

## 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 August, 2012, the school leadership team reviewed current data. This information included, but was not limited to the STAR scores for 3rd and 4th grade, ARMT for 4th grade, needs assessments from Spring 2012, and parent survey from Spring 2012. It was shared with all staff and interested parents. The staff and parents provided input on the following: which elements have been successfully mastered; the elements that have not been mastered and must be included in the 2012-2013 CIP. In August 2012, the school leadership team and school staff, along with interested parents convened to disaggregate standardized assessment data, School Incident Report data, PEPE data, and other local data. The school leadership team met to suggest strategies, professional development, and budget requirements for the CIP plan. When the draft is completed, faculty and staff will review and suggest modifications if needed. The CIP for the 2012-2013 school year will be published and shared with interested parties.

### 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)**

Building Leadership Team

Position Name

Principal Kim Smith \_\_\_\_\_

Assistant Principal Julia Abrams \_\_\_\_\_

Counselor Lysa Gordon \_\_\_\_\_

Reading Coach April Neese \_\_\_\_\_

3rd Reading Cameron Carlisle \_\_\_\_\_

4th Reading Kenyatta Simmons \_\_\_\_\_

3rd Writing Danielle Queen \_\_\_\_\_

4th Writing Sarah Ledbetter \_\_\_\_\_

3rd Math Evelyn McClendon \_\_\_\_\_  
 4th Math Vanessa Brooks \_\_\_\_\_  
 Media Splst. Lisa O'Neil \_\_\_\_\_  
 Special Ed Chris Burley \_\_\_\_\_  
 Intervention Gaye Mobley \_\_\_\_\_  
 Technology Janet Langley \_\_\_\_\_  
 ESL Teacher Alice Owens \_\_\_\_\_  
 Parent Margie Thames \_\_\_\_\_

### 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).

In August 2012, ARMT and STAR scores were looked at by all. In August, all teachers met with the principal and superintendent to look at their personal test scores and identify potential weaknesses. Additionally, STAR Reading and Math screenings were used to validate or invalidate those scores.

#### 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.

All Teachers are HQT at SES

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

0 -

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

none

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

##### Strengths:

Stephens students do not take AHSGE.

##### Weaknesses:

Stephens students do not take AHSGE.

**Alabama Reading and Mathematics Test (ARMT):****Strengths:**

Strengths:

3rd graders scoring in levels 3 and 4 in Reading increased to 92% and Scaled Scores decreased by 1.7 points.

4th graders scoring in levels 3 and 4 in Reading increased from 93% to 94% and Scaled Scores increased by 6.2 points.

4th grade Reading ARMT+ results indicated that 90% of students saw an increase in Scaled Score when compared to 3rd grade Scaled Scores.

4th grade Math ARMT+ results indicated that 67% of students saw an increase in Scaled Score when compared to 3rd grade Scaled Scores.

3rd graders scoring in levels 3 and 4 in Math increased from 90% to 92 % and Scaled Score decreased by 2.8 points.

4th graders scoring in levels 3 and 4 in Math declined to 88% and Scaled Score decreased by 1.8 points.

**Weaknesses:**

3rd graders scoring in level 1 was 0 and Level 2 in Reading decreased from 9% to 8%.

4th graders scoring in level 1 was 0 and Level 2 in Reading decreased from 7% to 6%..

3rd graders scoring in level 1 remained at 2% and Level 2 in Math decreased from 8% to 7%.

4th graders scoring in level 1 increased from 0 to 1% and Level 2 in Math remained at 11%.

4th grade Math ARMT+ results indicated that only 67% of students saw an increase in Scaled Score when compared to 3rd grade Scaled Scores.

Changes in scheduling created a finite amount that math could be taught in both grade levels.

**Alabama Science Assessment:****Strengths:**

Stephens students do not take Alabama Science Assessment.

**Weaknesses:**

Stephens students do not take Alabama Science Assessment.

**Stanford 10:****Strengths:**

Students do not take the SAT 10

**Weaknesses:**

Students do not take the SAT 10

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

Data is based on DIBELS NEXT

3rd Grade Only

Benchmark - 61%

Strategic - 13%

Intensive - 26%

**Weaknesses:**

39% of students did not benchmark.

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

### Alabama Direct Assessment of Writing (ADAW):

#### Strengths:

Stephens Elementary Students do not take this assessment.

#### Weaknesses:

Stephens Elementary Students do not take this assessment.

### ACCESS for English Language Learners (ELLs):

#### Strengths:

Students are taught a rigorous core academic program in addition to being provided ELL services. 100% of students made APLA. The state benchmark was 46%. SES made AMAO-A. 73.3% of students tested proficient; making AMAO-B. The state benchmark was 14%.

#### Weaknesses:

26.7% of our ELL students did not test proficient.

### EducateAL or other Professional Evaluation Profile Information:

#### Strengths:

Strengths for the SES faculty were:

- 3.7 - Identifies and integrates available emerging technology into the teaching of all content areas.
- 2.6 - Designs coherent lessons that integrate a variety of appropriate and effective instructional strategies.
- 1.4 - Designs instructional activities based on state content standards

#### Weaknesses:

Weaknesses for the SES faculty were:

- 2.1 - Designs a classroom organization and management system built upon sound, age appropriate expectations and research based strategies for promoting positive behavior
- 3.4 - Integrates narrative and expository reading strategies across the curriculum to ensure learner access to content area resources and to motivate learners to widely and independently use reading.

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

#### Strengths:

Data indicates 10 students tested that attend Stephens - only 6 of those students were in 3rd and 4th grade.

- 3rd Grade Reading > Level 2 - 1; Level 3 - 4
- 3rd grade Math > Level 3 - 1; Level 4 - 4
- 4th grade Reading > Level 4 - 1
- 4th grade Math > Level 4 - 1
- 5th grade Reading > Level 2 - 1; Level 3 - 1
- 5th grade Math > Level 2 - 1; Level 4 - 1
- 6th grade Reading > Level 2 - 2
- 6th grade Math > Level 3 - 2

#### Weaknesses:

1 student scored level 2 in reading

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

**Strengths:**

Teachers create a line item analysis for each test to determine what additional measures are needed to increase academic rigor, as well as to determine which skills require reteaching.  
51.7% of current 3rd students made growth of 1 academic year as determined by STAR from fall to spring of SY 2011-2012.  
71.7% of current 4th students made growth of 1 academic year as determined by STAR from fall to spring of SY 2011-2012.

**Weaknesses:**

Teachers fail to fully own student scores when students are sent to an intervention program.  
82 students were considered for RTI at the beginning of the school year via PST.

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

**Strengths:**

Stephens Elementary Students do not have this program.

**Weaknesses:**

Stephens Elementary Students do not have this program.

**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 were no discernable differences among ethnicities with respect to discipline. Data follows:

Corporal Punishment: 21 instances; 2 less than previous year  
Out-of-School-Suspension: 6 instances; 3 less than previous year

**Weaknesses:**

In-School-Suspension: 65 instances; increase of 42 from previous year.

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

**Strengths:**

Not applicable for this age/grade level.

**Weaknesses:**

Not applicable for this age/grade level.

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

**faculty.****Strengths:**

Stephens Elementary school lost 1 teacher to retirement and 1 left for a year long leave of absence. Although we lost veteran teachers, we were able to make strategic hires. New and fresh ideas came from the faculty additions.

**Weaknesses:**

High absenteeism for teachers.

**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:**

Student attendance was at 95%.

**Weaknesses:**

No discernable weaknesses

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

Teacher accessiblity 89.9% yes  
 Teachers are interested & cooperative when discussing child's academic progress and other concerns 90.4% yes  
 Parents' understanding of report cards 97.7% yes  
 School encourages parents to be involved in child's education 94.3 yes  
 Parents feel welcome in school 98.3%yes

**Weaknesses:**

The way in which calendar information is distributed to parents has proven to be a weakness for us.

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

Teachers feel supported by administration based on the 2011 PRIDE survey. Students at this level do not take the PRIDE survey.

**Weaknesses:**

Based on the 2011 PRIDE survey, teachers often feel that parents don't understand our objectives.

**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:**

% of students making AMAO-A 100%  
 Number of students attaining language proficiency (4.8 or greater on ACCESS for ELLs) or AMAO-B 73.30%  
 Number of students in LEP programs (students administered the ACCESS for ELLs test in 2012) 15

**Weaknesses:**

2012 - 2013 has limited ELL teacher time with students.

**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 PST works diligently to determine levels for ELL students via progress monitoring with STAR reading and math. Levels are monitored to discern relative movement over time.

**Weaknesses:**

It is difficult to correlate movement via STAR and ACCESS testing.

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

**Strengths:**

SES has currently made writing and formative assessment a priority. Teachers are demonstrating strategies that will allow teachers to determine levels of understanding. Terri Rubio is going to mentor Math teachers in an effort to extend learning. Additionally, we hope to create a walk through model for extended math learning opportunities.

**Weaknesses:**

Teachers are VERY uncomfortable with change.

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

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

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

**G1. Reading**

**Description:**

65% of 3rd and 4th grade reading scores will increase by 1.0 grade level by the end of the 2012 - 2013 academic school year as measured by STAR reading. 95% of students in 3rd and 4th grade reading will achieve the STAR Scaled Score benchmark for proficiency on the ARMT by the end of the 2012 - 2013 school year.

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

Star Reading

Target Grade Level(s): 3 and 4

Target Content Area(s): Reading

ARMT: Reading

**Additional Academic Indicators:**

ARMT Scaled Scores Weekly Selection Tests Benchmarks SSID for for Tier 2

**Target Student Subgroup(s):**

African American Students, Special Education Students, and ELL Students

Courses of Study:  
All reading COS

**Strategies:**

**S1.1.1 Differentiated Instruction**

Description:

Students will receive differentiated activities based on their performance as indicated by formative assessment.

**Action Steps:**

**AS1.1.1 Screening**

Description:

During August, all students will be screened to determine a baseline score. Instruction will be differentiated in the classroom via Tier 2 instruction. Students who have greater needs will receive intervention. This will increase instructional time by 50 minutes.

Benchmarks:

Star Reading will be used to determine incremental changes in performance.

**AS1.1.2 Progress Monitoring (Intervention Students)**

Description:

Students will be progress monitored via Star Reading to determine progress toward academic goal.

Benchmarks:

Grade equivalence based on STAR.

**AS1.1.3 Extended Learning Opportunities**

Description:

Higher order thinking questions will be generated by teachers to challenge students during center activities.

Benchmarks:

Writing samples.

Interventions:

Students will be brought to PST and additional or more intensive, explicit instruction will be provided to mitigate learning gaps.

Resources:

\$500.00 for materials and supplies from Title I

**S1.2 Research Based Instructional Strategies**

Description:

Students will be instructed using strategies that are correlated with great academic gains. The strategies are: identifying similarities and differences,



summarizing and note taking, setting objectives and providing feedback, nonlinguistic representations, and cooperative learning. This list is neither all inclusive nor exhaustive.

**Action Steps:**

**AS1.2.1 Teacher Training**

**Description:**

Teachers will learn to use the instructional strategies that are most effective with reading.

**Benchmarks:**

Weekly tests benchmarks STAR Progress Monitoring

**Interventions:**

Students who do not show progress will be brought to PST and additional instruction will be available.

**Resources:**

Professional Learning 3-4 \$3,818.67 Title I, Professional Development K-12 \$59,225.00 Title II, Professional Development K-12 \$7,000.00 Title III, Professional Development K-12 \$5,000.00 Title VI.

**G2. Math**

**Description:**

65% of students will make 1.0 grade progress as measured by STAR during the 2012 - 2013 school year. 95% of students will show academic proficiency based on the STAR Scaled Score benchmark during the 2012 - 2013 school year.

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

STAR

**Target Grade Level(s):** 3rd and 4th

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

ARMT: Math

**Additional Academic Indicators:**

Weekly Tests Benchmarks Progress Monitoring

**Target Student Subgroup(s):**

Special Education

**Courses of Study:**

All

**Strategies:**

**S2.1 Research Based Instructional Strategies**

**Description:**

Students will be instructed using strategies that are correlated with great academic gains. The strategies are: identifying similarities and differences,

summarizing and note taking, setting objectives and providing feedback, nonlinguistic representations, and cooperative learning. This list is neither all inclusive nor exhaustive.

**Action Steps:****AS2.1.1 Teacher Training**

## Description:

Teachers will learn to use the instructional strategies that are most effective with Math instruction.

## Benchmarks:

Weekly tests benchmarks STAR Progress Monitoring

## Interventions:

Students will be brought to PST and their instructional time in math may increase.

## Resources:

Professional Learning 3-4 \$3,818.67 Title I, Professional Learning K-12 \$59,225.00 Title II, Professional Development K-12 \$5,000.00 Title VI

**S2.2 Differentiated Instruction**

## Description:

Students will receive differentiated activities based on their performance as indicated by formative assessment.

**Action Steps:****AS2.2.1 Screening**

## Description:

During August, all students will be screened to determine baseline scores. Instruction will be differentiated in the classroom via Tier 2 instruction.

## Benchmarks:

Progress monitoring Weekly Tests Benchmarks

**AS2.2.2 Progress Monitoring (intervention students)**

## Description:

Students will be progress monitored via Star Math to determine progress toward academic goal.

## Benchmarks:

via STAR

**AS2.2.3 IXL for acceleration**

## Description:

Students will be anchored in Tier I instruction. After the students complete work in class they will be able to work on computer to accelerate math skills.

## Benchmarks:

STAR, class tests, IXL reports

**Interventions:**

Students will be brought to PST and a course of action will be determined based on the student's needs.

**Resources:**

Title VI will fund STAR Reading and Math \$2,512.30, Title I funds will be used to purchase IXL for \$2700.00

## **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. Proficiency**

**Description:**

50% of identified ELL students will exit program with a 4.8 or higher ACCESS score during the 2012-2013 academic school year.

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

ACCESS for ELLs

Target Grade Level(s): 3rd and 4th

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

WIDA Standards: Social Language, Language of Language Arts, Language of Math, Language of Science, Language of Social Studies.

**Strategies:**

#### **S1.1.1 Research Based Instructional Strategies**

**Description:**

Students will be instructed using strategies that are correlated with great academic gains. The strategies are: identifying similarities and differences, summarizing and note taking, setting objectives and providing feedback, nonlinguistic representations, and cooperative learning. This list is neither all inclusive nor exhaustive.

**Action Steps:**

#### **AS1.1.1 Samuel Training**

**Description:**

Core teachers and ESL teachers will be trained via Samuel ESL training to instruct students in language acquisition

**Benchmarks:**

Progress monitoring via STAR, ACCESS for ELLs testing

#### **AS1.1.2 Sheltered Instruction**

**Description:**

Activating prior knowledge and experience. Building vocabulary.

**Benchmarks:**

Progress Monitoring via STAR, DIBELS, Finish Line for ELLs, and classroom testing.

**Interventions:**

Students will be brought to PST for additional intervention strategies.

**Resources:**

Title I PD SES \$3,818.67, Title II PD K-12 \$59,218.00, Title III PD K -12 \$7,000.00, Title VI PD K-12 \$5,000.00

## **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**

**Description:**

SES will decrease the incidents of bullying related behaviors

**Strategies:**

#### **S1.1 Gutsy**

**Description:**

Students will have "Gutsy - The flying fox" program come to SES to discuss bullying and to give students strategies to deal with bullying.

**Action Steps:**

#### **AS1.1.1 Classroom Guidance**

**Description:**

The Counselor will provide classroom guidance in an effort to mitigate bullying in school.

**Benchmarks:**

Discipline referrals, Bullying incidents, Bullying contracts

**Interventions:**

The Counselor will provide assistance to teachers and students.

**Resources:**

Gutsy \$800.00 Title I

**S1.2 Conduct Party**

**Description:**

Students will receive a sticker that spells out "Conduct Party" at the beginning of the month. At the end of the month, students who have letters left will attend a conduct party. The party plan will increase in value to the children. The word party will be removed at the beginning of December. This is in attempt to remove scaffolding.

**Action Steps:**

**AS1.2.1 Positive Behavior Reinforcement**

**Description:**

Positive behavior supports will be used to increase the desired behavior.

**Benchmarks:**

Students will be tracked - numbers - that attend party

**Interventions:**

Conduct parties will increase in value as the year progresses.

**Resources:**

\$4000.00 local and donated materials/funds

**G2. Climate**

**Description:**

Decrease the number of days teachers are absent

**Strategies:**

**S2.1 Teacher Attendance**

**Description:**

Incentives will be provided monthly for teachers with perfect attendance

**Action Steps:**

**AS2.1.1 Promos**

**Description:**

Teachers will receive incentives for perfect attendance

**Benchmarks:**

Increased teacher attendance will result in greater student achievement.

**AS2.1.2 Incentives**

**Description:**

Incentives will be provided for teachers who have perfect attendance.

Benchmarks:

Teacher Attendance rates

Interventions:

increase incentives

Resources:

\$1000.00 of local funds

### **G3. Second Language Acquisition**

Description:

Helping with second language acquisition for our ELL populations

Strategies:

#### **S3.1 SAMUEL Training**

Description:

Teachers will attend Trainer of Trainer sessions and return to share information with their peers.

Action Steps:

##### **AS3.1.1 Required Modules**

Description:

Research Based Instructional Strategies will be the focus of the modules.

Benchmarks:

Weekly Tests STAR Testing Access

Interventions:

Students will be brought to PST if progress is not shown.

Resources:

Title I \$3,818.67, Title II PD K-12 \$59,218.00, Title III PD K-12 \$7,000.00(Alice Owens, Leigh Ellen Scott, Farrah Meadors, Genevieve Hicks), Title VI \$5,000.00

#### **S3.2 ESL Training Manual**

Description:

All teachers will be trained on the system ESL Manual.

Action Steps:

##### **AS3.2.1 Follow up visits**

**Description:**

Teachers will receive training on District ESL Procedures.

**Benchmarks:**

ACCESS for ELLs/ STAR testing/ Weekly Tests

**Interventions:**

Students will be brought to PST.

**Resources:**

Title I PD SES \$3,818.67, Title II PD K-12 \$59,218.00, Title III PD K - 12 \$7,000.00

## 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)**

SES participates in the mentoring program that is offered by the Alexander City School System. The program affords on going support for new teachers. Two hours of weekly contact is required and mentors keep required records as documentation of the time. The mentor is able to observe the teacher during their class time, and the new teacher is able to observe master teachers as well.

### 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.**

A total of 2.5 teacher units will be provided to SES. Substitute teachers will be allocated for professional development activities. Allocation for classroom supplies, computer software, and hardware.

### Transition:

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

SES works in coordination with JPES to fully transition rising 3rd grade students. During the spring, 2nd grade students come to the school and take a tour. Many parents accompany their children on this tour. Additionally, an open house is held at the beginning of the year to introduce many of the people who will be working with students and parents alike. Additionally, SES works with RES to fully transition rising 5th graders to the upper elementary school. In the spring, the rising 5th graders visit RES to take a tour of the facilities and meet teachers and administrators at the school.

### Highly Qualified Teachers:

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

All teachers are Highly Qualified at SES.

### 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.**

SES teachers are involved in the decisions regarding the use of state academic assessments. Teachers will administer assessments to determine if students have mastered objectives taught. These assessments are used to determine if further instruction can continue or if remedial activities need to be implemented. Teacher input is considered at different levels of assessment results. The following are various ways that teachers make decisions that guide instruction:

- The faculty collaboratively studies the disaggregated data and results of the state assessments.
- Problem solving team members evaluate data collected on referred students to determine if there are any indicators that would warrant more in depth testing or referral for special services.
- Subject area data meetings are held to adjust instructional procedures and strategies based on the progress monitoring data.
- Multi-grade level meetings help identify any instructional gaps or overlaps that may occur in grades 3-4.
- Informal grade level and subject area meetings are held to discuss progress of students and steps to be taken to help students who demonstrate weaknesses in identified academic subjects.

Teacher representation and teacher input is included on school budget committees, policy committees, textbook selection committees and school calendar committees. This voice allows teachers to be involved in all areas of overall instruction and testing.

### **Special Populations:**

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

All students at SES, including those identified as migrant, limited-English proficient, homeless, economically disadvantaged, and neglected/delinquent, have access to all services and programs available, including free/reduced lunch, Title I services, ELL services, Special Education services, At Risk, Reading Recovery, and counseling services. Also, SES uses 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.

A school counselor is responsible for identifying homeless students upon enrollment, notifying the system homeless liaison, and providing them with support. Currently, there are no homeless students at SES.

Neglected students are identified at SES when contacted by one of the following sources: the Department of Human Resources, Social Services, Attendance Officer, or parent. The school counselor and administrator identify possible needed services for neglected/delinquent students at SES. The school counselor monitors students' grades and absences and ensures that neglected students have access to additional services as needed, including school supplies, and clothing. The Attendance Officer works directly with the courts to ensure parental cooperation concerning attendance for delinquent students. If further intervention or assistance is needed, the school contacts the district office for possible funding or other needs.

Neglected students are eligible for all services and programs available to the rest of the students, including free lunch, Title I, ELL, Special Education, At-Risk, and Reading Recovery.

#### **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**

Not a secondary school

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

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

Students have access to the 21st Century Learning Center.

## **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.**

Prior to the end of September, SES holds its required annual meeting of Title I parents. Parents are notified of the meeting through (1) notices sent home by students, (2) school cast (3) school calendars. Topics to be discussed at this year's meeting are:



- What it means to be a Title I School
- Requesting Qualifications of your Child's teacher
- Introduction of Parent Leaders/Contacts
- The 1% Set-Aside
- Notifications of teachers who are not Highly Qualified
- The LEA Title I Plan
- The Annual Evaluation of the Parental Involvement Plan
- The LEA Parental Involvement Plan
- The process for how all Title I parents may have involvement
- The CIP in the 1% Set-Aside, the LEA Title I Plan, the CIP, the revisions
- The School Parental Involvement Plan of compacts, the LEA and School Parental Involvement Plans,
- School-Parent Compacts and the Annual Evaluation of the LEA Parental Involvement Plan.

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

Parents will be invited into the school at different times in order to allow for more flexible scheduling. All parents will be invited using an agenda sticker, flyers, and a text message will be sent to parents. Parents are involved in the review of the Title I plan by attending a Title I meeting. During this meeting, parents can review the plan and suggest changes. Funds are used to purchase agendas. The agendas are used to communicate with parents on a daily basis.

**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.**

SES has an updated website that gives a wealth of information concerning activities during the school year. Additionally, teachers have their own websites that they are required to keep up to date with information regarding tests and other academic concerns. Agendas are used by all students and teachers as a form of teacher-parent communication. Teachers also email, call and frequently write to parents regarding concerns. Teachers have regular parent conferences to discuss student concerns. Monthly calendars go home with students as well as frequent reminders of upcoming events at SES. The school has an open door policy with parents. Parents can come at any time and address a problem or concern.

**Describe how parents, the school staff, and students share responsibility for improved student academic achievement for participating students (How the School-Parent Compact is jointly developed with Title I parents; how it is used, reviewed, and updated).**

The School reviews the Parent compact at the beginning of the year. Parents are encouraged to make revisions as necessary. The revisions are then incorporated into the document and reviewed a final time before signing off. When all parties are satisfied with the document, it is copied for distribution.

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

In the Spring of each year parents participate in a parent survey. Parents are able to submit comments in the comment box located in the office. Additionally, parents are encouraged to email or call with any issues.

In the Spring of each year, the CIP committee comes together to review the plan and parents are notified of the review and given the opportunity to make changes.

**Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See NCLB Section 1118, requirements for building capacity in parental involvement.)**

**To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:**

**(1) Shall provide training for parents of participating children in understanding such topics as the State's academic content standards and State student academic achievement standards, State and local academic assessments, the requirements of Title I, and how to monitor their child's progress and work with teachers to improve the achievement of their children. (Describe)**

An instructional night has been planned for October, 2012

**(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)**

SES has a parental involvement group that volunteers for school activities such as, book fairs, AR parties, Conduct Parties, Classroom Instructional help and various other projects at school. Parents and teachers communicate using a PTO email. Plans are in the process for a parental involvement room to avail resources to parents on various topics.

**(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)**

Parents and teachers work together within the framework of the parent involvement committee with each and all members having the opportunity to discuss, comment and decide on initiatives. Parent liaison works with parents and school staff to insure that all stakeholders are held to the same standards.

**(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)**

Federal Programs Coordinator to insure that all programs work in concert, within the federal guidelines, and support each other. SES has a parent/instructional night planned in October, 2012. Patents are encouraged to participate and volunteer in school activities such as, reward parties, field trips, instructional nights and conduct parties. EL night was held at BRHS for all parents of EL children system wide. There was a tremendous turnout as over 75 parents and students attended. This year SES plans to hold a similar EL night for parents of EL children in January. We will provide information to parents on the SES resource center and offer other educational information to parents during the meeting.

**(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)**

The school has access to an interpreter to the extent necessary. TRANSACT is used to translate information from English to the necessary language. TRANSACT is used to interpret all required NCLB forms, parent involvement information.

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

School funds are used in addition to Title money to help support parental in involvement.

**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 complies with all necessary provisions for ADA. If a parent is unable to communicate with the school in English, we call Mrs. Stephanie Sanchez (interpreter) to come and interpret for the parent or school. Mrs. Sanchez is very flexible with her time and often may come to the school the same day the request is made. If not available immediately, a meeting is scheduled at the parents convenience.

## 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?

- j<sup>m</sup> Yes
- j<sup>m</sup> No

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

- j<sup>m</sup> Yes
- j<sup>m</sup> No

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

#### **Learning Activities:**

#### **SAMUEL I, II, III, IV**

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

EL students needs

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

Alice Owens, Leigh Ellen Scott, Farrah Meadors, Genevieve Hicks will work with teachers at SES to understand cultural differences and language acquisition with teachers of EL students.

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

During the 2012-2013 school year in 4 sessions. Samuel I, II, III, IV

#### **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?)**

Increased academic achievement of ELL students.

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

Walk throughs Observations Lesson Plans

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

Title I PD SES \$3,818.67, Title II PD K-12 \$59,218.00, Title III PD K-12 \$7,000.00, Title VI PD K-12 \$5,000.00

#### **Autism Training**

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

Lack of understanding of students with Autistism Spectrum disorders.

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

Overview of Understanding Autism Spectrum" with Dr. Jennifer Sellers. This is system-wide TRAINING for all certified and paraprofessional staff.

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

October 14, 2011

#### **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?)**

Increased knowledge of Austistic behaviors and strategies to mitigate behavioral challenges.

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

Walk Throughs Observations

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

Special Education PD

**Vertical Collaborative Learning Days**

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

Consistent expectations between grade levels

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

Teachers will work together to share evidenced based instructional strategies that have been effective with our populations. Additional professional learning with respect to formative assessments, levels of questioning, essential questions and student engagement.

**When will the session be delivered?**

Sessions will be offered periodically throughout the academic calendar.

**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?)**

Increased rigor in all academic areas. Consistent expectations at each grade level.

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

Walk-throughs Evaluations Professional Development Plans

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

Substitute teachers Chart Paper Markers

**Part VIII - Coordination of Resources/Comprehensive Budget**

**I. State Foundation Funds**

	<b>FTEs Earned</b>	<b>Units Placed</b>	<b>Total Salaries</b>
FTE Teacher Units	31	35	2,259,179.00
Administrator Units	1	1	0.00
Assistant Principal	0	1	0.00
Counselor	1	1	0.00
Librarian	1	1	0.00

Career and Technical Education Administrator	0	0	0.00
Career and Technical Education Counselor	0	0	0.00
Technology			0.00
Professional Development			0.00
State ELL Funds			0.00
Instructional Supplies			4,178.00
Library Enhancement			0.00
<b>Total of All Salaries:</b>			<b>\$2,263,357.0</b>

**II. Federal Funds**

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

Regular Title I -Professional Learning SES	\$3,818.67
2.50 Teacher Units	\$148,901.00
Parental Involvement	\$2,190.84
Materials and Supplies	\$6,000.00
Contract Tutor	\$19,212.00

**Total :** 180,022.51

**Title I: ARRA Funds**

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

Not applicable for this school.

**Total :** 0.00

**Title II: Professional Development Activities**

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

Prof Learning k - 12	\$59,225.00
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**Total :** 0.00

**Title III: For English Language Learners**

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

Total Allocation	\$12,428.00
ELL Prof Learning k-12	\$7,000.00
ELL Materials and Supplies K-12	\$5,428.00

**Total :** 0.00

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

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

Not applicable for this school.

**Total :**

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

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

Star Math/ Reading	\$2,512.30
Professional Development k-12	\$36,138.27

**Total :**

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

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

Not applicable for this school.

**Total :**

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

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

Not applicable for this school.

**Total :**

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

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

Not applicable for this school.

**Total :**

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

**Local Funds**

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

- 2 Locally Funded Teachers
- Contracted Intervention Teacher
- Technology Purchases
- Technology Enhancement

**Total :**