



**2010 - 2011  
CONTINUOUS IMPROVEMENT PLAN  
Non-Title Plan**

Note: Blank copy is available on [www.alsde.edu](http://www.alsde.edu), e-GAP, Document Library  
Central office designee submits required plans to LEA system's e-GAP Document Library



<b>NAME OF SCHOOL: Riverton Elementary</b>				
<b>STREET ADDRESS: 2615 Winchester Road</b>		<b>CITY: Huntsville</b>		<b>STATE: Alabama ZIP CODE: 35811</b>
<b>CONTACT: Pam Holden</b>		<b>TELEPHONE: 25-746-9250</b>		<b>E-MAIL pholden@madison.k12.al.us</b>
<b>Identified for School Improvement?</b> No <input checked="" type="checkbox"/> Yes <input type="checkbox"/> <b>Delay Status</b> <input type="checkbox"/> <b>Year 1</b> <input type="checkbox"/> <b>Year 2</b> <input type="checkbox"/> <b>Year 3</b> <input type="checkbox"/> <b>Year 4 or more</b> <input type="checkbox"/>				
<b>ALL PLANS:</b> Submit to LEA for Board approval. Retain the original plan in the LEA. <b>Submit a copy of the plan electronically to your system's E-GAP Document Library by November 3, 2010.</b>				
<b>If using any Federal funding:</b> Submit to LEA for Board approval. Scan <u>PAGE ONE</u> and <u>PAGE TWO</u> to indicate signatures. <b>Submit the plan and signature pages electronically to your system's e-GAP Document Library by November 3, 2010.</b>				
<b>Made AYP?</b> YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>	<b>Made AMAOs (ELL)?</b> YES <input checked="" type="checkbox"/> NO <input type="checkbox"/> N/A	<b>Career Tech Made AYP?</b> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A <input checked="" type="checkbox"/>	<b>Are any federal resources</b> like Title II, III, IV, and VI used to coordinate with and supplement existing services and are not used to provide services that, in the absence of federal funds, would be provided by another fund source? YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>	Describe how this plan will be made available to parents and other stakeholders, such as through parent meetings or on Web sites. <b>NOTE: The Parental Involvement section of this plan <u>must</u> be distributed to all parents.</b> <b>Riverton Elementary School's 2010-11 Continuous Plan (CIP) will be available to all stakeholders via the school website. Copies of the CIP will be distributed to the RES PTO Executive Board and the Community Advisory Board. All parents will be notified how to view a copy of the CIP via the school's monthly newsletter.</b> <b>The school library will also house a copy of the CIP.</b>
<b>*Board Approval:</b> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> <b>Board approval received on _____, 2010.</b>				
<b>Board Signature:</b>				
<b>Superintendent Signature:</b>				<b>Date:</b>
<b>LEA Representative Signature:</b> <small>(responsible for monitoring plan)</small>				<b>Date:</b>
<b>Principal Signature:</b>				<b>Date:</b>

System:

Updated: June 3, 2010

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**CONTINUOUS IMPROVEMENT PLAN DEVELOPMENT AND IMPLEMENTATION TEAM**

This plan was developed/or revised during the following time period (e.g. April/May – September 200\_): **August/September 2010**

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

Student achievement data for the 2009-10 school year was presented to the faculty Tuesday, August 17, 2010. The data indicated a need to continue to address areas previously identified for improvement. A draft of the CIP, based on faculty input, will be presented to the PTO Executive Board and the Community Advisory Board for comments and suggestions in September. The final draft of the CIP will be submitted for faculty approval in September, 2010.

<p align="center"><b>Instructional Leadership Team Names</b></p> <p>(The Leadership Team must include the principal, faculty [including ELL resource lead teacher if applicable], staff, parents, community stakeholders, and/or students.)</p>	<p align="center"><b>Positions</b></p> <p>(Identify position held, e.g., Administration, Faculty, Staff, Grade Level and/or Subject Area, Parents and Community members.)</p>	<p align="center"><b>Signatures</b></p> <p>(Indicates participation in the development of the CIP)</p>
<p><b>Pam Holden</b></p> <p><b>Tim Allen</b></p> <p><b>Kim Gullede</b></p> <p><b>Debbie Johnson</b></p> <p><b>Kellie Evans</b></p> <p><b>Merry Gaylor</b></p>	<p><b>Sheila Emperley</b></p> <p><b>A.J. Valentin</b></p> <p><b>Nathan Glass</b></p> <p><b>Ricky Persell</b></p> <p><b>Amy Roets</b></p>	<p><b>Principal</b></p> <p><b>Reading Specialist</b></p> <p><b>Building Leadership Team</b></p> <p><b>Building Leadership Team</b></p> <p><b>Building Leadership Team</b></p> <p><b>Building Leadership Team</b></p> <p><b>PTO President</b></p> <p><b>Community Advisory</b></p> <p><b>Community Advisory</b></p> <p><b>Community Advisory</b></p> <p><b>Community Advisory</b></p>

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**Part I – SUMMARY OF NEEDS BASED ON A COMPREHENSIVE REVIEW OF DATA**

**045 Madison County - 0180 Riverton Elementary School**

<b>2010-2011 AYP Status</b>	This school met 17 goals out of 17 (100%).	
	<b>Made AYP</b>	
	Not in School Improvement	

<b>Reading</b>				
<b>Made AYP</b>	Percent Participation Goal = 95%	Met Participation Goal	Proficiency Index Goal = 0.00	Met Proficiency Goal
Not in School Improvement				
All Students	100	Yes	11.68	Yes
Special Education	100	N/A	-5.07	N/A
American Indian / Alaskan Native	100	N/A	13.14	N/A
Asian / Pacific Islander	~	N/A	~	N/A
Black	98	Yes	12.70	Yes
Hispanic	~	N/A	~	N/A
White	100	Yes	11.14	Yes
Limited English Proficient	~	N/A	~	N/A
Free / Reduced Meals	99	Yes	9.62	Yes

<b>Mathematics</b>				
<b>Made AYP</b>	Percent Participation Goal = 95%	Met Participation Goal	Proficiency Index Goal = 0.00	Met Proficiency Goal
Not in School Improvement				
All Students	100	Yes	14.37	Yes
Special Education	100	N/A	-5.41	N/A
American Indian / Alaskan Native	100	N/A	11.07	N/A
Asian / Pacific Islander	~	N/A	~	N/A
Black	98	Yes	13.38	Yes
Hispanic	~	N/A	~	N/A
White	100	Yes	14.33	Yes
Limited English Proficient	~	N/A	~	N/A
Free / Reduced Meals	99	Yes	12.99	Yes

<b>Additional Academic Indicator - Attendance Rate</b>		
<b>Made AYP</b>	Attendance Rate Goal = 90%	Met Additional Academic Indicator
Not in School Improvement		

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**Part I - continued - DIRECTIONS - SUMMARY OF DATA:** Indicate data sources used during planning by identifying strengths and weaknesses or program gaps. If your school did not review a particular data source, please write N/A. School improvement goals should address program gaps (weaknesses) as they relate to student achievement or AYP categories such as graduation rate or other academic indicators. Close attention should be given to the proficiency index. Please include all disaggregated subgroups including those with less than forty students. Additionally, please report data pertaining to the Response to Instruction (RtI) framework, include data used to determine the type of support provided to students (i.e.: universal screening results, benchmark testing, progress monitoring, etc.)

<b>Briefly describe the process your faculty used to conduct the needs assessment (analysis of all data).</b>	
Improvement goals from the 2009-10 CIP were reviewed in August to determine the success of strategies implemented to improve student achievement in the area of reading and math. Area of strengths were presented as well as areas still in need of improvement.	
<b>Highly Qualified Teachers (HQT):</b> Describe how staffing decisions ensure that instruction is provided by highly qualified, well-trained teachers and how their assignments most effectively address identified academic needs.	
Non-highly qualified teachers are not considered for employment at Riverton Elementary School.	
<b>Number and percentage of Non-HQT:</b> <p style="text-align: center;"><b>0%</b></p>	<b>Number and percentage of Classes Taught by Non-HQT:</b> <p style="text-align: center;"><b>0%</b></p>
<b>Alabama High School Graduation Exam (AHSGE):</b>	
<b>Strengths:</b> Reading Proficiency 97.63% Math Proficiency 98.81%	<b>Weaknesses:</b> Biology Proficiency 89.59
<b>Alabama Reading and Mathematics Test (ARMT):</b>	
<b>Strengths:</b> Demonstrates Reading Vocabulary Knowledge 85%  Compare, order, and expand whole numbers / decimals. 84%	<b>Weaknesses:</b> Use strategies to comprehend literary / recreational materials 64%  Recognize data as categorical or numerical, use tables and graphs 57%
<b>Alabama Science Assessment:</b>	
<b>Strengths:</b> Earth & Space Science 69%	<b>Weaknesses:</b> Physical Science 65%
<b>Stanford 10:</b>	
<b>Strengths:</b> Reading Comprehension 70%  Mathematics Procedures 71%	<b>Weaknesses:</b> Reading Vocabulary 62%  Mathematics Problem Solving 67%
<b>Dynamic Indicators of Basic Early Literacy Skills (DIBELS):</b>	
<b>Strengths:</b> 2009-10 99% of Kindergarten students @ benchmark 93% of 1 <sup>st</sup> grade students @ benchmark 90% of 2 <sup>nd</sup> grade students @ benchmark	<b>Weaknesses:</b> 2009-10 77% of 3 <sup>rd</sup> grade students at benchmark

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<b>Part I - Continued:</b>	
<b>Alabama Direct Assessment of Writing (ADAW):</b>	
<b>Strengths: Data not available</b>	<b>Weaknesses: Data not available</b>
<b>ACCESS for English Language Learners (ELLs):</b>	
<b>Strengths: English Language Proficiency Test results: Listening</b>	<b>Weaknesses: English Language Proficiency Test results: Writing</b>
<b>EducateAL or other Professional Evaluation Profile Information:</b>	
<b>Strengths: All teachers trained in AMSTI</b>	<b>Weaknesses: Identifying student learning styles</b>
<b>Additional Data Sources: (e.g., Alabama Alternate Assessment [AAA], School Technology Plan Data)</b>	
<b>Strengths: All classrooms equipped with interactive boards / projectors / laptop computer for teacher use</b>	<b>Weaknesses: All classrooms not equipped with desktop computers for student use</b>
<b>Local Data (e.g., LEA, school, and grade-level assessments, surveys, program-specific assessments, other RtI data):</b>	
<b>Strengths: Reading achievement as measured by the ARMT</b>	<b>Weaknesses: Math achievement as measured by the ARMT</b>
<b>Career and Technical Education Program Data Reports:</b>	
<b>Strengths: N/A</b>	<b>Weaknesses:</b>

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<b>Part I – Continued (CULTURE RELATED DATA):</b>	
<b>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, student attendance).</b>	
<b>Strengths: Positive school-wide behavior program fully implemented and funded by the PTO 2009-10 Student attendance rate 96%</b>	<b>Weaknesses: Student tardiness rate: 9%</b>
<b>School Demographic Information related to drop-out information and graduation rate data.</b>	
<b>Strengths: N/A</b>	<b>Weaknesses: N/A</b>
<b>School Demographic Information related to teacher attendance, teacher turnover, or challenges associated with a high percent of new and/or inexperienced faculty.</b>	
<b>Strengths: All teachers highly qualified 100% of teachers are AMSTI trained</b>	<b>Weaknesses: Teacher attendance rate 95%</b>
<b>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).</b>	
<b>Strengths: Student tardiness rate decreased from 21% for the 2009-09 school year to 12% for the 2009-10 school year.</b>	<b>Weaknesses: Student tardiness continues to disrupt the instructional school day.</b>
<b>School Perception Information related to parent perceptions and parent needs including information about literacy and education levels.</b>	
<b>Strengths: Not available</b>	<b>Weaknesses: Not available</b>
<b>School Perception Information related to student PRIDE data.</b>	
<b>Strengths: N/A</b>	<b>Weaknesses: N/A</b>
<b>School Process Information related to an analysis of existing <u>curricula</u> focused on helping English Language Learners (ELLs) work toward attaining proficiency in annual measurable achievement objectives (AMAOs).</b>	
<b>Strengths: Not available</b>	<b>Weaknesses: Not available</b>
<b>School Process Information related to an analysis of existing <u>personnel</u> focused on helping English Language Learners (ELLs) work toward attaining proficiency in annual measurable achievement objectives (AMAOs).</b>	
<b>Strengths: Not available</b>	<b>Weaknesses: Not available</b>
<b>School Process Information uncovered by an analysis of curriculum alignment, instructional materials, instructional strategies, reform strategies, and/or extended learning opportunities.</b>	
<b>Strengths: Not available</b>	<b>Weaknesses: Not Available</b>

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**Part II - GOAL TO ADDRESS ACADEMIC NEEDS – All components to support improving academic achievement, INCLUDING SCHOOL CULTURE AND RtI CONSIDERATIONS, should be related to the weaknesses identified in the data summary. *DUPLICATE PAGES AS NEEDED TO ADDRESS PRIORITIZED GOALS INCLUDING SACS DISTRICT GOALS, IF APPLICABLE.*** Use the SMART Goals format to address areas of need.

**CONTINUOUS IMPROVEMENT GOAL (SHOULD ADDRESS IDENTIFIED WEAKNESSES AND GAPS): Improve overall ARMT Reading proficiency by 1% from 91% to 92%**  
**To increase the percentage of 3<sup>rd</sup> grade students meeting or exceeding baseline proficiency in the area of comprehending literary/recreational materials by 5% from 66% to 71% by April, 2011**  
**To increase the percentage of 4<sup>th</sup> grade students meeting or exceeding baseline proficiency in the area of using strategies to comprehend literary/recreational materials by 5% from 62% to 67% by April, 2011**

**Data Results on which goal is based: 2009-10 ARMT**

<b>TARGET GRADE LEVEL(S):</b>	<b>TARGET CONTENT AREA(S):</b> Circle One <b>Reading</b> Math    Science    Other	<b>AHSGE:</b> Reading   Math   Science   Social Studies   Language	<b>Additional Academic Indicators:</b>	<b>TARGET STUDENT SUBGROUP(S):</b> <b>Special Education Students</b>
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COURSES OF STUDY	REFORM STRATEGIES	BENCHMARKS	INTERVENTIONS	RESOURCES
WHICH COURSE OF STUDY STANDARDS, AHSGE STANDARDS/OBJECTIVES, ELIGIBLE CONTENT, OR WIDA* STANDARDS ARE LINKED TO EACH STRATEGY?	WHAT RESEARCH-BASED STRATEGIES/ACTIONS WILL BE USED TO IMPROVE STUDENT ACADEMIC PERFORMANCE? (Give specific strategies, not just programs or program names.)	HOW WILL PROGRESS FOR EACH ACTION STEP BE MEASURED? (PERFORMANCE DATA, LISTS, SURVEYS, ETC)	HOW WILL THE SCHOOL PROVIDE TIMELY ASSISTANCE IF STRATEGIES DO NOT CHANGE PERFORMANCE?	WHAT RESOURCES AND SPECIFIC EXPENDITURES WILL BE NEEDED FOR SUCCESSFUL IMPLEMENTATION? (Ex: 6 Classroom Libraries, \$....00)
Kindergarten: Standard 12 1 <sup>st</sup> Grade: Standard 8 2 <sup>nd</sup> Grade: Standard 7 3 <sup>rd</sup> Grade: Standards 7/11 4 <sup>th</sup> Grade: Standards 7/9/11	STRATEGY: Computer assisted instruction for identified skill deficits  ACTION STEP: Collaborative teacher will individualize and monitor exceptional learner progress of critical reading skills	9 week Orchard Goldstar Assessments	Orchard instructional software	Computer Lab
	STRATEGY: Use instructional materials with a variety of literary/functional/textual information  ACTION STEP: Classroom teachers will utilize age appropriate student periodicals on a weekly basis	Scott Foresman reading assessments Lesson plan documentation	Read Naturally program Comprehension Toolkit for Grade 2-4	Expenditures for Weekly Reader, Scholastic News and Time for Kids provided by PTO (\$ 2,538.58)
	STRATEGY: Implement Scott Foresman Reading program with fidelity  ACTION STEP: Adhere to time allocation for whole group/small group instruction	Scott Foresman reading assessments Lesson plan documentation	Scott Foresman Sidewalks Intervention Program Recipe for Reading materials	Reading Specialist

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**CONTINUOUS IMPROVEMENT GOAL (SHOULD ADDRESS IDENTIFIED WEAKNESSES AND GAPS): Improve overall ARMT Math proficiency by 3% from 85% to 88%**

**To increase the percentage of 3<sup>rd</sup> grade students meeting or exceeding baseline proficiency in the area of Number and Operations by 5% from 79% to 84% by April, 2011**  
**To increase the percentage of 4<sup>th</sup> grade students meeting or exceeding baseline proficiency in the area of Numbers and Operations by 17% from 66% to 83% by April, 2011**

**Data Results on which goal is based: 2009-10 ARMT**

<b>TARGET GRADE LEVEL(S):</b>	<b>TARGET CONTENT AREA(S):</b> Circle One Reading <b>Math</b> Science Other	<b>AHSGE:</b> Reading Math Science Social Studies Language	<b>Additional Academic Indicators:</b>	<b>TARGET STUDENT SUBGROUP(S):</b> Special Education
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COURSES OF STUDY	REFORM STRATEGIES	BENCHMARKS	INTERVENTIONS	RESOURCES
WHICH COURSE OF STUDY STANDARDS, AHSGE STANDARDS/OBJECTIVES, ELIGIBLE CONTENT, OR WIDA* STANDARDS ARE LINKED TO EACH STRATEGY?	WHAT RESEARCH-BASED STRATEGIES/ACTIONS WILL BE USED TO IMPROVE STUDENT ACADEMIC PERFORMANCE? (Give specific strategies, not just programs or program names.)	HOW WILL PROGRESS FOR EACH ACTION STEP BE MEASURED? (PERFORMANCE DATA, LISTS, SURVEYS, ETC)	HOW WILL THE SCHOOL PROVIDE TIMELY ASSISTANCE IF STRATEGIES DO NOT CHANGE PERFORMANCE?	WHAT RESOURCES AND SPECIFIC EXPENDITURES WILL BE NEEDED FOR SUCCESSFUL IMPLEMENTATION? (Ex: 6 Classroom Libraries, \$....00)
Kindergarten-2 <sup>nd</sup> Grade: Standards 1-4 3 <sup>rd</sup> Grade: Standards 1-6 4 <sup>th</sup> Grade: Standards 1-8	STRATEGY: Implement AMSTI teaching strategies / program with fidelity  ACTION STEP: Principal will provide funds for AMSTI training and teacher editions for all AMSTI modules	Lesson plans Orchard assessment data Principal/Assistant Principal will monitor program implementation with weekly classroom visits during math instruction	Small group/individual tutoring  AMSTI Specialist will provide additional teacher training/modeling in identified areas of weakness	Partnership for a Drug-Free Community agency math tutor  AMSTI Specialist AMSTI Teacher Editions (\$2,000) General Fund  Substitutes for AMSTI Training (\$1,000) General Fund
	STRATEGY:  ACTION STEP:			
	STRATEGY:  ACTION STEP:			

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**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.**

<b>ENGLISH LANGUAGE PROFICIENCY GOAL (SHOULD ADDRESS IDENTIFIED WEAKNESSES AND GAPS):</b>
<b>Data on which goal is based:</b>

<b>TARGET GRADE LEVEL(S):</b>	<b>TARGET ELP LANGUAGE DOMAIN(S):</b> Circle all that apply.	<b>Reading</b>	<b>Writing</b>	<b>Listening</b>	<b>Speaking</b>	<b>Comprehension</b>
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WIDA ENGLISH LANGUAGE PROFICIENCY STANDARDS	REFORM STRATEGIES	BENCHMARKS	INTERVENTIONS	RESOURCES
WHICH WIDA* ENGLISH LANGUAGE PROFICIENCY STANDARDS OR DOMAINS ARE LINKED TO EACH STRATEGY?	WHAT RESEARCH-BASED STRATEGIES/ACTIONS WILL BE USED TO IMPROVE STUDENT ACADEMIC PERFORMANCE? (Give specific strategies, not just programs or program names.)	HOW WILL PROGRESS FOR EACH ACTION STEP BE MEASURED? (PERFORMANCE DATA, LISTS, SURVEYS, ETC)	HOW WILL THE SCHOOL PROVIDE TIMELY ASSISTANCE IF STRATEGIES DO NOT CHANGE PERFORMANCE?	WHAT RESOURCES AND SPECIFIC EXPENDITURES WILL BE NEEDED FOR SUCCESSFUL IMPLEMENTATION? (Ex: 6 Classroom Libraries, \$....00)
	STRATEGY:  ACTION STEP:			
	STRATEGY:  ACTION STEP:			
	STRATEGY:  ACTION STEP:			

\*WIDA- World-Class Instructional Design and Assessment; the consortium to which Alabama and a number of other states belong.

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**Part IV - STRATEGIES TO ADDRESS SCHOOL SAFETY, CLASSROOM MANAGEMENT/DISCIPLINE, Rti FRAMEWORK, 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.

CULTURE (REFER TO CULTURAL DATA IN NEEDS ASSESSMENT)	REFORM STRATEGIES	BENCHMARKS	INTERVENTIONS	RESOURCES
WHAT CHALLENGES RELATED TO SCHOOL SAFETY, CLASSROOM MANAGEMENT/DISCIPLINE, AND SUPPORTIVE LEARNING ENVIRONMENTS HAVE BEEN IDENTIFIED THROUGH THE REVIEW OF SCHOOL DEMOGRAPHIC, PERCEPTION, AND PROCESS DATA?	WHAT RESEARCH-BASED STRATEGIES/ACTIONS WILL BE USED TO IMPROVE CULTURAL BARRIERS IMPACTING STUDENT ACADEMIC PERFORMANCE? (Give specific strategies, not just programs or program names.)	HOW WILL PROGRESS FOR EACH ACTION STEP BE MEASURED? (PERFORMANCE DATA, LISTS, SURVEYS, ETC)	HOW WILL THE SCHOOL PROVIDE TIMELY ADJUSTMENT IF STRATEGIES DO NOT CHANGE PERFORMANCE?	WHAT RESOURCES AND SPECIFIC EXPENDITURES WILL BE NEEDED FOR SUCCESSFUL IMPLEMENTATION? (Ex: Teacher Incentives, Title II \$....00, Supplies for Mentors/Mentees, etc)
Teacher absenteeism rate higher than student absenteeism rate	<p>STRATEGY: All certified staff members are to set a personal attendance goal to meet or exceed 2009-10 student attendance rate</p> <p>ACTION STEP: Implement policy requiring staff to document planned sick leave with a doctor's excuse Implement policy requiring personal phone contact with administration in the event of an illness</p>	Decrease number of teacher absences, excluding professional leave or long term medical leave , from 356 for the 2009-10 school year to 300 for the 2010-11 school year	Consult individual teachers regarding attendance	No expenditures necessary
All classrooms do not have a desktop computer for student use.	<p>STRATEGY: Acquire additional technology hardware for student use</p> <p>ACTION STEP: Principal will order classroom computers as funds become available</p>	All student classrooms will contain at least one desktop computer for student use by November, 2010		General Fund (\$15,000) MCBOE support (\$1,000)
	<p>STRATEGY:</p> <p>ACTION STEP:</p>			

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**Part V - Additional Components, That When Addressed, Positively Impact Student Achievement:**

<b>1. Teacher Mentoring:</b> Describe teacher mentoring activities. For example, are novice teachers given support from an assigned master teacher and what does that support look like?
<b>2. Budget:</b> Describe the coordination of all federal, state, and local programs, including career and technical education.
<b>3. Transition:</b> Describe transition 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.
<b>4. Highly Qualified Teachers:</b> 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.
<b>5. Assessments and Teacher Involvement:</b> 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.
<b>6. Special Populations:</b> Describe the programs used for each group: English language learners, migrant students, and homeless students.
<b>7. Special Populations (as listed in the Carl D. Perkins Career and Technical Education Act 2006, Section 3):</b> 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.
<b>8. Extended Learning Opportunities:</b> 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.

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**Part VI continued - Additional Components, That When Addressed, Positively Impact Student Achievement:**

**A. Parental Involvement:** Describe how the school will communicate information about the Parent Involvement Plan and, to the extent practicable in a language they can understand, how parents can have access to descriptions of the school's curriculum, assessments, and student achievement expectations, and opportunities for regular meetings to review and assist in improving student progress.

**B. Parental Involvement:** Describe how parents, the school staff, and students share responsibility for improved student academic achievement for students.

**C. Parental Involvement:** Describe procedures to allow parents to submit comments of dissatisfaction with the School Parent Involvement Policy.

**D. Parental Involvement:** 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.

**E. Parental 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

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**Part VII- PROFESSIONAL LEARNING NEEDS RELATED TO ACADEMIC CHALLENGES Including ENGLISH LANGUAGE PROFICIENCY, SCHOOL SAFETY, DISCIPLINE, RtI FRAMEWORK AND SUPPORTIVE LEARNING ENVIRONMENTS:**

- \* 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?      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](http://www.alsde.edu), Sections, Technology Initiatives, Publications).**

WHAT WEAKNESS OR NEED IDENTIFIED IN ACADEMIC (INCLUDING ELL AMAOs) OR SCHOOL CULTURE GOALS WILL THE PROFESSIONAL LEARNING ADDRESS?	WHAT TYPES OF PROFESSIONAL LEARNING WILL BE OFFERED?	WHEN WILL THE SESSION BE DELIVERED? (Please list dates of future PD sessions, not those that have already taken place.)	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?)	HOW WILL PARTICIPANTS BE HELD ACCOUNTABLE FOR SUCCESSFUL IMPLEMENTATION AND IN WHAT WAYS WILL EVIDENCE BE COLLECTED TO SHOW EFFECTIVE ASSIMILATION/INTEGRATION OF STRATEGIES?	WHAT ARE THE FUNDING SOURCES, ESTIMATED EXPENSES, AND PROPOSED NAMES OF CONSULTANTS OR ENTITIES? Example: Title II, \$...00 Dr. Verry Goode	DOCUMENT CONTINUOUS LEA REVIEW AND SUPPORT RESULTS
Learning Styles Assessment	Workshop	August, 2010	Teachers will assist students in identifying individual learning styles.	Documentation in lesson plans	Dr. Nancy Curry	

DUPLICATE PAGES AS NEEDED

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Part VIII - Coordination of Resources/Comprehensive Budget [OPTIONAL IF NOT USING ANY FEDERAL FUNDS]

List all federal, state, and local monies that the school uses to run its program:

**Example:**

<b>I. State Foundation Funds:</b>		
<b>State Foundation Funds</b>	<b>TOTAL</b>	
Teacher Assigned Units: classroom teachers:	<b>TOTAL OF ALL SALARIES</b>	
Administrator Units:		
Assistant Principal:		
Counselor:		
Librarian:		
Instructional Supplies		
Library Enhancement		
Technology		
Professional Development		
State ELL Funds		
Career and Technical Education Administrator		
Career and Technical Education Counselor		
<b>II. Federal Funds:</b>		
<b>Title I: Part A: Improving the Academic Achievement of the Disadvantaged</b>	<b>TOTAL</b>	
<i>Title I: (1. Schools identified for improvement must set-aside an equivalent of 10% of its Title I school-level allocation for professional development each year it is in the improvement process. 2. Also include the school's portion of the 95% of the LEA set-aside for parental involvement. For additional guidance, check with the Federal Programs Coordinator in your school district.)</i>		
<u>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</u>		
<b>ARRA FUNDS</b>	<b>TOTAL</b>	
<u>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</u>		
<b>Title II: Professional Development Activities</b>	<b>TOTAL</b>	

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<i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</i>	
<b>Title III: For students who don't speak English as their first language....</b>	<b>TOTAL</b>
<i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</i>	
<b>Title IV: For safe and drug-free schools</b>	<b>TOTAL</b>
<i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</i>	
<b>Title VI: For rural and low-income schools</b>	<b>TOTAL</b>
<i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</i>	
<b>Career and Technical Education-Perkins IV: Basic Grant (Title I)</b>	<b>TOTAL</b>
<i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</i>	
<b>Career and Technical Education-Perkins IV: Tech Prep (Title II)</b>	<b>TOTAL</b>
<i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</i>	
<b>Other: 21<sup>st</sup> Century, Learn and Serve, Even Start, School Improvement Grant</b>	<b>TOTAL</b>
<i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</i>	
<b>III. Local Funds ( if applicable)</b>	
<b>Local Funds</b>	<b>TOTAL</b>
<i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</i>	

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**Part IX – REVIEW/SUPPORT DOCUMENTATION**

<p><b>INITIAL REVIEW/DEVELOPMENT</b> <span style="float: right;"><b>Target Date: August</b></span>  <b>Purpose: Review assessment data to develop plan or make plan adjustments to existing plan.</b></p> <p>Date ____8-17-2010</p> <p>Principal Initials _____</p> <p>LEA initials _____ Other _____</p> <p>COMMENTS* <b>Meeting with Dr. Rita Cantrell to review data from 2009-10 student assessment program / CIP results from 2009-10</b></p> <p>*Use additional pages, if needed</p>	<p><b>REVIEW 1</b> <span style="float: right;"><b>Target Date: September</b></span>  <b>Purpose: AMENDMENT - Incorporate recommendations from school, LEA and/or SDE.</b></p> <p>Date ____9-3-2010</p> <p>Principal Initials _____</p> <p>LEA initials _____ Other _____</p> <p>COMMENTS* <b>Meeting with Dr. Nancy Curry to review 2010-2011 CIP draft</b></p> <p>*Use additional pages, if needed</p>	<p><b>REVIEW 2</b> <span style="float: right;"><b>Target Date: October</b></span>  <b>Purpose: IMPLEMENTATION - Provide documentation/evidence of improvement.</b></p> <p>Date ____11-2-10</p> <p>Principal Initials _____</p> <p>LEA initials _____ Other _____</p> <p>COMMENTS* <b>Math Orchard Assessments</b>  1<sup>st</sup> Grade 10% 2<sup>nd</sup> Grade 14%  3<sup>rd</sup> Grade 16% 4<sup>th</sup> Grade 5%</p> <p>*Use additional pages, if needed</p>
<p><b>REVIEW 3</b> <span style="float: right;"><b>Target Date: November</b></span>  <b>Purpose: IMPLEMENTATION – Provide documentation/evidence of improvement.</b></p> <p>Date ____11-2-10</p> <p>Principal Initials _____</p> <p>LEA initials _____ Other: _____</p> <p>COMMENTS <b>Language Arts Orchard Assessments</b>  1<sup>st</sup> Grade 15% 2<sup>nd</sup> Grade 12%  3<sup>rd</sup> Grade 9% 4<sup>th</sup> Grade 0%</p> <p>*Use additional pages, if needed</p>	<p><b>REVIEW 4</b> <span style="float: right;"><b>Target Date: January</b></span>  <b>Purpose: IMPLEMENTATION - Provide documentation/evidence of improvement.</b></p> <p>Date ____1-18-11</p> <p>Principal Initials _____</p> <p>LEA initials _____ Other _____</p> <p>COMMENTS* <b>Reviewed plan at Faculty Meeting</b></p> <p>*Use additional pages, if needed</p>	<p><b>REVIEW 5</b> <span style="float: right;"><b>Target Date: February</b></span>  <b>Purpose: IMPLEMENTATION - Provide documentation/evidence of improvement.</b></p> <p>Date _____</p> <p>Principal Initials _____</p> <p>LEA initials _____ Other _____</p> <p>COMMENTS* <b>Required</b></p> <p>*Use additional pages, if needed</p>

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<p><b>REVIEW 6</b> <span style="float: right;">Target Date: March</span>  <b>Purpose: IMPLEMENTATION - Provide documentation/evidence of improvement.</b></p> <p>Date _____</p> <p>Principal Initials _____</p> <p>LEA initials _____ Other _____</p> <p><b>COMMENTS* Required</b></p> <p>*Use additional pages, if needed</p>	<p><b>REVIEW 7</b> <span style="float: right;">Target Date: April - May</span>  <b>Purpose: REFLECTIONS/PROJECTIONS – Evaluate each goal, strategy, and action for continuation, revision, or removal.</b></p> <p>Date _____</p> <p>Principal Initials _____</p> <p>LEA initials _____ Other _____</p> <p><b>COMMENTS* Required</b></p> <p>*Use additional pages, if needed</p>	<p>Use information from Reviews to Evaluate the plan and to update the plan for the coming year.</p>
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