

Assurances

The Instructional Leadership Team members that must be present include the principal, guidance counselor, district school improvement specialist (or other designee), appropriate content-area teachers, parent representatives, and student representatives (as appropriate). Depending on the data, additional members may include special population representatives (Technology Coordinator, Special Education, ELL, etc.), district federal programs coordinator, district chief school financial officer, community stakeholders, or any other member as appropriate. Documentation will be maintained on site.

Upon submission of the Continuous Improvement Plan, the LEA assures that the plan has been properly reviewed and approved by the local Board of Education. Documentation will be maintained on site.

Ⓟ Indicates LEA Principal Approval based on Assurances listed above.

Part I NEEDS ASSESSMENT- SUMMARY OF DATA

Provide a brief description of the planning process, including how teachers will be involved in decisions regarding the use of state academic assessments, and other data sources in order to provide information on and to improve the achievement of individual students and the overall instructional program and how parents were involved with faculty and staff in developing, and implementing the CIP (Title I, Section 1116(b)(A)(viii):

In May 2013, the teachers of the CIP team met with each department to begin the CIP process for Sardis High School. The faculty used school surveys and test data which included: ARMT+, ACCESS, AHSGE, PLAN, EXPLORE and 8th grade Tech Literacy Assessment to ascertain student academic strengths and weaknesses. The CIP team consisting of all stakeholders: parents, teachers, students, administrators, counselors, and community leaders reviewed information about the previous year's professional development workshops, the EL program, various strategies to improve instruction, parent involvement, AYP, etc. Upon completion of the draft, the CIP team will meet in September 2013 to review and make final modifications to the plan. The finalized CIP will be submitted to the district SIS for suggestions and modifications. After further review, the CIP will be sent to the Federal Programs Coordinator and the Superintendent for approval. Finally, the school CIP will go to the school board for approval and signatures.

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)**

Wendy Gibbs-Principal
 Chris Royal-Assistant Principal
 Jordan Humphries-Counselor
 Suzanne Vice-Counselor
 Heather Wilson-Special Education Teacher
 Jennifer Johnson-Math Teacher
 Kendall Tankersley-Social Studies Teacher
 Danya Wright-Science Teacher
 Farrah Hayes-English Teacher
 Delilah Darden-Title I Contact
 Jessica Walden-Instructional Aide
 Melissa Shields-School Improvement
 DeAnna Buhl-English Learner Teacher
 Glenn Cline-School Resource Officer
 Dustin Young-Parent
 Evan Johnson-Community Member
 Jordan Taunton-Student
 Corey Walker-Student

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

SUMMARY OF NEEDS BASED ON A COMPREHENSIVE REVIEW OF DATA

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

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

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

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

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

When interviewing applicants for teacher positions, the principal checks the highly qualified status of each applicant. Academic needs are determined by reviewing data. The analysis of the data provides information needed to determine teaching assignments. Teaching assignments include Advanced Placement, Honors, ACCESS online, and general remediation.

Number and percentage of teachers Non-HQT:

0-0%

Number and percentage of Classes Taught by Non-HQT:

0-0%

Alabama High School Graduation Exam (AHSGE):

Strengths:

Data from the Spring 2013 Alabama High School Graduation Exam indicated the following percentages.

*92% of 12th graders passed the Reading portion

*100% of 11th and 12th graders passed the Biology portion.

*84% of 11th graders passed the Reading portion, and 82% passed math.

Weaknesses:

66% of 11th graders have passed Social Studies

Alabama Reading and Mathematics Test (ARMT):

Strengths:

88% of 7th graders scored at a Level III or IV on ARMT Reading.

79% of 8th graders scored at a level III or IV on ARMT Reading and Math, with 0% scoring a Level I.

Weaknesses:

*2012 7th grade ARMT math results showed 54% proficiency.

*The 2012 ARMT results indicated weaknesses in answering open-ended questions in the areas of reading and math for both 7th and 8th grade students.

*7th graders indicated weaknesses in math in the following areas: determining the probability of an compound event; determining measures of central tendencies.

*8th graders indicated weaknesses in math in the following area: multi-step linear equations

Alabama Science Assessment:

Strengths:

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

78% of students scored a level III or IV on the ARMT+.

Weaknesses:

Students showed a weakness in the area of Mendel's Laws of genetics.

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:

NA

Weaknesses:

NA

ACCESS for English Language Learners (ELLs):

Strengths:

Overall Sardis' EL student ACCESS scores improved, with 1 student testing out of the program.

Strengths for each grade were as follows:

- Grade 7: higher than .5 gain
- Grade 8: Speaking
- Grade 9: Speaking and Reading
- Grade 10: Speaking, Reading, and Writing.

Weaknesses:

An area of weakness for the EL population is writing and listening.

EducateAL or other Professional Evaluation Profile Information:

Strengths:

- Teachers give self-assessments of their professional development needs and the PD activities completed the prior year.
- collaboration
- core subject knowledge
- 100% of teachers at Sardis are Highly Qualified

Weaknesses:

- Lack of adequate technology to meet teacher and student needs
- Lack of planning time across subject and grade level curriculum

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

Strengths:

No students were tested using the Alabama Alternate Assessment

During the 2012-2013 school year, a total of 93 students participated in ACCESS and one teacher taught an AP ACCESS class.

During the 2012-2013 school year, Sardis High School had a total of 246 computers in the school. The computer to student ratio was 1:3. There were 11 Promethean Boards, 2 Smart Boards, and 49 projectors located within the school.

Weaknesses:

Technology needs to be continually updated, however, due to lack of funding for technology for the past three years we are unable to replace and update older computers. The older computers are unreliable for student and teacher use. Computers previously located in the computer lab were removed and placed in classrooms to replace old and failing teacher and student computers. Although 19 tablets and 2 laptops were purchased for student use, they are incompatible for use on the ACT End of Course Quality Assessment.

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

Strengths:

Sardis High School implements the following to assess students at the local level: End of Course Tests and Nine Weeks Tests.

During the 2012-13 school year 100% of students who attempted a credit recovery class passed and regained their missed credit.

STAR program will be used as a needs assessment test with every student grade 7-9 and any other student that has not passed the AHSGE.

During the 2012-13 school year, four students were referred for Special Education testing with 3 qualifying for special education services.

Weaknesses:

High school students who have been identified through STAR testing and placed in RTI are unable to receive consistent remediation due to scheduling conflicts and lack of available teachers.

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

Sardis has over 100 students who participate in the Career Technical program.
Over 85% of seniors completed their Career Technical Program with 4 receiving partial or full tuition technical scholarships.

Weaknesses:

Student interest and enrollment was low for the Health Science and Aviation 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:**

Zero expulsions occurred during the 2012-2013 school year.

Weaknesses:

There were 143 out of school suspensions, 5 Alternative School referrals, and 49 corporal punishments that were issued.

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

Sardis exceeded graduation rate of 90% by having 91% of students graduate.

Weaknesses:

Sardis had three students drop out to receive a GED.

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

Teacher turnover is minimal except in the event of retirement. We had 1 teacher retire at the end of the 1st semester during the 2012-2013 school year and 1 teacher and 1 administrator at the end of the 2nd semester. There were no non-renewals.

Teachers took 33 Professional Development days.

Weaknesses:

During the 2012-2013 school year, teachers took 454.50 sick days and 69 personal days. However, 50 of those days were donated to another teacher for Catastrophic leave due to illness.

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:

We are beginning to implement ARI instructional strategies throughout the curriculum in order to increase student interest therefore increasing student attendance.

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

Weaknesses:

A total of 701 students were absent during the 2012-2013 academic school year. There were a total of 3,932 absences and 1,060 tardies. This is significantly lower than the previous school year, however, it continues to be an area of concern for teachers, faculty, and staff. Often times, teachers and administration are unable to get in contact with students and parents due to false information.

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

Communication between and among parents and administration is open and extensive. The school provides internet access for I-NOW, enabling every parent to access his/her child's classes and progress at Sardis High School. The school website is also up-to-date with all of the latest and pertinent information. Parents are invited and encouraged to attend Parent Night and College Night. Teachers are utilizing social media resources, such as Kuder, Edmodo, Remind 101, and Facebook to provide up to date information and reminders to students, parents, and community members.

Weaknesses:

Lack of attendance and participation in parental informational meetings is low.

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:**

EL students are provided with researched-based intervention and classroom accommodations based on their WIDA scores and individualized needs.

Weaknesses:

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

School Process Information related to an analysis of existing personnel focused on helping English Language Learners (ELLs) work toward attaining proficiency in annual measurable academic objectives (AMAOs).**Strengths:**

Sardis currently has 3 high qualified teachers participating in the UAB Edge Program to receive their Master's Degree in ESL Education.

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

Weaknesses:

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

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

Strengths:

Sardis was recently chosen as a recipient of the A+ College Ready Grant. Sardis will be offering several AP Courses to the students. All Pre-AP and AP teachers received intensive training to prepare students for the rigor of material.

Teachers participate monthly in vertical team meetings to discuss or make decisions regarding curriculum.

Weaknesses:

Proration has reduced the number of teacher and student materials available.

Funds are not longer available to provide after school tutoring.

Part II - GOAL TO ADDRESS ACADEMIC NEEDS

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

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

1. Improve Literacy in All Content Areas

Description:

Sardis High School will improve its Special Education reading proficiency in 2013 to -29.17 from -35.72 and will meet or exceed AMAO's on 7th and 8th grade ASPIRE.

Data Results on which goal is based:

ARMT+, AHSGE

Target Grade Level(s): 7-12

Target Content Area(s): Reading

ARMT: Reading

Additional Academic Indicators:

Graduation Rate 90%

Target Student Subgroup(s):

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

Courses of Study:

All course of study standards as related to each content area as well as correlations to the AHSGE, PLAN, EXPLORE, ASPIRE, Quality Core End of Course assessment

Strategies:**S1.1 Strategic Teaching****Description:**

Use longitudinal data to address weakest reading standards in all reading classes. All teachers will teach strategically, in all classes, daily.

Action Steps:**AS1.1.1 Opening student friendly objectives and purpose****Description:**

All content-area 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).

Benchmarks:

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

AS1.1.2 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 (questions, group share-out, retell, summarize, journal writing, exit slips, justify responses, etc...)

Benchmarks:

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

AS1.1.3 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 (reflect on the objective throughout the lesson) and to identify Tier II students.

Benchmarks:

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

AS1.1.4 Differentiated Instruction

Description:

During the lesson, all teachers will use various strategies to explore or explain the lesson (technology, integrate new information, explore predictions, student response groups, teacher-student conferencing, writing labs, portfolio assessments, after-school tutoring, graphic organizers, etc.)

Benchmarks:

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

AS1.1.5 Reflective and long-range lesson planning**Description:**

All content teachers will correlate their lesson plans with the ALCOS/CCRS and ACT Quality Core. Science, History, and Career Technical teachers should address the CCRS Reading and Writing Content Literacy Standards in their plans as well. Teachers (grades 7-12) will prepare a syllabus (or course outline) for the entire course before school begins. ALCOS, CCRS, and EOCT correlations will be noted. Each syllabus will be posted on each teacher's website and be placed in the school evidence box for future reference.

Benchmarks:

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

Interventions:

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

Resources:

Math CCRS, resource teacher, instructional aides, software, literacy coaches/instructional partners, SRB materials, School Improvement Coordinator, state-approved textbooks, computer labs, Secondary Curriculum Director, AMSTI, ASPIRE, STAR Enterprise, Act Quality Core Tools, PLAN, EXPLORE, ALEX, and Alabama Insight, and ECBOE ELA CCRS Website and Training Wiki.

S1.2 Increase Complexity in Reading and Writing**Description:**

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

Action Steps:**AS1.2.1 Authentic Reading/Writing Lessons****Description:**

All core teachers will integrate reading/writing complexity into their lessons by building knowledge through content-rich fiction and informational texts. Language arts teachers will address the 2010 ELA CCRS; history, science, and career technical teachers will address the CCRS Content Literacy Standards in their lessons. Teachers will 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 than the end of high school

Benchmarks:

100% of teachers will use Rtl for progress monitoring (STAR) 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

AS 1.2.2 Technology Integration**Description:**

All 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) 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:

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

Resources:

Math CCRS, resource teacher, instructional aides, software, literacy coaches/instructional partners, SRB materials, School Improvement Coordinator, state-approved textbooks, computer labs, Secondary Curriculum Director, AMSTI, ASPIRE, STAR Enterprise, Act Quality Core Tools, PLAN, EXPLORE, ALEX, and Alabama Insight, and ECBOE ELA CCRS Website and Training Wiki.

S 1.3 Address Student Needs**Description:**

AMSTI, Literacy Initiative Program (ARI), Rtl referrals, Tier II instruction provided by reading coach, STAR Enterprise, small group instruction, teacher-student conferencing

Action Steps:**AS 1.3.1 1.4.1 Longitudinal data****Description:**

Teachers will utilize longitudinal data to address all students' needs (including ARMT+, Star Enterprise). 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.

Benchmarks:

100% of teachers will use Rtl for progress monitoring (STAR) 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.

AS 1.3.2 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) 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:

Students will be placed in Tier III interventions.

Resources:

Math CCRS, resource teacher, instructional aides, software, literacy coaches/instructional partners, SRB materials, School Improvement Coordinator, state-approved textbooks, computer labs, Secondary Curriculum Director, AMSTI, ASPIRE, STAR Enterprise, Act Quality Core Tools, PLAN, EXPLORE, ALEX, and Alabama Insight, and ECBOE ELA CCRS Website and Training Wiki.

S1.4 Advanced Placement

Description:

Sardis High School will continue to strengthen the Advanced Placement Program in English, Math, Science, and History.

Action Steps:

AS1.4.1 Longitudinal data

Description:

Teachers will utilize longitudinal data to address all students' needs (including ARMT+, STAR Enterprise). Teachers will list all students who are nonproficient in reading in August 2012. This data will be used to identify at-risk students, plan interventions, and discuss best (and share) practices.

Benchmarks:

100% of teachers will utilize longitudinal data to address all students' needs.

Interventions:

The school will provide opportunities for teachers to collaborate and observe one another to learn and share best practices.

Resources:

College Board, A+College Ready, Laying the Foundation (LTF), vertical and/or horizontal district/school meetings, PLAN, EXPLORE, lead teachers, and system AP and Secondary Curriculum Coordinator.

G2. Improve Math Proficiency

Description:

Sardis High School will meet its Special Education math proficiency index from -13.00 in 2013 and graduation rate will improve from 85% in 2012 to 87% in 2013.

Data Results on which goal is based:

ARMT, AHSGE, EXPLORE, PLAN, and STAR

Target Grade Level(s): 7-12
 Target Content Area(s): Math
 ARMT: Math

Additional Academic Indicators:
 Graduation Rate

Target Student Subgroup(s):
 SPE 7-12 LEP 7-12 Free and Reduced Lunch All students

Courses of Study:
 All course of study standards as related to each content area as well as correlations to the AHSGE, PLAN, EXPLORE, ASPIRE, Quality Core End of Course assessment

Strategies:

2.1 Strategic Teaching

Description:

ALCOS/CCRS, ALEX, Alabama Insight Tool, Resource teacher, instructional aides, software, SRB materials, state adopted texts, computer labs, (add other technologies your school has available), School Improvement Coordinator, reading coach, district curriculum directors, district Technology Director, Special Education Coordinator, STAR Enterprise Assessments, ARI, literacy coaches/instructional partners, and ECBOE Math CCRS website.

Action Steps:

AS 2.1.1 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 (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.

Benchmarks:

100% of teachers will implement the strategic teaching as outlined above. Use Rtl for progress monitoring (STAR) 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.

AS 2.1.2 Differentiated Instruction

Description:

During the lesson, all math teachers will use various strategies to explore or explain the lesson (technology, integrate new information, after school tutoring, etc.)

Benchmarks:

100% of teachers will implement the strategic teaching as outlined above. Use Rtl for progress monitoring (STAR) 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.

AS 2.1.3 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 (questions, retell, summarize, journal writing, etc.)

Benchmarks:

100% of teachers will implement the strategic teaching as outlined above. Use Rtl for progress monitoring (STAR) 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.

AS2.1.4 Inquiry-based lessons**Description:**

Student 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:

100% of teachers will implement the strategic teaching as outlined above. Use Rtl for progress monitoring (STAR) 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.

AS2.1.5 Reflective and long-range lesson planning**Description:**

Math teachers will correlate their lesson plans with the ALCOS/CCRS and ACT Quality Core (if applicable). Teachers (grades 7-12) will prepare a syllabus (or course outline) for the entire course before school begins. ALCOS and EOCT correlations will be noted. Each syllabus will be posted on each teacher's website and be placed in the school evidence box for future reference.

Benchmarks:

School administrators will ensure reflective planning is taking place by walkthroughs and viewing of lesson plans.

Interventions:

*Teachers will receive additional training to learn effective teaching methods on how to utilize technology in math instruction. *One-on-one assistance
*Students will have access to additional programs and one-on-one instruction. *Test Preparation classes for students that have failed to pass any portion of the AHSGE Progress monitoring

Resources:

Teachers will need access to graphing calculators, Interwrite pads, and/or Promethean Boards while teaching. *Teachers and students will need computers, math programs, and practice materials.

S2.2 Longitudinal Data**Description:**

All math teachers will use longitudinal data to improve math proficiencies through collaborative grouping, think pair share.

Action Steps:**AS2.2.1 Identify Needs**

Description:

All math teachers will identify weakest standards of all students in 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:

100% of teachers will identify needs of students to improve math proficiency.

AS 2.2.2 Intervention**Description:**

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

Benchmarks:

100% of teachers will plan and implement interventions to improve math proficiency.

AS 2.2.3 Tutorial Services**Description:**

Teachers will provide tutorial services based on math proficiency needs.

Benchmarks:

100% of teachers will provide tutorial services in order to increase math proficiency.

Interventions:

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

Resources:

*Teachers will have access to copies of activities found on ALEX that correlate to the COS. *Teachers will have minutes or notes from departmental meetings to refer to during lesson planning. *Subs will be needed to cover classroom teachers in order for them to attend data meetings.

S 2.3 Advanced Placement**Description:**

Sardis High School will continue to strengthen the Advanced Placement Program for math to provide more rigor and college readiness for our students. Teachers will implement and use small group instruction, teacher-student conferencing, modeling, collaborative teaching, and lead teachers will provide opportunities for peer coaching.

Action Steps:**AS 2.3.1 Analyze Data****Description:**

EXPLORE and PLAN data will be utilized to determine prospective AP students.

Benchmarks:

100% of teachers will analyze EXPLORE and PLAN data to improve math proficiency.

AS2.3.2 Study Sessions

Description:

Study sessions and/or mentoring groups will be conducted to help students perform excel on the AP Exams.

Benchmarks:

100% of teachers will provide study sessions and/or mentoring groups to increase math proficiency.

AS2.3.3 Pre-AP Courses

Description:

Pre-AP and Honors Courses will be provided to prepare students for Advanced Placement Courses.

Benchmarks:

100% of teachers will make recommendations for students to be placed in Pre-AP courses.

Interventions:

The school will provide teachers with the opportunity to collaborate and observe one another to learn and share best practices.

Resources:

College Board, A+College Ready, Laying the Foundation (LTF), vertical and/or horizontal district/school meetings, PLAN, EXPLORE, lead teachers, and system AP and Secondary Curriculum Coordinator.

S2.4 AMSTI Initiative

Description:

Small group and whole group activities will be used daily to incorporate AMSTI activities. Teachers will provide opportunities for students to participate in peer, collaborative learning groups including ICE and Think-Pair-Share.

Action Steps:**AS2.4.1 Inventory AMSTI Training**

Description:

Before the end of the 2013-2014 school year, leadership will inventory the level of AMSTI training of current math teachers.

Benchmarks:

Administration will monitor through classroom observation and rounds.

AS2.4.2 Secure additional AMSTI training

Description:

Before the end of the 2013-2014 school year, leadership will ensure every effort is made that all math teachers are AMSTI trained.

Benchmarks:

Leadership will include documentation of training attended or verification of unavailable training, such as for Level 1 teachers.

AS2.4.3 Embedded classroom training

Description:

All math teachers will schedule and complete the 12 hours embedded classroom training required for AMSTI participation.

Benchmarks:

Math teachers will submit calendar/schedule to leadership team.

Interventions:

There will be collaboration between math teachers. Instruction will be provided in whole group, small group, and one-on-one instruction.

Resources:

Professional development, teacher modeling by a master teacher, resource teacher or instructional aide.

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. English Learners will increase English proficiency

Description:

In 2013-2014, EL students at Sardis High School will increase their English proficiency in speaking, reading, writing, and listening by using social and academic English with the support of academic teachers, peer tutors, and the EL teacher.

Data Results on which goal is based:

ACCESS for ELs, EL teacher observations, formal and informal assessments, classroom teacher observations, and individual EL folders with work samples.

Target Grade Level(s): 7-12 EL students

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

WIDA Standards: WIDA reading, writing, speaking and comprehension standards.

Strategies:

S1.1 Strategic Teaching

Description:

Target fluency and comprehension of English language using varied and numerous opportunities for reading, speaking and writing. Small group and whole group activities will be used daily. Utilize SAMUEL suggested strategies, such as Ipots, Jigsaw, Journal Responses, KIM (Key Ideas, Information, Memory), Q-Chart, and/or Think Pair-Share. Teachers will provide opportunities for EL students to participate in peer collaborative learning groups including Turn and Talk with peers to provide opportunities for authentic conversations.

Action Steps:

AS1.1.1 Use Various resources

Description:

All teachers will utilize the following teaching strategies for EL students: peer tutors, whole group and small group instruction, tests read orally, one-on-one with teacher, teacher modeling, graphic organizers and visual aids, and utilizing programs on netbooks that incorporate usage of English and the EL's home language.

Benchmarks:

ACCESS for ELLs Formal and informal assessments Tier III progress Progress reports Report Cards

Interventions:

There will be extensive collaboration between classroom teachers and the EL teacher. Communication with parents from the school using the website transact.com will increase the involvement of the EL parents in their children's education. Instruction will be provided in whole group, small group, one-on-one instruction, and peer tutoring as indicated by assessment data and following the recommendation of the district EL teacher. The EL teacher will work one-on-one with students as needed. Students will work independently on Success Maker and be progress monitored using STAR Enterprise.

Resources:

Title III and Title I funds; EL PD (District Training and SAMUEL) and Training Center (HBES); Technology including computers, Promethean Boards, Flip Charts, SuccessMaker, STAR Enterprise, internet resources, teacher-made materials including graphic organizers and anchor charts; Harcourt and Scott Foresman Benchmark, theme/unit and weekly data; Reading textbooks and workbooks, trade books, student written work, newspapers; teacher modeling by a master teacher, resource teacher, instructional aide and the district EL teacher.

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

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

G1. Graduation Rate

Description:

Sardis' Graduation Rate is at 90%.

Strategies:

S1.1 S1: Increase graduation rate

Description:

Sardis will increase graduation rate of students by end of the 2013-2014 school year by utilizing graphic organizers, KWLQ charts, and Journal response.

Action Steps:

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

Description:

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

Benchmarks:

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

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

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

Benchmarks:

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

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

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

Benchmarks:

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

Interventions:

One on one assistance and small group instruction will be implemented with students who have failed any portion of the AHSGE and students identified as at-risk through RTI.

Resources:

USA Test Prep website, books, training for staff on extended learning activities available to students

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

Teacher Mentoring:

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

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

Budget:

Describe the coordination of all federal, state, and local programs, including career and technical education. (Note: NCLB Section 1116 requires that each year Title I schools identified for improvement must reserve the equivalent of 10% of the school-level allocation made available to the school under Section 1113 specifically for professional development opportunities for teachers. Budgets should reflect this set-aside.) See the sample budget on a later page.

Sardis High school earns 38 classroom teachers and additional units which total 42. Sardis earns 1.0 principal, 1.0 assistant principal, 1.5 counselors, and 1.0 librarian.

FY13 Title I Budget will be spent on the following:

\$2,094,419 Salaries and Benefits

\$12,687 Supplies
 \$1,000 Hardware
 \$4,938 Other

Transition:

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

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

Highly Qualified Teachers:

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

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

Assessments and Teacher Involvement:

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

Teacher involvement in decision making is as follows:

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

Special Populations:

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

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

academic, developmental, and functional needs of the child.

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

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

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

Applies Only to Secondary Schools

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

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

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

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

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

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

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

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

-Providing extended summer learning opportunities for AHSGE remediation.

*No students are discriminated against at Sardis High 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.

Web-site accessibility (www.usatestprep.com) offers assistance with the Graduation Exam.

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

Parental Involvement:

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

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

Topics to be discussed are:

a. The Continuous Improvement Plan

b. Parental Involvement

c. Review of the School-Parent Compacts

d. The Parent Survey

e. How parental involvement funds can/may be spent

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

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

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

4.) Parental Involvement funds have been used to purchase school home notebooks which allow parents and teachers to track assignments, homework, and grades.

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

and 3) How funds allocated for parent involvement are being used in the school.

In the beginning of each school year, the Etowah County Board of Education shall notify the parents of each student attending any school receiving Title I, Part A funds that the parents may request the professional qualifications of the students' classroom teachers including at a minimum the following:

- Whether the teacher has met state qualifications or licensing criteria for the grade levels and subject area in which the teacher provides instruction.
- Whether the teacher is teaching under emergency or other provisional status through which state qualifications or licensing criteria have been waived.
- The baccalaureate degree major of the teacher and other graduate certification or degree held by the teacher and the field of discipline of the certification or degree.

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

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

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

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

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

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

Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See NCLB Section 1118, requirements for building capacity in parental involvement.)**To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:****(1) Shall provide training for parents of participating children in understanding such topics as the State's academic content standards and State student academic achievement standards, State and local academic assessments, the requirements of Title I, and how to monitor their child's progress and work with teachers to improve the achievement of their children. (Describe)**

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

(2) Shall provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement. (Describe)

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

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

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

(4) Shall to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other federal programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children. (Describe)

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

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

(5) Shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand. (Describe)

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

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

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

Describe how the school will ensure the provision for participation of parents with limited English proficiency, parents with disabilities, and parents of migratory students; including providing information and school reports in a format and, to the extent practicable, in a language that parents can understand.

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

Part VII- PROFESSIONAL LEARNING NEEDS RELATED TO ACADEMIC CHALLENGES

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

- Yes
- No

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

- 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:

ESL training for student accomodations and ACCESS

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

Training will cover informing teachers of their EL students ACCESS scores, accommodations they will receive during the classroom and any other pertinent information pertaining to the EL students during the 2012-2013 school year.

What types of professional learning will be offered?

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

When will the session be delivered?

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

What are the expected outcomes of professional learning?

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

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

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

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

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

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

Part VIII - Coordination of Resources/Comprehensive Budget

I. State Foundation Funds

	FTEs Earned	Units Placed	Total Salaries
FTE Teacher Units	37.79	42.29	2,094,419.00
Administrator Units	1.0	1.0	0
Assistant Principal	1.0	1.0	0
Counselor	1.5	2.0	0

Librarian	1.0	1.0	0
Career and Technical Education Administrator	0	0	0
Career and Technical Education Counselor	0	0	0
Technology			0
Professional Development			0
State ELL Funds			0
Instructional Supplies			12,687.00
Library Enhancement			0
Total of All Salaries:			\$2,107,106.0

II. Federal Funds

Title I: Improving the Academic Achievement of the Disadvantaged

Provide a brief explanation and a breakdown of expenses.

- \$12,687-Instructional supplies, equipment, hardware
- \$22,660-Textbooks
- Services of: 2 title I ESL teachers
- \$2,014-Parent Involvement
- \$106,423-Salaries
- \$2,000-Classroom Supplies
- \$2,000-Equipment
- \$3,912-Hardware
- \$2,800-Professional Development

.5 ELA 8, 1.0 General Science, 2.0 Instructional Aide

Total : 117,135.00

Title I: ARRA Funds

Provide a brief explanation and a breakdown of expenses.

n/a

Total : 0

Title II: Professional Development Activities

Provide a brief explanation and a breakdown of expenses.

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

Total : 0

Title III: For English Language Learners

Provide a brief explanation and a breakdown of expenses.

Title III services of ESL lead teacher

Total :

Title IV: For Safe and Drug-free Schools

Provide a brief explanation and a breakdown of expenses.

N/A

Total :

Title VI: For Rural and Low-income Schools

Provide a brief explanation and a breakdown of expenses.

N/A

Total :

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

Provide a brief explanation and a breakdown of expenses.

N/A

Total :

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

Provide a brief explanation and a breakdown of expenses.

N/A

Total :

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

Provide a brief explanation and a breakdown of expenses.

N/A

Total :

III. Local Funds (if applicable)

Local Funds

Provide a brief explanation and a breakdown of expenses.

None at this time

Total :