

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 Fall semester of 2013-2014 school year, the Instructional Leadership Team collected/reviewed 2012-2013 achievement test data: ARMT Plus, Alabama Science Assessment, STAR Enterprise data, ACCESS, EducateAlabama data, INOW attendance/tardies data, and INOW school discipline report data. The team will analyze the data by identifying grade level strengths and weaknesses followed by individual strengths and weaknesses of students, and possible gaps in instruction. Findings will be presented at a faculty meeting where faculty/parents/community members will reanalyze data and offer input. After the revised working document is created, it will be redistributed to faculty for review. The Instructional Leadership Team will meet and finalize the document. The CIP will then be submitted to the Central Office for approval.

Instructional Leadership Team Names and Positions

- **The Leadership Team must include the principal, faculty [including ELL resource lead teacher if applicable], staff, parents, community stakeholders, and/or students.**
- **Identify position held, e.g., Administration, Faculty, Staff, Grade Level and/or Subject Area, Parents and Community members)**

Suzanne Nance, Principal
 Kathy Alverson, Teacher/5th Self-Contained
 Connie Eubanks, Instructional Coach
 Christa Hill, Teacher/6th Self-Contained
 Jennifer Engle, Counselor
 Karen Wise, Teacher/1st Self-Contained
 Cathy Treece, Teacher/ 2nd Grade Self-Contained
 Cindy Kirkland, Social Worker
 Holly Hubbard, ELL Resource Teacher
 Mitzi Newsome, PTO President/Parent
 Amanda Thornton, Parent
 Elizabeth Hernandez, Parent
 Autumn Minyard, Student
 Skylen Hernandez, Student

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

SUMMARY OF NEEDS BASED ON A COMPREHENSIVE REVIEW OF DATA

I have reviewed the [Annual Accountability Results Report](#)

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

Briefly describe the process your faculty used to conduct the needs assessment (analysis of all data).

Data from STAR Reading and Math, ARMT, ASA, ACCESS, was first analyzed in a CIP committee meeting then distributed to the faculty for analysis and discussion.

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

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

Number and percentage of teachers Non-HQT:

0 teachers 0%

Number and percentage of Classes Taught by Non-HQT:

0 teachers 0%

Alabama High School Graduation Exam (AHSGE):

Strengths:

N/A

Weaknesses:

N/A

Alabama Reading and Mathematics Test (ARMT):

Strengths:

3rd Grade Proficiency- Reading 88% Math 86%
4th Grade Proficiency- Reading 95% Math 93%
5th Grade Proficiency- Reading 100% Math 97%
6th Grade Proficiency- Reading 99% Math 97%

Weaknesses:

In Reading: 3rd-6th grade
-use strategies to comprehend literary/recreational materials
-use strategies to comprehend functional and textual/informational materials
-identify literary elements and devices in literary/recreational materials and identify details in textual/functional materials
-interpret literary elements and devices

In Math: 3rd-6th
-Number and Operations

- Model equivalent forms of fractions (3rd)
- Round whole numbers and decimals
- Recognize equivalent forms of fractions and decimals(4th)
- Convert units of measurement within the same system
- Use fractions to represent the probability of events
- Solve problems involving decimals, percents, fractions, and proportions(6th)
- Solve problems involving perimeter and area of parallelograms and rectangles

Alabama Science Assessment:

Strengths:

- Physical Science
 - Identify evidence of chemical changes through color, gas formation, solid formation, and temperature change
- Life Science
 - Identify major body systems and their functions
- Earth and Space Science
 - Compare distances from the sun to planets in our solar system

Weaknesses:

- Physical Science
 - Contrast ways in which light rays are bent by concave and convex lenses
- Life Science
 - Identify common parts of plant and animal cells, including the nucleus, cytoplasm and cell membrane
- Earth and Space Science
 - Identify spheres of Earth, including the geosphere, atmosphere, and hydrosphere

Stanford 10:

Strengths:

N/A

Weaknesses:

N/A

Dynamic Indicators of Basic Early Literacy Skills (DIBELS):

Strengths:

N/A

Weaknesses:

N/A

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

Alabama Direct Assessment of Writing (ADAW):

Strengths:

N/A

Weaknesses:

N/A

ACCESS for English Language Learners (ELLs):

Strengths:

85% achieved AMAO-A which is increased in English Language proficiency as indicated by a .5 increase in overall proficiency
 50% made AMAO-B, which attained English language proficiency as indicated by achieving a 4.8 overall proficiency score

Weaknesses:

Writing across all grades levels; K,1,2,5,6
 Kindergarten- Listening and Writing
 3rd grade- Writing
 5th grade- Speaking

EducateAL or other Professional Evaluation Profile Information:

Strengths:

1.3
 1.5
 2.1
 2.4
 2.10
 3.1
 3.2
 4.7
 4.8
 5.4

Weaknesses:

1.2
 2.3
 2.11
 3.6
 4.3
 5.3
 5.5

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

Strengths:

No students were administered the AAA in Spring 2013.
 Duck Springs Elementary has a computer lab with 24 computers.
 We have a total of 13 Promethean Boards with mounted projectors in grades K-6th and 2 Smart Board with mobile projectors that are used in one Kindergarten and one in a 6th grade classroom. There is a mounted projector with a Promethean Board in the library media center. We have 7 digital cameras, a mobile cart with 30 Alpha Smart desktop units and 30 Activotes for the Promethean Boards available for use and 7 Elmos. In grades 3rd-6th, we have 4 ActivSlates being used (1 per grade). There are 14 wireless netbooks in grades K-6th. There are 17

iPads being used in all classrooms.

Weaknesses:

There is a need for additional technology funding to replace aging technology with the emerging technology in order to keep up with the 21st Century Skills through grade levels and content areas.
Technology skills and hardware software need to be continually updated.

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

Strengths:

Duck Springs Elementary implements the following assessments at the local level: Reading – weekly and unit tests (K-6), middle and end-of-the-year benchmark assessments (K-6), STAR Reading and Math, ARMT (3-6);
Math -weekly tests (K-6) ARMT (3-6), Science – weekly tests (3-6), Alabama Science Assessment (5), Social Studies – weekly tests (3-6).
Pacing Guides are in place for Reading K-3 and Math K-6.

Benchmark and theme tests that go with the reading series are given in grades K-6th.
Teachers give formal and informal assessments in every subject.

Weaknesses:

Pacing guides are needed in place for all subject areas.

Career and Technical Education Program Data Reports:

Strengths:

N/A

Weaknesses:

N/A

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

School Demographic Information related to student discipline (e.g. total office referrals, long- and short-term suspensions, expulsions, alternative school placements, School Incidence Report (SIR) data, or student attendance).

Strengths:

0 expulsions for 2012-2013

Weaknesses:

Duck Springs Elementary had a total of 0 out of school suspensions. The total number of office referrals for disciplinary offenses was 36.

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

Strengths:

N/A

Weaknesses:

N/A

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

Strengths:

Our teacher turnover is minimal. In 2012-13, teachers took 34 professional development days. Attendance percent was 92.63 for the 2012-2013 school year.

Weaknesses:

In 2012-2013, teachers used 184 sick days and 36.50 personal days.

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

Strengths:

Duck Springs Elementary had a total of 259 students for the 2012-13 school year. There were 135 females with a 94.34% ADA. There were 124 males with a 91.85% ADA. The total ADA for the year was 93.15%.

Weaknesses:

There was a total of 201 tardies for the the 2012-13 school year.

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

Strengths:

N/A

Weaknesses:

N/A

School Perception Information related to student PRIDE data.

Strengths:

N/A

Weaknesses:

N/A

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:

Scientifically research-based materials are used appropriately with all students.

Three itinerant ESL teachers serve ELs system-wide. Two hold master's degrees that are working on an Ed.S degree and one working on a Master's degree. One is certified in K-6 and in ESOL. The system currently has a partnership with UAB in Birmingham to train content area teachers in ESL best practices. Duck Springs Elementary has two content area teachers trained and has received a Master's degree in this area and the administrator is currently receiving credit from UAB in the ESL content area.

Weaknesses:

The teachers are learning how to integrate the ESL curriculum and WIDA LEP Standards into the general education curriculum but need more training in this area.

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:

All three itinerant ESL teachers are well trained and two are fluent in Spanish.

Weaknesses:

Our EL population is growing and it's difficult to provide adequate instruction to meet the EL children's needs.

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

Strengths:

Duck Springs Elementary has a 90 minute reading block, using scientifically research based materials, scheduled for all classes. An additional 30 minute intervention block is scheduled for all students in K-6th. Struggling readers receive instruction in whole and small groups, strategic intervention, and one-on-one intensive instruction in grades K-6th.

Weaknesses:

Every content area does not have a pacing guide.

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. Improve Reading and Writing Proficiency

Description:

Duck Springs Elementary students will continue to meet or exceed base line proficiency for grades 3rd-6th on ACT Aspire Assessment.

Data Results on which goal is based:

In 2013-14, Duck Springs Elementary School will continue to meet and exceed baseline proficiency for grades 3rd-6th on ACT Aspire Assessment. On Spring 2013 ARMT test in reading: 3rd grade scored 88%, 4th grade scored 95%, 5th grade scored 100% and 6th grade scored 99%.

Target Grade Level(s): K-6
 Target Content Area(s): Reading
 ARMT: Reading

Additional Academic Indicators:
 Participation Rate

Target Student Subgroup(s):
 All Students, At-Risk Students, and SPE subgroup

Courses of Study:

ALCOS/CCRS K-1st Grade CCRS #21 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). 2nd Grade CCRS#19- By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the Grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. 3rd Grade-#9-By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the Grades 2-3 text complexity band independently and proficiently. Grade 4 #21-Read with sufficient accuracy and fluency to support comprehension. -a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Grade 5 # 9-By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the Grades 4-5 text complexity band independently and proficiently. #19- By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the Grades 4-5 text complexity band independently and proficiently. Grade 6 #9- Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics. #10- By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the Grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. Grade5 COS#2: Use a wide range of strategies to comprehend grade level recreational reading materials in a variety of genres. 3rd Grade COS#3: Use a wide range of strategies, including using context clues and predicting outcomes, to comprehend third grade recreational materials n a variety of genres.

Strategies:

S1.1 Strategic Teaching

Description:

All teachers will open each lesson with a student-friendly objective, or essential question, which will be revisited throughout the lesson for understanding (formative assessment). Teachers will begin each class by establishing a purpose for the lesson (make the lesson relatable to the student, build background knowledge, generate questions to investigate, or discuss essential vocabulary and themes).

Action Steps:

AS1.1.1 Opening Student Friendly Objectives and Purpose

Description:

All core teachers will open each lesson with a student friendly objective which will be revisited throughout the lesson for understanding each day. All teachers will begin each class by establishing a purpose for the lesson by making the lesson relatable to the student, building background knowledge, generating questions to investigate, or discussing essential vocabulary.

Benchmarks:

Classroom teachers' lesson plans will include textual/informational and functional reading on a weekly basis. Monthly walkthroughs will be conducted.

AS1.1.2 Differentiated Instruction

Description:

During the lesson, all teachers will use various strategies to explore or explain the lesson through the use of technology, integrating new information, exploring predictions, student response groups, teacher-student conferencing, writing labs, portfolio assessments, or graphic organizers.

Benchmarks:

Teachers will implement the strategic teaching as outlined above. STAR and SuccessMaker will be used for progress monitoring for all students including Tier II and Tier III students. Formative and summative assessments will be used.

AS 1.1.3 Reflection

Description:

At the end of the lesson, all teachers will reflect on the content of the lesson in a manner that formatively assesses comprehension of all students by using questions, group share-out, retell, summarizing, journal writing, exit slips, or justify responses.

Benchmarks:

Teachers will implement the strategic teaching as outlined above. STAR and SuccessMaker will be used for progress monitoring for all students including Tier II and Tier III students. Formative and summative assessments will be used.

AS 1.1.4 Higher-Order Questioning

Description:

All teachers will engage their students in higher level questioning in an effort to strengthen understanding of the content, through formative assessment, throughout each lesson and to reach Tier II and Tier III students.

Benchmarks:

Teachers will implement the strategic teaching as outlined above. STAR and SuccessMaker will be used for progress monitoring for all students including Tier II and Tier III students. Formative and summative assessments will be used.

AS 1.1.5 Small Group Instruction

Description:

All teachers will use small-group instruction, as needed, to meet the needs of identified Tier II and Tier III students.

Benchmarks:

Teachers will implement the strategic teaching as outlined above. STAR and SuccessMaker will be used for progress monitoring for all students including Tier II and Tier III students. Formative and summative assessments will be used.

AS 1.1.6 Reflective and Long-Range Lesson Planning

Description:

Teachers will correlate their lesson plans with the ALCOS and ARMT+

Benchmarks:

School administrators will ensure reflective planning is taking place by walkthroughs and submission of lesson plans. Checklists and peer planning notes may be utilized.

Interventions:

STAR Enterprise, Response to Instruction (RtI), Resource Teacher, small group instruction, teacher-student conferencing, portfolio assessments, peer

coaching, professional development, modeling, and collaborative teaching.

Resources:

ALCOS/CCRS, ALEX, Alabama Insight Tool, Resource teacher, instructional aides, software, SRB materials, state adopted texts, computer labs, iPads, School Improvement Coordinator, literacy coach, STAR Enterprise Assessments, ARI, literacy coaches/instructional partners.

§1.2 Intensive Reading/Writing Strategies

Description:

Integrate authentic reading/writing lessons into the content areas, Differentiated Instruction, and Technology Integration.

Action Steps:

AS1.2.1 Authentic Reading/Writing Lessons

Description:

All core teachers will integrate authentic reading/writing complexity into their lessons by building knowledge through content-rich fiction and informational texts. Teachers will also plan for students to increase practice in reading, writing, and speaking grounded in evidence from literature and informational text and through practice with complex texts. This goal is in line with the ELA CCRS which builds like a staircase of text complexity, so that all students are ready for the demands of college-and career-level reading no later that the end of high school.

Benchmarks:

100% of teachers will use Rtl for progress monitoring (STAR and Success Maker) for Tier II and Tier III students. Formative and summative assessments. School administrators/lead teachers/ instructional coaches will ensure reflective planning is taking place by walkthroughs and submission (or viewing) of lesson plans.

AS1.2.2 Differentiated Instruction

Description:

Language Arts teachers will utilize differentiated instruction such as student response groups, teacher-student conferencing, writing labs, portfolio assessments, and graphic organizers.

Benchmarks:

100% of teachers will use Rtl for progress monitoring (STAR and Success Maker) for Tier II and Tier III students. Formative and summative assessments. School administrators/lead teachers/ instructional coaches will ensure reflective planning is taking place by walkthroughs and submission (or viewing) of lesson plans.

AS1.2.3 Technology Integration

Description:

Teachers will utilize 21st Century tools and strategies to improve reading/writing skills in all content areas by inspiring creativity, collaboration, communication, and critical thinking using technology.

Benchmarks:

100% of teachers will use Rtl for progress monitoring (STAR and Success Maker) for Tier II and Tier III students. Formative and summative assessments. School administrators/lead teachers/ instructional coaches will ensure reflective planning is taking place by walkthroughs and submission (or viewing) of lesson plans.

Interventions:

STAR Enterprise, Response to Instruction (Rtl), Resource Teacher, small group instruction, teacher-student conferencing, portfolio assessments, peer coaching, professional development, modeling, and collaborative teaching.

Resources:

Resource teacher, instructional aides, software, SRB materials, state adopted texts, computer labs, Promethean Boards, literacy coach, ARI, District Curriculum Director, STAR Enterprise Assessments, SuccessMaker, and Literacy and Justice for All, ALCOS/CCRS, ALEX

S1.3 Address Student Needs

Description:

Use longitudinal data, instructional groups, and goal setting conferences

Action Steps:

AS1.3.1 Longitudinal Data

Description:

All teachers will use longitudinal data (DIBELS, SuccessMaker, and STAR Enterprise, Portfolio Assessments, etc.) to address weakest reading standards in all reading classes beginning in August. All teachers in grades k-6 will identify the students and their strengths and weakness in reading during data meetings in August. This information will continue to be monitored and shared with the faculty at grade level meetings, to help guide instruction. This data will be used to identify and monitor at-risk students (which include special ed, EL, gifted, free and reduced, minority, truant, behavioral, homebound, etc.), plan interventions, review existing plans and discuss best practices. (Evidence – monthly grade level data meetings) [Benchmark – 100% of teacher participation and utilization of data]

Benchmarks:

100% of teachers will use Rtl for progress monitoring (STAR and SuccessMaker) for Tier II and Tier III students. Formative and summative assessments. DIBELS. School administrators/lead teachers/instructional coaches will ensure reflective planning is taking place by walkthroughs and submission (or viewing) of lesson plans.

AS1.3.2 Instructional Groups

Description:

All teachers in grades k-6 will place students into instructional groups based on cumulative sources of data. All teachers will monitor students' comprehension of literary/recreational/functional texts non-fiction and informational beginning in August and throughout the year through multiple assessments.

Benchmarks:

100% of teachers will use Rtl for progress monitoring (STAR and SuccessMaker) for Tier II and Tier III students. Formative and summative assessments. DIBELS. School administrators/lead teachers/instructional coaches will ensure reflective planning is taking place by walkthroughs and submission (or viewing) of lesson plans.

AS1.3.3 Goal Setting Conferences

Description:

Leadership Team will assign caring teachers with identified at risk students to develop a plan for success. The teacher will discuss strengths and weaknesses with students and communicate with parents regularly, supply resources, adjust existing plans, provide tutoring opportunities, websites, encouragement and etc.

Benchmarks:

100% of teachers will use Rtl for progress monitoring (STAR and SuccessMaker) for Tier II and Tier III students. Formative and summative assessments. DIBELS. School administrators/lead teachers/instructional coaches will ensure reflective planning is taking place by walkthroughs and submission (or viewing) of lesson plans.

Interventions:

STAR Enterprise, Response to Instruction (Rtl), Resource Teacher, small group instruction, teacher-student conferencing, portfolio assessments, peer coaching, professional development, modeling, and collaborative teaching.

Resources:

Resource teacher, instructional aides, software, SRB materials, state adopted texts, computer labs, Promethean boards, literacy coach, district curriculum director, STAR Enterprise Assessments, SuccessMaker, and Literacy and Justice for All

§1.4 ARI Schools**Description:**

Model Classrooms, ARI ongoing and sustained training, Teacher walk-throughs and Five components of strategic lessons

Action Steps:**AS1.4.1 Model Classrooms****Description:**

The leadership team will establish model classrooms as learning environments for colleagues providing share teaching opportunities for the faculty according to each teacher's cohort level.

Benchmarks:

– increasing levels of faculty participation with a goal of 100% -Walk-through -log of shared teaching experiences and observations -evidence of professional development

AS1.4.2 ARI ongoing and sustained training**Description:**

The Leadership team will provide training on ARI Content Literacy Practices and professional development for the faculty throughout the school year.

Benchmarks:

100% of faculty participation Evidence of professional development

AS1.4.3 Teacher walk-throughs**Description:**

Selected teachers will participate in the walk-through process according to the schedule provided by the CIP and ARI leadership teams.

Benchmarks:

various teachers participating during the walk-through processes Walk-through schedule and teacher participation schedule according to level of training in ARI

AS1.4.4 Five components of strategic lessons

Description:

Teachers will implement the five components of strategic lesson according to their level of training in the ARI process; the five processes are: (a) One or more daily outcomes, (b) two daily instructional practices, (c) three parts of a strategic lesson – before, during and after, (d) four steps in explicit instruction – ‘I do, we do, y’all do, you do’, and (e) five daily components of active literacy: T-talk, W-write, I-Investigate, R-Reading, L-listening (TWIRL) about the lesson every day.

Benchmarks:

– increasing percentages of classrooms where students are engaged through strategic teaching with a final goal of 100% Walk-through

Interventions:

STAR Enterprise, Response to Instruction (Rti), Resource Teacher, small group instruction, teacher-student conferencing, portfolio assessments, peer coaching, professional development, modeling, and collaborative teaching.

Resources:

ALCOS/CCRS, ALEX, Alabama Insight Tool, Resource teacher, instructional aides, software, SRB materials, state adopted texts, computer labs, iPads, School Improvement Coordinator, literacy coach, STAR Enterprise Assessments, ARI, literacy coaches/instructional partners.

2. Improve Math Proficiency**Description:**

Duck Springs Elementary students will continue to meet or exceed base line proficiency for grades 3rd-6th on ACT Aspire Assessment.

Data Results on which goal is based:

In 2013-14, Duck Springs Elementary School will continue to meet and exceed baseline proficiency for grades 3rd-6th on ACT Aspire Assessment. On Spring 2013 ARMT test in math: 3rd grade scored 86%, 4th grade scored 93%, 5th grade scored 97% and 6th grade scored 97%.

Target Grade Level(s): Kindergarten - 6th Grade

Target Content Area(s): Math

ARMT: Math

Additional Academic Indicators:

Participation Rate

Target Student Subgroup(s):

All students At-Risk Students SPE Subgroup

Courses of Study:

ALCOS/CCRS Grade 3 Develop understanding of fractions as numbers #13-15 Grade 4 Measurement and Data #19-25 Grade 4 Operations and Algebraic Thinking #1-3 Grade 5 Geometry #23 #24 Grade 5 Measurement and Data #18-22 Grade 6 Apply and Extend previous understandings of arithmetic to algebraic expressions # 12-20

Strategies:**2.1 Strategic Teaching****Description:**

All math teachers will open each lesson (post, etc...) with a student friendly objective which will be revisited throughout the lesson for understanding (formative

assessment), each day. All math teachers will begin each class by establishing a purpose for the lesson (make the lesson relatable to the student, build background knowledge, generate questions to investigate, or discuss essential vocabulary).

Action Steps:

AS2.1.1 Opening student friendly objectives and purpose

Description:

All math teachers will open each lesson with a student friendly objective which will be revisited throughout the lesson for understanding, each day. All math teachers will begin each class by establishing a purpose for the lesson by making the lesson relatable to the student, building background knowledge, generating questions to investigate, or discussing essential vocabulary.

Benchmarks:

100% of teachers will implement the strategic teaching as outlined above. Use RtI for progress monitoring (STAR and SuccessMaker) for Tier II and Tier III students. Formative and summative assessments. School administrators will ensure reflective planning is taking place by walkthroughs and submission (or viewing) of lesson plans.

AS2.1.2 Differentiated Instruction

Description:

During the lesson, all math teachers will use various strategies to explore or explain the lesson (technology, integrate new information, portfolio assessments, after-school tutoring, small group, use of manipulatives, etc...). All math teachers will include explicit instruction using the four steps – “I do, we do, ya’ll do, you do” when introducing and re-teaching.

Benchmarks:

100% of teachers will implement the strategic teaching as outlined above. Use RtI for progress monitoring (STAR and SuccessMaker) for Tier II and Tier III students. Formative and summative assessments. School administrators will ensure reflective planning is taking place by walkthroughs and submission (or viewing) of lesson plans.

AS2.1.3 Reflection

Description:

At the end of the lesson, all math teachers will reflect on the content of the lesson in a manner that formatively assesses comprehension of all students by posing questions, group share-out, retell, summarizing, journal writing, exit slips, or justify responses.

Benchmarks:

STAR Enterprise, Response to Instruction (RtI), resource teacher, small group instruction, teacher-student conferencing, portfolio assessments, professional development, after-school tutoring, modeling, collaborative teaching. Lead teachers will provide opportunities for peer coaching. Teachers will collaborate and observe one another to learn and share best practices.

AS2.1.4 Inquiry-based Math Lessons

Description:

Students will participate daily in inquiry-based lessons (students talking/writing about math, presenting work to the class, using manipulatives, engaged in problem solving with real-life applications, small groups, 21st Century instructional tools, etc).

Benchmarks:

STAR Enterprise, Response to Instruction (RtI), resource teacher, small group instruction, teacher-student conferencing, portfolio assessments, professional development, after-school tutoring, modeling, collaborative teaching. Lead teachers will provide opportunities for peer coaching. Teachers

will collaborate and observe one another to learn and share best practices.

AS2.1.5 Reflective and Long-range Lesson Planning

Description:

Math teachers will correlate their lesson plans with the Math CCRS. Teachers (grades K-5) will follow the district pacing guide, CCRS and Aspire correlations, ALEX.

Benchmarks:

100% of teachers will implement the strategic teaching as outlined above. Use Rtl for progress monitoring (STAR and SuccessMaker) for Tier II and Tier III students. Formative and summative assessments. School administrators will ensure reflective planning is taking place by walkthroughs and submission (or viewing) of lesson plans.

Interventions:

STAR Enterprise, Response to Instruction (Rtl), resource teacher, small group instruction, teacher-student conferencing, portfolio assessments, professional development, after-school tutoring, modeling, collaborative teaching. Lead teachers will provide opportunities for peer coaching. Teachers will collaborate and observe one another to learn and share best practices.

Resources:

Math CCRS, resource teacher, instructional aides, software, SRB materials, School Improvement Coordinator, Go Math!, computer labs, district Curriculum Coordinators, ASPIRE, STAR Enterprise, ALEX, ECBOE Math CCRS Resource Website

S2.2 Longitudinal Data

Description:

All math teachers will use longitudinal data to improve math proficiencies.

Action Steps:

AS2.2.1 Identify Needs

Description:

All math teachers will identify weakest standards of all students no later than August. All math teachers will list students' strengths and weaknesses in math item specifications in August. All math teachers will determine which areas of math need to be addressed.

Benchmarks:

STAR Enterprise, Response to Instruction (Rtl), Resource Teacher, small group instruction, teacher-student conferencing, portfolio assessments, professional development, modeling, and collaborative teaching. Lead teachers will provide opportunities for peer coaching. Teachers will collaborate and observe one another to learn best practices.

AS2.2.2 Utilize Longitudinal Data

Description:

Longitudinal data will be used to identify plan and implement interventions, as well as to discuss and best (and share) practices.

Benchmarks:

STAR Enterprise, Response to Instruction (Rtl), Resource Teacher, small group instruction, teacher-student conferencing, portfolio assessments, professional development, modeling, and collaborative teaching. Lead teachers will provide opportunities for peer coaching. Teachers will collaborate

and observe one another to learn best practices.

Interventions:

STAR Enterprise, Response to Instruction (Rti), Resource Teacher, small group instruction, teacher-student conferencing, portfolio assessments, professional development, modeling, and collaborative teaching. Lead teachers will provide opportunities for peer coaching. Teachers will collaborate and observe one another to learn best practices.

Resources:

Math CCRS, resource teacher, instructional aides, software, SRB materials, School Improvement Coordinator, Go Math!, computer labs, district Curriculum Coordinators, ASPIRE, STAR Enterprise, ALEX, ECBOE Math CCRS Resource Website

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. Increase proficiency level (reading and writing)

Description:

In 2013-2014, the EL students at Duck Springs Elementary will increase 1 proficiency level in reading and writing.

Data Results on which goal is based:

ACCESS for ELLs Spring 2013

Target Grade Level(s): K-6th

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

WIDA Standards: Utilize scientifically research based materials in all classes with all students.

Strategies:

S1.1 Instructional Techniques

Description:

All teachers will analyze ACCESS for ELLs test scores. All teachers will group students into flexible groups. All teachers will develop lesson plans. All teachers will administer formal and/or informal tests and post scores and print a copy from INow. All teachers will assess student growth using Star Reading and SuccessMaker.

Action Steps:

AS1.1.1 Utilize SRB materials in all classes

Description:

All teachers will analyze the ACCESS for ELLs test results of EL Students beginning in August. All teachers will use flexible grouping for EL students in class beginning in August. All teachers will use explicit instruction techniques in vocabulary, reading comprehension, and writing beginning in August. All teachers will pace, monitor, and assess ELs as well as others using benchmark, theme tests, Star Reading, and writing samples beginning in

August.

Benchmarks:

Small group One on One Instruction Push In/Pull Out Instruction Cooperative Learning Accommodations Progress monitoring SuccessMaker STAR Enterprise

Interventions:

ESL Itinerant Teacher INow Access Discover English/SuccessMaker STAR Enterprise One-on-One with teacher Teacher collaboration

Resources:

Title III funds Test Prep materials SBR materials ESL teacher Success Maker software STAR Enterprise software

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. To Increase Student Attendance

Description:

Decrease the number of student unexcused absences, tardies, and check outs.

Strategies:

S1.1 Communicating the importance to all stakeholders

Description:

Administrator, counselor, social worker and all teachers will communicate with parents and students during class, parent conferences, PTO meetings, and parent day the importance of good attendance all day at school beginning in August.

Action Steps:

AS1.1.1 Attendance Notification

Description:

Administrator, counselor, social worker and all teachers will communicate with parents and students during class, parent conferences, PTO meetings, and parent day (s) the importance of good attendance all day at school beginning in August

Benchmarks:

Administration and teachers will communicate with parents and students during class, parent conferences, PTO meetings, and parent day the importance of good attendance all day at school. INow attendance reports will be used in notifying all stakeholders of interest.

Interventions:

Rewards/Recognition for perfect attendance every 9 weeks Phone calls/home visits by principal, counselor, social worker, and/or SRO officer for those

having attendance issues

Resources:

Cerificates/Awards (Special Recognition) INOW

G2. Improve Behavior Referrals

Description:

Decrease the number of behavior referrals from.

Strategies:

S2.1 Decrease behavior referrals

Description:

Administrator and all teachers will reward students every nine weeks for no behavior referrals to the office beginning in August.

Action Steps:

AS2.1.1 Recognition of Good Behavior

Description:

Administrator and all teachers will reward students every nine weeks for no behavior referrals to the office beginning in August.

Benchmarks:

Teachers and administrator will reward students every nine weeks for no behavior referrals to the office

Interventions:

Counseling Parent Conference (s) Rtl Notes to parents about absences, tardies, and checkouts

Resources:

INow Rewards/Recognition for good behavior

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

Teacher Mentoring:

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

Etowah County began a teacher mentoring program 7 years ago. Duck Springs Elementary School has 1 first year teacher. This teacher is being mentored by a master teacher. The goal of the program is to improve teacher practice and is designed to provide on-going support for new or struggling teachers. Each new teacher will receive mentoring for a minimum of 2 years with an optional third year based on mastery of competencies.

In addition, Etowah County provides on-going new teacher orientation and training.

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.

Duck Springs School earns 13.89 classroom teachers with additional units which total 15.89, 1 principal, .5 counselor, and .5 librarian.

Transition:**Describe strategies to assist students in transitioning from previous school to the current school and/or from the current school to the next school, including, for example, how preschool children might be prepared for entry into kindergarten or how eighth grade students are prepared for high school.**

At the spring Kindergarten pre-registration, students are given a readiness screening administered by the Kindergarten teachers. All students receive a supply list for the next school year in the May report card. Teachers host a Parent Orientation in August prior to the first day of school. Parents are invited to meet with teachers during teacher In-service days in August. Kindergarten students may attend school for a half day the first week at the discretion of their parents. This helps students transition from home to school. An Open House will be held in early fall, and teachers will officially conference with parents during Parent Day in October and in April. A day is set aside the last full week of school in May as a move up day so the students may visit the teachers for the next year.

Highly Qualified Teachers:**Describe the qualifications of teachers in the school with regard to their being highly qualified and what strategies the school, with the support of the LEA, uses to attract and retain highly qualified teachers.**

It is the goal of Duck Springs Elementary School to have all teachers of core subject areas highly qualified. We currently have 100% of our teachers highly qualified. Job openings are posted and applications are requested district-wide as well as via the State TeachinAlabama website. It is the principal's responsibility to verify the highly qualified status of each teacher applicant prior to a formal interview.

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.**

Duck Spring Elementary teachers use data derived from State assessments including ARMT reading and math and STAR Reading and Math for students in grades K-6 to determine gaps in instruction. Data meetings are held every 4-5 weeks to analyze data, review progress, and determine next steps. The progress monitoring tool in the Wonders (K-6th) reading programs will be administered weekly and the information will also be analyzed at data meetings. Classroom assessments are administered weekly and at the completion of a theme/unit. Benchmark assessments are administered mid-year and at the end of the school year. These assessments are used to determine if instruction can proceed or if remedial activities must be implemented. Teachers meet in grade level meetings to analyze assessment data to improve instruction. Teacher involvement in decision-making is as follows: The faculty collaboratively studies disaggregated data and results of State assessments, RTI members analyze data collected on referred students to determine next steps - change or alter accommodations or to refer students for special education testing, Multi-grade level meetings help identify gaps or overlaps in curriculum, Grade level meetings are held to adjust and improve instructional methods and strategies based on data.

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

All students, including students with special needs, limited English proficiency, economically disadvantaged students, and neglected/delinquent students have equal access to all services and programs available including free/reduced breakfast and lunch, ESL services, SPE services, At-Risk, Strategic Reading Intervention, Intervention Station (reading), and the services of an in-house nurse and counselor. Also, the uses of the district's social services counselor, The Department of Human Resources, the Department of Mental Health, and various community resources to provide students with necessary school supplies, food, clothing, and shelter. All homeless and LEP students have equal access to a free, appropriate education. Also, all homeless and LEP students are provided with the opportunity to meet the same challenging state content and student performance standards to which all students are held accountable without being stigmatized or isolated. The counselor and/or principal identify LEP students upon enrollment. Each new student receives a Home Language Survey used to determine eligibility for LEP testing. Students qualify for testing if the survey indicates that a language other than English is used by the student or at the student's home. All eligible students are tested with The WIDA Access Placement Test to determine if a student needs services through the ESL program. Parents or guardians have the right to waive ESL services. If the parents or guardians agree for their child to receive services, the ESL committee convenes to determine appropriate services and placement for each individual student. The ESL committee consists of the ESL teacher, parent(s) guardians of the student, the student's teachers, the school counselor, and the administrator. All ELs are provided a variety of services including content area monitoring and pull-out ESL for individual support. The ESL teacher also serves as an interpreter to communicate with the parents of ELs if the need arises. Parents are provided the opportunity to receive all updates and important school documents in English and/or Spanish or any of the ten most common foreign languages in Alabama that are on transact.com. The ESL committee reviews each student's progress annually. If a student scores proficient on the WIDA Access Test (4.8) and is performing on grade level (determined by grades, teacher recommendations, and results of reading standardized tests), the student becomes eligible to exit the ESL program and will be monitored for two years to ensure success. Duck Springs has no migrant students at this time.

Parents receive a Migrant Education Survey upon enrollment, which determines procedures in accordance with federal and Alabama state laws and regulations eligibility for the migrant program. Duck Springs provides special education services and follows SPE law according to IDEA.

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

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

Applies Only to Secondary Schools

N/A

Extended Learning Opportunities:

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

Begin Early Bird Learning for Reading and Math in SuccessMaker lab for non-proficient students.
There is no after-school program at Duck Springs Elementary School due to lack of after hours transportation for students.

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

Parental Involvement:

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

In addition to an informational letter about Title I provided in the registration packet at the beginning of the school year, Duck Springs will also convene a Title I meeting early in the school year to inform parents that we are a Title I school. During this Title I meeting the meaning of Title I is explained as are the requirements of Title I, including the 1% set-aside, and the right of parents to be involved.

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

1. The Parent/Teacher Conference day offers an opportunity for parents who are not available to come to meetings that take place at night to meet with teachers, while Open House nights and PTO meetings offer alternative night time meetings. 2. A parent advisory committee is set up to aid in the revision of the Parent Involvement plan while all parents are given the opportunity to suggest ways for improvement throughout the year via visits, letters, and telephone calls. 3. Duck Springs Elementary School receives a set amount of money each year for the sole purpose of parental involvement. This money is used in a variety of ways to foster communication between the parents and school and to help parents stay involved in their child’s education. Examples include reading materials provided for parents through the school counselor, take home materials that promote student learning, and readiness materials for students entering school.

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.

An informational letter, written in the language spoken in the child’s home, is provided in the registration packet explaining that Duck Springs is a Title I school. All parents are encouraged to attend a meeting early in the school year in which the meaning of Title I is explained. At each parent meeting, the fact that Duck Springs is a Title I school is stressed. Parents are notified of their right to know the qualifications of their child’s teacher and if that teacher is highly qualified when their child is registered or at the beginning of each school year. Teachers are encouraged to discuss the curriculum and forms of assessment with parents, whether it be through the use of the school’s website or during parent/teacher conferences. Reports are sent home at regular intervals that explain student progress and proficiency levels.

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).

Each year a committee is formed consisting of school administration, faculty and parent representatives. This committee meets annually to discuss any revisions that need to be made to the Home-School compact. The Home-School compact, which is updated yearly as needed, outlines the responsibilities agreed upon by the parent, student, and school in order to help each and every child succeed. Since Duck Springs participates in the Title I program as a school wide program a Home-School compact is filled out for each enrolled student.

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

Parents are invited to submit their dissatisfaction of the Continuous Improvement Plan in writing to the Etowah County Board of Education, in care of Mrs. Tiffany Scott, Director of Federal Programs. This letter must contain the parent's name, address, and phone number. The parent should expect to receive a letter or phone call within 10 days addressing their concerns.

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)

At each parent conference the classroom teacher will discuss the state standards for academic content and student achievement. The conference will also be used to discuss assessments in the classroom, Title I requirements, and encourage parents to monitor their child's progress. The teacher will ensure that the parent understands that the school is here to work with them to improve the achievement of their child. If the classroom teacher determines that there is a further need for parental training in these concepts a parent workshop is set up with the parent, teacher, and other necessary school faculty such as the Instructional Coach and Guidance Counselor.

(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)

At each parent conference the classroom teacher will discuss the state standards for academic content and student achievement. The conference will also be used to discuss assessments in the classroom, Title I requirements, and encourage parents to monitor their child's progress. The teacher will ensure that the parent understands that the school is here to work with them to improve the achievement of their child. If the classroom teacher determines that there is a further need for parental training in these concepts a parent workshop is set up with the parent, teacher, and other necessary school faculty such as the Instructional Coach and Guidance Counselor.

(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)

Teachers, office personnel, and other school staff are reminded to treat parents professionally, cordially, and ethically throughout the school year. In the first faculty meeting of the year, teachers are given a form to record contacts with parents, and are told of the various ways that communication between parents and teachers can be fostered. School staff and faculty participates in the Parent Teacher Organization that allows parents and school employees to work together as equal partners, implement and coordinate parent programs, and build ties between the parents and 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)

Duck Springs will take advantage of every opportunity to integrate parental involvement into all aspects of the school. The school will encourage and support parents to more fully participate in the education of their children through activities with other federal programs and other activities conducted. Families who are identified as having special needs will be referred to/and or informed of programs that can assist in educating parents on how to participate in their child's school life.

(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)

Translations in the native language of parent are available of all school documents using transact.com Teachers are encouraged to request these documents in a timely matter.

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

Parents are welcome to suggest activities to the Parent Teacher Organization that will foster parental involvement. If these activities are deemed reasonable and appropriate by the school, the school will provide support to the parents through participation in the PTO.

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.

The school will, to the extent practicable, provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children. All school documents have translations available to ensure the understanding of information and reports in a language the parents can understand.

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:

Improve Reading Proficiency of SPE Students

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

Assessment of Student Performance

What types of professional learning will be offered?

Faculty In-service Data analysis faculty meetings Grade level meetings Principal data meetings Instructional Coaches' meetings

When will the session be delivered?

August In-service meetings Data meetings every 4 weeks Bi-weekly grade level meetings Monthly Principal 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?)

Improve ARMT and ASA

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 plan documentation Faculty In-service meetings, Data meetings, and Grade level meetings to analyze data, identify gaps, and share information to improve instruction Principal Walk-Throughs / observations

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

Title I funding

Decrease Student Absences, Tardies, and Checkouts

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

Decrease the number of student unexcused absences, tardies, and check outs.

What types of professional learning will be offered?

Data analysis meeting Grade level data meeting

When will the session be delivered?

Every 20 days (20th day report)-INow

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?)

Improved attendance

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

INow attendance reports Notes from parent conferences, home visits,phone calls/conferences

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

Title I funding (Parent Involvement)

EL Teaching Strategies

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

Teaching Strategies for ELs

What types of professional learning will be offered?

SDE In-service meetings at JSU McClellan about strategies to use with ELs in the regular classroom

When will the session be delivered?

October

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?)

ACCESS scores will improve

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

Agenda Sign in sheet Notes Professional Development Certificate

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

JSU In-service funding Title I pays for teacher substitute

Part VIII - Coordination of Resources/Comprehensive Budget

I. State Foundation Funds

	FTEs Earned	Units Placed	Total Salaries
FTE Teacher Units	13.89	15.89	789,919.00
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			4,767.00
Library Enhancement			0
Total of All Salaries:			\$794,686.00

II. Federal Funds

Title I: Improving the Academic Achievement of the Disadvantaged

Provide a brief explanation and a breakdown of expenses.

\$2,126- Instructional supplies and equipment
 \$858- Parent Involvement,
 \$80,124- Salaries (1 Teacher, 1 instructional aide
 Services of: 2 Title I ESL teachers)

Total : 83,108.00

Title I: ARRA Funds

Provide a brief explanation and a breakdown of expenses.

N/A

Total :

Title II: Professional Development Activities

Provide a brief explanation and a breakdown of expenses.

Receive benefits of: SIS, Professional Development Coordinator of Technology, and subs for system-wide professional development activities.

Total :

Title III: For English Language Learners

Provide a brief explanation and a breakdown of expenses.

Services of ESL teacher leader

Total :

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.

Senator Phil Williams donated \$1000.00

Total :