 Instructional supplies, equipment, hardware
\$1088.00 Parental Involvement
\$112,105.00 Salaries 1 Teacher .5 Counselor 1 Aide

Total : 128,108.00

Title I: ARRA Funds

Provide a brief explanation and a breakdown of expenses.

0

Total : 0

Title II: Professional Development Activities

Provide a brief explanation and a breakdown of expenses.

2 Title II CSR Teachers
Services of SIS, Professional Development, Coordinator of Technology Substitutes for system-wide Professional Development Activities

Total : 0

Title III: For English Language Learners

Provide a brief explanation and a breakdown of expenses.

Services of ESL LEAD Teacher

Total : 0

Title IV: For Safe and Drug-free Schools

Provide a brief explanation and a breakdown of expenses.

0

Total : 0

Title VI: For Rural and Low-income Schools

Provide a brief explanation and a breakdown of expenses.

0

Total : 0

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

Provide a brief explanation and a breakdown of expenses.

0

Total :

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

Provide a brief explanation and a breakdown of expenses.

0

Total :

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

Provide a brief explanation and a breakdown of expenses.

0

Total :

III. Local Funds (if applicable)

Local Funds

Provide a brief explanation and a breakdown of expenses.

Donation from Senator Phil Williams Community Service Grant

Total :