



**2010 - 2011
CONTINUOUS IMPROVEMENT PLAN
Title I Targeted Assistance Plan**

Note: Blank copy is available on www.alsde.edu, e-GAP, Document Library
Federal Programs Director submits plans to LEA system's e-GAP Document Library



NAME OF SCHOOL: Rocky Ridge Elementary School			
STREET ADDRESS: 2876 Old Rocky Ridge Road		CITY: Hoover	STATE: Alabama
CONTACT:		TELEPHONE:	ZIP CODE: 35243
Identified for School Improvement? No <input checked="" type="checkbox"/> Yes <input type="checkbox"/> Delay Status <input type="checkbox"/> Year 1 <input type="checkbox"/> Year 2 <input type="checkbox"/> *Submit to LEA for Board approval. Retain the original plan in the LEA. Submit the plan electronically to your system's e-GAP Document Library by November 3, 2010.			
Year 3 <input type="checkbox"/> Year 4 or more <input type="checkbox"/> Submit to LEA for Board approval. Scan <u>PAGE ONE</u> and <u>PAGE TWO</u> to indicate signatures. Submit the plan and signature pages electronically to your system's e-GAP Document Library by November 3, 2010.			
Made AYP? YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>	Made AMAOs (ELL)? YES <input checked="" type="checkbox"/> NO <input type="checkbox"/> N/A <input type="checkbox"/>	Career and Technical Ed (CTE) Made AYP? YES <input type="checkbox"/> NO <input type="checkbox"/> N/A <input checked="" type="checkbox"/>	Are all federal resources (including Title I, II, III, IV, and VI) used to coordinate and supplement existing services and not used to provide services that, in the absence of federal funds, would be provided by another fund source? YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
Describe how this plan will be made available to parents and other stakeholders, such as through parent meetings or on Web sites. NOTE: The Parental Involvement section of this plan <u>must</u> be distributed to all Title I parents. Copies of the Continuous Improvement Plan will be available for parents in the Media Center, Parental Resource Center in the Title I classroom, Title I websites, and on the school website at www.hoover.k12.al.us/rres as well as formally presented at a PTO meeting. Parent notification of the plan's availability will be included in the monthly school newsletter, Rocky Ridge Rocket Report. Revisions will be reviewed at each quarterly meeting of the CIP committee. In addition, as required by law, the Title I teachers will present the parent involvement section of this plan to parents of Title I students. The Central Office will have copies available for the public.			
*Board Approval: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Board approval received on _____, 2010.			
Board Signature:			
Superintendent Signature:		Date:	
Federal Programs Coordinator Signature:		Date:	
Principal Signature:		Date:	

CONTINUOUS IMPROVEMENT PLAN DEVELOPMENT AND IMPLEMENTATION TEAM

This plan was developed/or revised during the following time period: 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 (Title I, Section 1116(b)(A)(viii):

During August and September 2010, grade level teams, the specials team (art, music, and physical education teachers, media center specialist), instructional support team, and administrators analyzed current data from various sources: Stanford Achievement Test-10(SAT-10) disaggregated data, Alabama Reading and Math Test (ARMT), Alabama Direct Assessment of Writing (ADAW), AL Science Assessment, Dynamic Indicators of Basic Early Literacy Skills (DIBELS), Fountas & Pinnell, Hoover District Math Assessment, and Running Records. Assessments were reviewed by the teachers, Reading Coach and Math Facilitators. Data patterns, after reviewing results from previous years, were discussed. Strengths and gaps between subgroups were identified. The English Language Learners (ELL) teacher met with teams, individual teachers, and parents to develop a strategic plan to meet the needs of the ELL’s English language proficiency level per Assessing Comprehension and Communication in English State to State (ACCESS) scores. Literacy Night, Thursday take home folders, monthly newsletters, and individual conferences have educated parents on assessment data and academic levels of their child. The School Improvement Team, which includes parents, met to discuss professional development, budget, and strategic curriculum resources that will enhance and meet the needs of individual students. School administrators reviewed disaggregated data including analysis of subgroups. Results will be shared with school faculty, staff, and parents. Input will be encouraged from all members. Weekly collaboration will occur between instructional support teachers and classroom teachers to evaluate student’s progress based on formative and summative assessments.

<p align="center">Instructional Leadership Team Names (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">Positions (Identify position held, e.g., Administration, Faculty, Staff, Grade Level and/or Subject Area, Parents and Community members.)</p>	<p align="center">Signatures (Indicates participation in the development of the CIP)</p>
<ol style="list-style-type: none"> 1. Dr. Sonia Carrington 2. Dil Uswatte 3. Michelle Reid 4. Lauren Stanfield 5. Susan Murphy 6. Leslie Tomlinson 7. Deborah Blalock 8. Lisa Cranford 9. Pam Baker 10. Monica Noles 11. Jennifer Dickens 12. Danielle Morgan 13. April Jackson 14. Carol Barber 15. Dr. Barbara Mayer 16. Linda Gurosky 	<ol style="list-style-type: none"> 1. Principal 2. Assistant Principal 3. Title I Teacher 4. Title I Teacher 5. Counselor 6. ESL Teacher 7. Reading Coach 8. Special Education Teacher 9. Teacher-First Grade 10. Teacher-Third Grade 11. Parent 12. Parent 13. Parent 14. Assistant Superintendent 15. Director of Instructional Support Services 16. Academic Achievement Coordinator 	

Part I - SUMMARY OF NEEDS BASED ON A COMPREHENSIVE REVIEW OF DATA

Alabama AYP Accountability Reports

School Status Report

Alabama Department of Education
Adequate Yearly Progress Status for 2010-2011
Based on School Year 2009-2010 Data

158 Hoover City - 0760 Rocky Ridge Elementary School

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

Reading				
Made AYP	Percent Participation Goal = 95%	Met Participation Goal	Proficiency Index Goal = 0.00	Met Proficiency Goal
Not in School Improvement				
All Students	100	Yes	12.50	Yes
Special Education	100	N/A	-0.92	N/A
American Indian / Alaskan Native	No Data	No Data	No Data	No Data
Asian / Pacific Islander	100	N/A	15.60	N/A
Black	100	Yes	11.12	Yes
Hispanic	95	N/A	5.11	N/A
White	100	Yes	13.96	Yes
Limited English Proficient	100	N/A	7.88	N/A
Free / Reduced Meals	100	Yes	9.40	Yes

Mathematics				
Made AYP	Percent Participation Goal = 95%	Met Participation Goal	Proficiency Index Goal = 0.00	Met Proficiency Goal
Not in School Improvement				
All Students	99	Yes	12.89	Yes
Special Education	100	N/A	-6.92	N/A
American Indian / Alaskan Native	No Data	No Data	No Data	No Data
Asian / Pacific Islander	100	N/A	18.40	N/A
Black	97	Yes	7.12	Yes
Hispanic	95	N/A	9.21	N/A
White	100	Yes	15.98	Yes
Limited English Proficient	100	N/A	10.73	N/A
Free / Reduced Meals	100	Yes	6.44	Yes

Additional Academic Indicator - Attendance Rate		
Made AYP	Attendance Rate Goal = 90%	Met Additional Academic Indicator
Not in School Improvement		
All Students	95%	Yes

Legend	
~ Fewer than 10 students	SH Safe Harbor
N2 Small school rule for participation	CI Confidence Interval
* Small school rule for proficiency	IM Improvement
◇ Small school rule for AAI	N/A Not applicable (for subgroups), fewer than 40 students
UA Uniform Averaging	

Part I - continued - DIRECTIONS – NEEDS ASSESSMENT-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.)

Briefly describe the process your faculty used to conduct the needs assessment (analysis of all data):	
In August and early September, grade level teams, Instructional Support Team, and Specials Team (art, music, P.E., media center) met to analyze data from various sources: SAT-10, ARMT, Fountas and Pinnell Benchmark Assessment, DIBELS, ADAW, and the 5 th Grade AL Science Assessment. Previous years' data (2008/10) were compared, patterns identified, and gaps defined for 2009/10 (evidence included disaggregated data on SAT-10). The School Improvement Team (including parents) also met to review data and specific gaps between subgroups. The data indicated that significant gaps existed between special education and regular education student populations.	
Highly Qualified Teachers (HQT): Describe how staffing decisions ensure that highly qualified, well-trained teachers provide instruction and how their assignments most effectively address identified academic needs.	
All teachers meet HQT standards and attend professional development sessions during the year that specifically address academic needs of students.	
Number and percentage of teachers Non-HQT: 100% of teachers are highly qualified for the 2010/11 school year	Number and percentage of Classes Taught by Non-HQT: N/A
Alabama High School Graduation Exam (AHSGE):	
Strengths: N/A	Weaknesses: N/A
Alabama Reading and Mathematics Test (ARMT):	
Strengths: ARMT Scores for 2009/10 School Year: Third Grade Students: 93% of third grade students scored at level 3 and 4 (increase of 6 points in reading from the previous year) 82% of third grade students scored at level 3 and 4 in math Fourth Grade Students: 93% of fourth grade students scored at level 3 and 4 (increase of 3 points in reading from the previous year) 82% of fourth grade students scored at level 3 and 4 in math Fifth Grade Students: 89% of fifth grade students scored at level 3 and 4 in reading 74% of fifth grade students scored at level 3 and 4 in math	Weaknesses: ARMT Scores for 2009/10 School Year: Fourth grade students dropped a total of 4% in math from the previous year Fifth grade students dropped a total of 9 % in math from the previous year Fifth grade students dropped a total of 3 % in reading from the previous year
Alabama Science Assessment:	
Strengths: Alabama Science Assessment for 2009/10 School Year: 80% of fifth grade students scored at levels 3 and 4	Weaknesses: Alabama Science Assessment for 2009/10 School Year: 19% of fifth grade students scored at level 2

1% of fifth grade students scored at level 1	
Dynamic Indicators of Basic Early Literacy Skills (DIBELS):	
Strengths: Spring Assessment, May 2010, for 2009/10 School Year: 0% of kindergarten students performed at intensive levels in reading 6% of first grade students performed at intensive levels in reading	Weaknesses: Spring Assessment, May 2010, for 2009/10 School Year: 14% of first grade students performed at short term levels in reading 18% of second grade students performed at intensive levels in reading 11% of second grade students performed at short term levels in reading
Alabama Direct Assessment of Writing (ADAW):	
Strengths: ADAW scores for 2009/10 School Year: 22% of fifth grade students scored at levels 4 (6% increase from the previous school year) 79% of fifth grade students scored at levels 3 and 4 on total writing 88% of fifth grade students scored at levels 3 and 4 on the narrative writing 81% fifth grade students scored at levels 3 and 4 descriptive writing (8% increase from the previous school year) 25% fifth grade students scored at a level 4 (17 % increase from the previous school year)	Weaknesses: ADAW scores for 2009/10 School Year: 79% of fifth grade students scored at levels 3 and 4 on total writing (2% decrease from the previous school year)
ACCESS for English Language Learners (ELLs):	
Strengths: ACCESS for English Language Learners (ELLs) for 2009/10 School Year: 100% of ELLs in second grade scored at or above the Bridging stage in reading 100% of ELLs in fourth grade scored at or above the Bridging stage in reading 100% of ELLs in third grade scored at or above the Expanding stage in reading 80% of ELLs in third grade scored at or above the Expanding stage in writing 65% of ELLs moved from 1 complete cohort to the next on the ACCESS	Weaknesses: ACCESS for English Language Learners (ELLs) for 2009/10 School Year: 67% of ELLs in Kindergarten scored at Level 1 in the domain for reading 67% of ELLs in Kindergarten scored at Level 1 in the domain for comprehension 67% of ELLs in second grade did not make APLA (Adequate Progress in Language Acquisition)
Educate AL or other Professional Evaluation Profile Information:	
Strengths: 44% of faculty evaluated by Educate Alabama (9 non-tenured teachers, 7 tenured teachers)	Weaknesses: First year of state wide implementation of Educate Alabama Process extensive and in need of revision

Part I – Continued:

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

Strengths:

Alabama Alternate Assessment (AAA) for 2009/10 school year:

100% of all students, grades 3-5, met the standards and scored at level 3 in reading.

100% of all students, grades 3-5, met the standards and scored at level 3 in math.

Strengths:

School Technology Plan data for the 2010/11 school year:

All regular education classrooms, art, music and media center have the following equipment: Tablet PC (2 per regular education classroom), projector, document camera, camera, printer, Apple Ipad (2 per classroom), Belkin Tune Talk (2 per regular education classroom), iRecord, Firewire cable (2 per regular education classroom), jumpdrive, cart and speakers.

In addition, each classroom has 3 flat screen desktop computers and 1 printer.

The school has 2 computer labs. One lab contains 29 flat screen desktop computers and 2 printers. The other contains 26 flat screen desktop computers and 2 printers.

Ongoing professional development will take place in order to train teachers with the use of technological equipment and how to integrate technology within the curriculum.

Strengths:

Stanford Achievement Test-10 (SAT) for the 2009/2010 school year:

Third Grade

66% of third grade students were above the national norm (reference) group with a stanine of 6 indicating students are approaching above average in reading.

63% of third grade students were above the national norm (reference) group with a stanine of 6 indicating students are approaching above average in math (3 points increase from the previous year).

Fourth Grade:

75% of fourth grade students were above the national norm (reference) group with a stanine of 6 indicating students are approaching above average in reading (7 points increase in reading from the previous year).

79% of fourth grade students were above the national norm (reference) group with a stanine of 7 (9 points increase placing them in the above average category as compared to the national norm).

Fifth Grade:

63% of fifth grade students were above the national norm (reference) group with a stanine of 6 indicating students are approaching above average in reading.

58% of fifth grade students were above the national norm (reference) group with a stanine of 5.

Weaknesses:

Alabama Alternate Assessment for 2009/10 school year:

80% of students, grades K-2, were working on complexity level 1 on the Alabama Extended Standards.

Weaknesses:

School Technology Plan data for the 2010/11 school year:

Difficulty with technology equipment led to a decrease of instructional time.

The learning curves of some students require more instructional time than others.

Weaknesses:

Stanford Achievement Test-10 (SAT) for the 2009/2010 school year:

Fifth grade students dropped a total of 7 points in reading from the previous year.

Fifth grade students dropped a total of 8 points and one stanine in math from the previous year.

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

Strengths:

Data from DIBELS Benchmark Assessment, Marie Clay, and/or Fountas and Pinnell:

0% of kindergarten students scored intensive in reading according to F&P
0% of first grade students scored intensive in reading according to F&P
5% of first grade students scored short term in reading according to F&P
6% of first grade students scored intensive in reading according to DIBELS
3% of second grade students scored intensive in reading according to F&P
4% of second grade students scored short term in reading according to F&P
1% of third grade students scored intensive in reading according to F&P
10% of third grade students scored short term in reading according to F&P
4% of fourth grade students scored intensive in reading according to F&P

Data from the Hoover District Math Assessment Spring 2009:

6% of first grade students did not meet district expectations in math
8% of second grade students did not meet district expectations in math

Weaknesses:

Data from DIBELS Benchmark Assessment, Marie Clay, and/or Fountas and Pinnell:

14% of first grade students scored short term in reading according to DIBELS
18% of second grade students scored intensive in reading according to DIBELS
11% of second grade students scored short term in reading according to DIBELS
11% of fourth grade students scored short term in reading according to F&P
19% of fifth grade students scored intensive reading according to F&P
10% of fifth grade students scored short term reading according to F&P

Data from the Hoover District Math Assessment Spring 2010:

27% of kindergarten students did not meet district expectations in math
23% of third grade students did not meet district expectations in math
26% of fourth grade students did not meet district expectations in math
46% of fifth grade students did not meet district expectations in math

Career and Technical Education Program Data Reports:

Strengths:

N/A

Weaknesses:

N/A

Part I - Continued: (CULTURE RELATED 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: Most office referrals were minor and consequences incurred in school timeout.	Weaknesses: 10 serious Office Discipline Reports 4 SIR reports
School Demographic Information related to drop-out information and graduation rate data.	
Strengths: N/A	Weaknesses: N/A
School Demographic Information related to teacher attendance, teacher turnover, or challenges associated with a high percent of new and/or inexperienced faculty.	
Strengths: Data for the 2010/11 school year : 99% staff retention 99.5 % of the faculty has more than 3 years' experience 75% of the faculty has earned Master's or Ed.S. Degrees 8 teachers are National Board Certified Principal has a Doctorate Degree Assistant Principal was awarded the Milken Educator Award for 2009	Weaknesses: Data for the 2010/11 school year : 1 new assistant principal 3 new paraprofessionals 1 instructional support teacher
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: 2009/10 school year, student population was 518; May 2010 student population was 485; August 2010 student population was 468	Weaknesses: A total of 92 students withdrew during 2009/10; 1,939 unexcused check ins/outs were recorded for 2009/10. 22% transiency rate in 5 th grade 19% transiency rate in 4 th grade 17% transiency rate in 3 rd grade 19% school wide transiency rate
School Perception Information related to parent perceptions and parent needs including information about literacy and education levels.	
Strengths: A representative group of Rocky Ridge parents were surveyed regarding parental satisfaction in their children's educational experience. Parental feedback indicated a positive perception in all areas of the Average Ratings in Key Strategic Goal Areas survey. On a scale of 1-positive, 5-negative, the following areas received the highest ratings: high quality teachers, access to instructional resources, and buildings and grounds are maintained.	Weaknesses: Perceptions of local businesses and community involvement was 1.6 (lowest rating).
School Perception Information related to student PRIDE data.	
Strengths: N/A	Weaknesses: N/A

Part I – Continued (CULTURE RELATED DATA) :	
School Process Information related to an analysis of existing curricula focused on helping English Language Learners (ELLs) work toward attaining proficiency in annual measurable academic objectives (AMAOs).	
Strengths: The ESL teacher integrates research based strategies to incorporate the WIDA standards into the grade level curriculum. The ESL teacher collaborates weekly with the regular education teachers.	Weaknesses: More professional development on curriculum integration using the WIDA standards and content based ELL strategies are needed. Time constraints conflict with students classroom schedules.
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: Data for the 2010/11 School Year: One full time ESL teacher. The ESL teacher is certified in English as a Second Language. The ESL teacher is fluent in Spanish. Interpreters are available to attend parent meetings and parent/teacher conferences.	Weaknesses: Data for the 2010/11 School Year: Additional professional development for classroom teachers using content based ELL strategies is needed.
School Process Information uncovered by an analysis of curriculum alignment, instructional materials, instructional strategies, reform strategies, and/or extended learning opportunities.	
Strengths: 26 out of 26 classroom teachers have received Alabama Reading Initiative training. 26 out of 26 classroom teachers have received Hoover Math Initiative training. All Hoover City Schools Math Facilitators will meet once a month to discuss math curriculum. Rocky Ridge Math Facilitators will meet monthly to discuss math curriculum, assessment data, and the professional learning needs of teachers. The information will be shared with each grade level team. <i>Do The Math</i> intervention kits that coordinate with grade level needs will be distributed to accommodate struggling students. The School Improvement Planning Committee representing, grades K-5, instructional support staff, specials teachers (art, music, PE and librarian), parents, and students will meet twice a month. The School Improvement Committees, consisting of all faculty/staff and parents, will meet once a month. The Literacy Team, consisting of the reading coach, one instructional support teacher, and one teacher per grade level. The team will meet to discuss reading curriculum and vital information pertaining to literacy instruction. The team will share the information with each grade level. The Literacy Intervention Resource Room is equipped with Fountas and Pinnell materials that provide researched based RTI comprehensive resources. The Rocky Ridge Latino After School Program will provide tutoring and language immersion to ELL students after school hours on Mondays, Tuesdays, and Wednesdays from 2:45 until 4:45. Extended Daycare staff will receive training on autism and collaborate regularly with administrators and teachers on instructional strategies.	Weaknesses: Additional time is needed for professional planning within the school day.

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 TOP 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): To increase the percentage of all students meeting or exceeding proficiency levels in reading by 2%
Data Results on which goal is based: Stanford Achievement Test-10(SAT-10), Alabama Reading and Math Test (ARMT), Dynamic Indicators of Basic Early Literacy Skills (DIBELS), Fountas & Pinnell Benchmark Assessment, Alabama Direct Assessment of Writing (ADAW), Assessing Comprehension and Communication in English State to State for English Language Learners (ACCESS for ELL), Marie Clay

TARGET GRADE LEVEL(S): K-5	TARGET CONTENT AREA(S): Circle <u>One</u> Reading Math Science Other	AHSGE: Reading Math Science Social Studies Language	ADDITIONAL ACADEMIC INDICATORS:	TARGET STUDENT SUBGROUP(S): 3 rd grade Title I, Special Education, ELL, and all students
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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)
Alabama Course of Study/National Standards for English Language Arts Hoover City Schools Elementary Response to Instruction(RTI) Plan	<p>STRATEGY 1 The classroom teacher will implement explicit, intensive Tier I instruction (based on the Response to Instruction Plan) and reinforce Positive Behavior Support (PBS) with students in grades K-5.</p> <p>ACTION STEPS</p> <ul style="list-style-type: none"> Analyze assessment data to differentiate instruction for all students. Conduct a reading workshop format grades K-5 (grades K-3 90 minutes daily; grades 4-5 60 minutes daily). Provide flexible grouping within the classroom to support reading instruction. Promote student engagement through speaking, writing, reading, investigating and listening. Expose students to PBS as a proactive tool to prevent behavior issues and to ensure a positive reading learning environment. Provide student learning experiences that will reinforce skills and enhance PBS: book buddies between grade levels, The First Read Club, Wondrous Words and Fabulous Finds, computer lab home page with reading web-sites including Reading Essentials Scholastic Reading, Birthday Books (grades K-5), school wide Read-A-Thon, Spain Park Peer Helpers, Extended Daycare, Broadcast Learning Team, Super Stars, Teams Win Award, PAL Award, Rockin' Rock Program. 	<p>Monitor student achievement by reviewing lesson plans and formative assessments: reading conference forms, status of the class forms, reading logs, and reading journals.</p> <p>Administer summative assessments: Alabama Reading and Math Test (ARMT), Standard Achievement Test-10 (SAT 10), Marie Clay, Oral Language, Fountas and Pinnell, DIBELS, and analyze results.</p> <p>Monitor student behavior based on Office Discipline Referrals (ODR).</p>	<p>Monitor student progress, based on formative and summative assessment and adjust instruction according to student needs.</p> <p>Document student performance, academic and/or behavior, and present appropriate information to the PST which will make recommendation for instruction or movement to another tier.</p>	<p>Hoover City Schools Elementary Response to Instruction (RTI) Plan</p> <p>Making Meaning</p> <p>Fountas and Pinnell Phonics Lessons</p> <p>“Just Right Books”</p> <p>Multi-leveled, multi-sourced literature</p>

	<p>STRATEGY 2 The classroom teacher will implement Tier II instruction to identified students in grades K-5.</p> <p>ACTION STEPS</p> <ul style="list-style-type: none"> Form Tier II student group(s) that includes at-risk, enrichment, 504, ELL, and Title I students, as determined by PST. Provide instruction in 30 minute sessions on a daily basis or a 3-2/2-3 day sequence. Utilize Let's Talk About It (grades K-1) LLI for students reading on levels A-N or Mondo Bookshop Assessment for students reading on levels O-S. Progress monitor and assess student response to instruction and intervention. Use PBS to address student behavior. 	<p>Document student progress using lesson plans, Let's Talk about It Intervention Data Management spreadsheet (grades K-1), LLI documentation chart (students reading on levels A-N) and Mondo Reading Intervention Data Management spreadsheet (students reading on levels O-S).</p> <p>Monitor student behavior based on ODR.</p>	<p>After 18-24 weeks of intervention, the PST will make recommendations for instruction or movement to another tier.</p>	<p>Leveled Literacy Intervention</p> <p>Let's Talk About It! Oral Language Reading Kits \$195</p> <p>Mondo Reading: Guided Reading Kit 12 \$520</p> <p>Mondo Reading: Guided Reading Kit 13 \$685</p>
	<p>STRATEGY 3 The reading coach will implement Tier III instruction to identified students.</p> <p>ACTION STEPS</p> <ul style="list-style-type: none"> Form Tier III student group(s) that includes at-risk enrichment, 504, ELL, and Title I, as determined by the PST. Provide small group and /or individualized instruction based on student needs for 30 minutes daily 10-12 weeks. Utilize Let's Talk About It (grades K-1), LLI for students reading on levels A-N or Mondo Bookshop for students reading on levels O-S. Progress monitor and assess student response to instruction and intervention. Use PBS to address student behavior. 	<p>Document student progress using lesson plans, Let's Talk about It Intervention Data Management spreadsheet (grades K-1), LLI documentation chart (students reading on levels A-N) and Mondo Reading Intervention Data Management spreadsheet (students reading on levels O-S).</p> <p>Monitor student behavior based on ODR.</p>	<p>After 10-12 weeks of intervention, PST will determine if special education referral is necessary or will make recommendations for instruction or movement to another Tier.</p>	<p>Leveled Literacy Intervention</p> <p>The Let's Talk About It! Oral Language Reading Kits \$195</p> <p>Guided Reading Kit 12 \$520</p> <p>Guided Reading Kit 13 \$685</p>
	<p>STRATEGY 4 Title I teacher(s) will implement supplementary reading instruction and provide support for targeted students.</p> <p>ACTION STEPS</p> <ul style="list-style-type: none"> Administer TINA survey for teachers (grades 1-5). Analyze results to determine targeted grade level(s)/students. Plan and collaborate weekly with regular education teacher. Provide 30 minutes daily explicit, intensive intervention using a rigorous relevant curriculum. Monitor student progress and adjust intervention strategies according to student needs. Report student progress on a consistent basis to parents and teachers. Provide opportunities for students to develop exemplary character, therefore encouraging learning, through PBS implementation. Participate in book studies to enhance understanding of teaching reading. Establish a rapport and partnership with parents based on the Parental Involvement Plan. 	<p>Document student progress using lesson plans, Let's Talk about It Intervention Data Management spreadsheet (grades K-1), LLI documentation chart (students reading on levels A-N) and Mondo Reading Intervention Data Management spreadsheet (students reading on levels O-S).</p>	<p>Plan and collaborate with classroom teachers.</p> <p>Attend PST meetings to give input on student academic growth and behavior.</p>	<p>Title I teacher</p> <p>Contract Teacher</p> <p>Title I Needs Assessment (TINA) , a multi- criteria based program</p> <p>Leveled Literacy Intervention</p> <p>Mondo Reading: Guided Reading Kit 12</p> <p>Mondo Reading: Guided Reading Kit 13</p> <p>Millmark Education Connect to Literacy</p> <p>Millmark Education Conceptlinks</p> <p>Mondo Intervention</p>

Part II - GOAL TO ADDRESS ACADEMIC NEEDS – All components to support improving academic achievement, **INCLUDING SCHOOL CULTURE AND Rtl CONSIDERATIONS**, should be related to the weaknesses identified in the data summary. *DUPLICATE PAGES AS NEEDED TO ADDRESS TOP 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): To increase student proficiency in math by 2% in grades K-4 and 8% in grade 5
Data Results on which goal is based: Stanford Achievement Test-10(SAT-10), Alabama Reading and Math Test (ARMT), Hoover District Math Assessments

TARGET GRADE LEVEL(S): K-5	TARGET CONTENT AREA(S): Circle One Reading <input type="radio"/> Math <input checked="" type="radio"/> Science <input type="radio"/> Other	AHSGE: Reading <input type="checkbox"/> Math <input type="checkbox"/> Science <input type="checkbox"/> Social Studies <input type="checkbox"/> Language <input type="checkbox"/>	ADDITIONAL ACADEMIC INDICATORS:	TARGET STUDENT SUBGROUP(S): 5 th grade Title I, Special Education, ELL, and all students
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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)
Alabama Course of Study-Mathematics: Hoover City Schools Elementary Response to Instruction Plan	<p>STRATEGY 1 The classroom teacher will implement explicit, intensive Tier 1 instruction (based on the Response to Instruction Plan) and reinforce Positive Behavior Support (PBS) with students in grades K-5.</p> <p>ACTION STEPS</p> <ul style="list-style-type: none"> Analyze assessment data to differentiate instruction for all students. Conduct a math workshop format grades K-5 (60 minutes daily) using Investigations curriculum. Provide flexible grouping within the classroom to support math instruction. Promote student engagement and understanding of multiple strategies through speaking, writing, reading, investigating, and listening. Individualize practice on fluency skills to enable students to compute accurately and efficiently. Review consistently foundational skills through problem solving and computation practice. Expose students to PBS as a proactive tool to prevent behavior issues and ensure a positive math learning environment. Provide student learning experiences that will reinforce skills and enhance PBS: engineering club, technology club, Investigations online, math menu, math boxes, math wiki, scholastic fast math, 100th day of school celebration, math family night, geo-cashing, Spain Park Helpers and Uswatte’s SWAT team, Extended Daycare tutoring, Broadcast Learning Team, Super Stars, Teams Win Award, PAL Award, Rockin’ Rock Program. 	<p>Monitor student achievement by reviewing lesson plans and formative assessments: Investigations checklists, Hoover Math Pacing Guide, math journals and anecdotal records.</p> <p>Administer summative assessments: Alabama Reading and Math Test (ARMT), Stanford Achievement Test-10 (SAT 10) , and district/school math assessments and analyze results.</p> <p>Monitor student behavior based on ODR.</p>	<p>Monitor student progress, based on formative and summative assessments and adjust instruction according to student’s needs.</p> <p>Document student performance, academic and/or behavior, and present appropriate information to the PST which will make recommendations for instruction or movement to another tier.</p>	<p>Hoover City Schools Elementary Response to Instruction Plan</p> <p>Hoover City Schools Math Pacing Guide</p> <p>Investigations</p>

	<p>STRATEGY 2 The classroom teacher will implement Tier II math instruction to identified students in grades K-5.</p> <p>ACTION STEPS</p> <ul style="list-style-type: none"> Form Tier II student group(s) that includes at-risk, enrichment, 504, ELL and Title 1 students as determined by PST. Provide instruction in 30 minute sessions on a daily basis or in a 3-2/2-3 day sequence. Utilize Developing Number Concepts (grades K-2) or Do the Math (grades 2-5). Progress monitor and assess students response to instruction and intervention. Use PBS to address student behavior. 	<p>Document student progress using lesson plans, Developing Number Concepts Intervention Data Management spreadsheet (grades K-2) and Do the Math Intervention Data Management spreadsheet (grades 2-5).</p> <p>Monitor student behavior based on ODR.</p>	<p>After 18-24 weeks of intervention the PST will make recommendations for instruction or movement to another tier.</p>	<p>Hoover City Schools Elementary Response to Instruction Plan</p> <p>Developing Number Concepts</p> <p>Do the Math</p>
	<p>STRATEGY 3 Math Interventionist(s) will implement Tier III instruction to identified students in grades K-5.</p> <p>ACTION STEPS</p> <ul style="list-style-type: none"> Form Tier III student group(s) that includes at-risk, enrichment, 504, ELL and Title 1 students, as determined by PST. Provide small group and/or individualized instruction based on student needs for 30 minutes daily, 10-12 weeks. Utilize Developing Number Concepts (grades K-2) or Do the Math (grades 2-5). Progress monitor and assess students response to instruction and intervention. Use PBS to address student behavior. 	<p>Document student progress using lesson plans, Developing Number Concepts Intervention Data Management spreadsheet (grades K-2) and Do the Math Intervention Data Management spreadsheet (grades 2-5).</p> <p>Monitor student behavior based on ODR.</p>	<p>After 10-12 weeks of intervention, PST will determine if a special education referral is necessary or will make recommendation for instruction or movement to another tier.</p>	<p>Math Interventionist- part time contract employee</p> <p>Hoover City Schools Elementary Response to Instruction Plan</p> <p>Developing Number Concepts</p> <p>Do the Math</p>
	<p>STRATEGY 4 Title I teacher(s) will implement supplementary math instruction and provide support for targeted students.</p> <p>ACTION STEPS</p> <ul style="list-style-type: none"> Administer TINA survey for teachers (grades 1-5). Analyze results to determine targeted grade level(s)/students. Plan and collaborate weekly with regular education teacher. Provide 30 minutes daily explicit, intensive intervention using a rigorous relevant curriculum. Monitor student progress and adjust intervention strategies according to student needs. Report student progress on a consistent basis to parents and teachers. Provide opportunities for students to develop exemplary character, therefore encouraging learning, through PBS implementation. Participate in book studies to enhance understanding of teaching math. Establish a rapport and partnership with parents based on the Parental Involvement Plan. 	<p>Document student progress using the following sources: Developing Number Concepts Intervention Data Management spreadsheet (grades K-2) and <i>Do the Math</i> Intervention Data Management spreadsheet (grades 2-5).</p>	<p>Plan and collaborate with classroom teachers.</p> <p>Attend PST meetings to give input on academic growth and behavior.</p>	<p>Title I teacher</p> <p>Contract Teacher</p> <p>Title I Needs Assessment (TINA) , a multi-criteria based program</p> <p>Do the Math</p> <p>Developing Number Concepts</p>

Part II - GOAL TO ADDRESS ACADEMIC NEEDS – All components to support improving academic achievement, **INCLUDING SCHOOL CULTURE AND Rtl CONSIDERATIONS**, should be related to the weaknesses identified in the data summary. *DUPLICATE PAGES AS NEEDED TO ADDRESS TOP 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): To reach zero proficiency index or higher in math and reading for students with special needs
Data Results on which goal is based: Stanford Achievement Test-10(SAT-10), Alabama Reading and Math Test (ARMT)

TARGET GRADE LEVEL(S): K-5	TARGET CONTENT AREA(S): Circle One Reading Math Science Other	AHSGE: Reading Math Science Social Studies Language	ADDITIONAL ACADEMIC INDICATORS:	TARGET STUDENT SUBGROUP(S): Special needs population Special Education K-5
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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)
Alabama Course of Study – Math & English Language Arts Hoover City Schools Reading Plan Hoover City Schools Math and Reading Curriculum Pacing Guides	<p>STRATEGY 1 The special education teacher will implement supplemental math and reading instruction and provide support for identified students.</p> <p>ACTION STEPS</p> <ul style="list-style-type: none"> Provide work stations to foster organizational skills that include completing tasks independently and following instructions in a group setting without adult assistance. Utilize technology sources to reinforce specific concepts/skills. Use Visualizing & Verbalizing methods to increase part to whole comprehension. Conduct one-on-one/small group reading and math groups utilizing research-based programs. Use scaffolding process to make real-life connections in reading and math. Support individual students and/or flexible groups during Tier I instruction in the regular education classroom. Collaborate regularly with faculty/staff to plan necessary curriculum modifications/accommodations and to assist in implementing Positive Behavior Support (PBS) for students with special needs. Establish a rapport and partnership with parents. 	<p>Compare current data to previous data:</p> <p>Daily Monthly Annually Three times yearly</p>	<p>Adjust instructional strategies based on the comparison of assessment results.</p> <p>Plan alternative strategies based on PBS results.</p>	<p>Teacher’s guide – Visualizing & Verbalizing</p> <p>Technology: iPods, computer, tablets, Smartboards</p> <p>Software: Intellikey, Keyskills, Writing w/ Symbols, Seeing Stars, Building Blocks (Number Worlds)</p> <p>Making Meaning, SIPPS, Step Up To Writing, Board Maker</p> <p>Office Discipline Referrals (ODR)</p> <p>Pro-Ed Practices</p>

	<p>STRATEGY 2 The special education teacher will analyze assessment data to meet student needs, plan instruction, monitor progress, and develop appropriate annual goals and benchmarks for the student Individualized Education Plans.</p> <p>ACTION STEPS Collect formative data assessment information from the following sources:</p> <ul style="list-style-type: none"> • Student work samples • Anecdotal records • Software program assessments • Observations • Fluency passages • Sight word assessments • Behavior Plans, Functional Behavior Assessments, Applied Behavior Analysis • Medical, and/or psychological reports, independent outside evaluations, specialists reports, early intervention reports, related service reports <p>Collect summative data information from the following sources:</p> <ul style="list-style-type: none"> • Dynamic Indicator of Basic Early Literacy Skills (DIBELS) • Marie Clay • Fountas & Pinnell Benchmark Assessments • Words Their Way Spelling Inventory • SAT-10 • ARMT 	<p>Use graphs and spreadsheets to document progress for analysis and comparison.</p>	<p>Adjust instructional strategies based on assessment data.</p> <p>Plan alternative strategies based on PBS results.</p>	<p>Excel Spreadsheets</p> <p>6 Minute Solution Graphs</p> <p>Pro-Ed Practical Charts for Managing Behavior</p> <p>Office Discipline Referrals (ODR)</p>
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Part III - GOAL TO ADDRESS ANNUAL MEASURABLE ACHIEVEMENT OBJECTIVES (AMAOs) AND ENGLISH PROFICIENCY NEEDS – Note: Refer to the ELL Data Compilation as part of the needs assessment in forming goals. If any ELL student did not make AMAOs complete this page.

ENGLISH PROFICIENCY GOAL (SHOULD ADDRESS IDENTIFIED WEAKNESSES AND GAPS):
To increase 70% of the ELL students' proficiency levels by one cohort
Data on which goal is based: 2010 ACCESS scores

TARGET GRADE LEVEL(S): K-5	TARGET ELP LANGUAGE DOMAIN(S): Circle all that apply.	<input checked="" type="radio"/> Reading	<input checked="" type="radio"/> Writing	<input checked="" type="radio"/> Listening	<input checked="" type="radio"/> Speaking	<input checked="" type="radio"/> Comprehension
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WIDA ENGLISH LANGUAGE PROFICIENCY STANDARDS WHICH WIDA* ENGLISH LANGUAGE PROFICIENCY STANDARDS OR DOMAINS ARE LINKED TO EACH STRATEGY?	REFORM STRATEGIES WHAT RESEARCH-BASED STRATEGIES/ACTIONS WILL BE USED TO IMPROVE STUDENT ACADEMIC PERFORMANCE? (Give specific strategies, not just programs or program names.)	BENCHMARKS HOW WILL PROGRESS FOR EACH ACTION STEP BE MEASURED? (PERFORMANCE DATA, LISTS, SURVEYS, ETC)	INTERVENTIONS HOW WILL THE SCHOOL PROVIDE TIMELY ASSISTANCE IF STRATEGIES DO NOT CHANGE PERFORMANCE?	RESOURCES WHAT RESOURCES AND SPECIFIC EXPENDITURES WILL BE NEEDED FOR SUCCESSFUL IMPLEMENTATION? (Ex: 6 Classroom Libraries, \$.....00)
WIDA standards and language domains (listening, speaking, reading and writing)	<p>STRATEGY The ESL teacher will use WIDA Model Performance Indicators (Can Do) as guidance for developing academic language objectives that focus on, but are not limited to, the language domains of Reading and Writing.</p> <p>ACTION STEPS</p> <ul style="list-style-type: none"> Analyze ACCESS data to determine instruction for ELL students. Plan and collaborate weekly with regular education teacher. Provide small group and/or individualized instruction in the ELL classroom. Administer assistance to ELL students within the classroom based on needs. Report student progress on a consistent basis to parents and teachers. 	Document student progress using checklists, progress monitoring reports, running records, report cards, DIBELS, and Individual English Language Plan.	<p>Plan and collaborate with classroom teachers.</p> <p>Attend PST meetings to give input on student academic growth and behavior.</p> <p>Provide supplemental differentiated instruction before and/or after school.</p> <p>Identify specific student needs and modify instructional support based on assessment data and collaboration with classroom teacher.</p> <p>Discuss student assessment data during PST meetings.</p>	<p>Latino After-School Program</p> <p>Avenues curriculum</p> <p>Phonics Street curriculum</p> <p>Family Fun Pack curriculum</p> <p>Additional curricular support materials: games, books, videos, interactive notebooks, technology programs (TimeToast, Pixton, Movie Maker)</p> <p>More time needed for teacher collaboration</p>

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

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.

CULTURE (REFER TO CULTURAL DATA IN NEEDS ASSESSMENT)	REFORM STRATEGIES	BENCHMARKS	INTERVENTIONS	RESOURCES
WHAT CHALLENGES RELATED TO SCHOOL SAFETY, CLASSROOM MANAGEMENT/DISCIPLINE, Rtl FRAMEWORK 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)
Ensure all students understand and apply bus safety rules, implement PBS, therefore reducing bus safety reports by 20%	<p>STRATEGY 1 The faculty/staff will ensure appropriate bus behavior by implementing Positive Behavior Support.</p> <p>ACTION STEPS</p> <ul style="list-style-type: none"> • Train bus drivers on PBS strategies. • Conduct emergency bus drills one time per semester. • Participate in Buster the Bus Safety Program. • Communicate with parents. • Post school wide rules in each bus. 	<p>Analyze Bus Safety Reports on a continuous basis.</p> <p>Send home bus safety rules and school wide rules.</p>	<p>Conference with bus driver and students on each bus load to determine safety needs.</p> <p>Collaborate with parents.</p>	<p>Safe and Drug Free Schools \$500.00 (system wide grant)</p>
Reduce the number of unexcused absences, check ins/outs and tardies by 10%	<p>STRATEGY 2 The faculty/staff will encourage perfect attendance.</p> <p>ACTION STEP</p> <ul style="list-style-type: none"> • Implement Rockin' Rock Perfect Attendance Program. 	<p>Analyze attendance reports every 9 weeks.</p>	<p>Evaluate Rock Rockin' Perfect Attendance Program and revise.</p>	<p>Positive Behavior Support \$1,000.00 (local funds)</p>

<p>Reduce the number of Office Discipline Referrals (ODR) by 10%</p>	<p>STRATEGY 3 The faculty/staff will reduce Office Discipline Referrals (ODR).</p> <p>ACTION STEPS Promote student leadership:</p> <ul style="list-style-type: none"> • 5th grade Leadership Academy • 3rd grade SMILE program • 2nd grade Change and Win • It Takes Eight To Be Great <p>Provide a safe and positive school environment by using the following PBS strategies:</p> <ul style="list-style-type: none"> • Bullying Prevention Toolkit • Super Stars • Teams Win Award • Launch Pad • Rockin' Rock Perfect Attendance Program • Uswatte SWAT Team • School Wide Team Expectations (Be Resourceful, Be Respectful, Be Responsible) 	<p>Conduct regular reviews of the programs through administration and staff input.</p> <p>Monitor and discuss ODR with faculty/staff.</p>	<p>Evaluate and adjust existing program.</p>	<p><i>FISH! For Schools</i> by Charthouse Learning materials</p> <p><i>7 Habits for Happy Kids</i> by Sean Covey</p> <p><i>How Full is Your Bucket For Kids?</i> by Tom Rath & Mary Reckmeyer</p> <p><i>How Full is Your Bucket?</i> by Tom Rath & Mary Reckmeyer</p> <p><i>A Framework for Understanding Poverty</i> by Ruby Payne</p> <p><i>Hear Our Cry: Boy in Crisis</i> by Paul Slocumb</p> <p><i>Who Moved My Cheese? for Kids</i> by Spencer Johnson, M.D. and Christian Johnson</p>
<p>Ensure all staff and students are trained and aware of all safety issue</p>	<p>STRATEGY 4: The faculty/staff will increase safety awareness with faculty/staff, parents and students.</p> <p>ACTION STEPS</p> <ul style="list-style-type: none"> • Review Safety Crisis Plan on regular basis. • Hold school crisis team meetings. • Implement monthly fire drills. • Conduct 4 tornado drills throughout the year. • Conduct Code Yellow and Code Red drills two times per year. 	<p>Assess the performance of safety drills.</p> <p>Review the Hoover City Schools Safe Schools Crisis Management Manual.</p>	<p>Discuss proper procedures with students during safety drills.</p> <p>Post Public Safety Information posters throughout the school.</p>	<p>Hoover City Schools Safe Schools Crisis Management Manual</p>

Part V – Additional Components To Be Addressed to Satisfy Federal Requirements (Note: This Section of the Plan must be distributed to all Title I Parents):

1. Availability of Plan: Describe how the plan will be made available to the LEA, parents, and the public.
Copies of the Continuous Improvement Plan will be available for parents on the Rocky Ridge website www.hoover.k12.al.us/rres/ and the websites of Title I teachers Lauren Stanfield, lstanfield.wiki.hoover.k12.al.us and Michelle Reid, mreid.wiki.hoover.k12.al.us. Copies may also be obtained in the following locations: Title I teacher’s classrooms, Central Office, Parent Education Center, and in the front office welcoming area.
2. Multiple Criteria: Describe the multiple criteria and weighted point value used to identify students for Title I Targeted Assistance services. (Note: Include the cut-off score for the eligibility list.)
Teachers completed a multiple criteria survey on each student in their classes. The following areas were considered: student behavior/academic characteristic, current student record data, current ARMT/SAT10 scores, years below grade level in reading (Fountas and Pinnell), performance on Hoover District Math Assessment, instructional recommendations, language proficiency, environmental factors, number of schools attended, and retention information. Each area was given a weighted point value. Points were added so that each student had a total point value. Students were then placed in rank order. After reviewing the summary of data, the CIP Committee decided the Title I program would target third grade students in reading and fifth grade students in math. Third grade students with a total of seven or more points will be served in the academic area of reading. Fifth grade students with a total of eight or more points will be served in the academic area of math.
3. Timely Assistance: Describe how students identified as failing to meet the state’s academic standards will be selected to receive services to ensure that the most academically needy students (by determining a rank order after applying the multiple criteria described in #2) receive services.
The eligibility list described in item 2 was completed at the beginning of September. Students scoring at or above the rank order cut off score were considered for the Title I program.
4. Supplemental Assistance: Describe how identified students will be provided effective supplemental assistance in a timely manner.
Identified Title I reading students will receive 90 minutes of Tier I daily reading instruction from the regular education teacher. An additional 30 minutes of Tier II instruction will be provided in 30 minute sessions on a daily basis or in a 3-2/2-3 day sequence by the regular education teacher targeting specific areas of need. Tier III instruction will be provided by the reading coach in 30 minute sessions on a daily basis. The Title I teacher will provide 30 minutes of supplemental intensive intervention daily to Title I students in addition to services received during tiered intervention. The Title I teacher will collaborate with the regular education teacher weekly in order to create effective lesson plans based on the individual needs of students. The Title I teacher will use the Fountas & Pinnell Leveled Literacy Intervention (LLI) program, Mondo Intervention, Millmark Benchmark Education, and/or Millmark Education, which correlates with the regular education reading curriculum. Identified Title I math students will receive 60 minutes of Tier I daily math instruction from the regular education teacher. An additional 30 minutes of Tier II instruction will be provided in 30 minute sessions on a daily basis or in a 3-2/2-3 day sequence by the regular education teacher. Tier III instruction will be provided by the math interventionist in 30 minute sessions on a daily bases. In addition, the Title I teacher will deliver explicit, intensive intervention instruction to targeted students daily. Weekly collaboration will occur between the Title I and regular education teacher. Therefore, efficient strategies and plans will be tailored to meet the individual learner’s needs. The Title I teacher will use <i>Do The Math</i> intervention program, which correlates with the regular education math curriculum.
5. Exiting the Program: Describe how the school will determine if the academic needs of the participating students have been met and the procedures used to exit students from the program.
When a Title I student is being considered for exiting the program, a Problem Solving Team (PST) meeting will be held to review current data in assessing whether or not the student is ready to exit. Title I students move in and out of the program as benchmarks on diagnostic testing, grade level testing, and / or mastery of skills in the classroom curriculum have been met. The Title I teacher will use dismissal forms when a student has mastered the identified skills. A conference will be scheduled with parents and the regular classroom teacher. The student’s classroom performance will be evaluated, discussed and a determination will be made regarding the students exit out of the program. Once a student exits the programs he/she will be monitored by the classroom teacher with support from the Title I teacher.

6. Regular Program Coordination: Describe how the Title I program will be coordinated with and supported by the regular education program.

Rocky Ridge Elementary teachers (regular education and Title I) are involved in the decisions regarding the use of state academic assessments. Teachers will administer assessments to determine if students have mastered objectives taught. The Title I teacher(s) will administer the following test(s) to determine the reading and/or math level of grade level students: DIBELS, Fountas & Pinnell, *Do the Math* beginning of module assessments and teacher formative assessments. Continuous collaboration will take place between grade level teachers and the Title I teacher(s) to determine if further instruction can continue or if additional instructional support is required. The regular education teacher and the Title I teachers' input will be considered. The following examples reveal ways teachers make decisions that guide instruction:

- Disaggregated data and state assessment results are collaboratively studied by the administrators, regular education teachers, and instructional support teachers.
- Problem Solving Team (PST) members analyze data collected on referred students to determine if there are any indicators that would merit transition from one tier to another or referral for special services.
- Progress monitoring data is continuously reviewed by faculty. PST data meetings are held to discuss and adjust instructional procedures and strategies based upon this information.
- PST meetings are held routinely to discuss the progress of students and intervention steps that will occur to help strugglers.

Teachers are involved in all areas of overall instruction and testing by way of committee representatives. These committees include the following: Planning, Climate, Communication, Curriculum and Instruction and Staff Development.

7. Resource Coordination: Describe how Title I resources are used to coordinate and supplement existing services and not used to provide services that, in the absence of the Title I funds, would be provided from another fund source.

Title I resources are used to supplement existing reading and math program materials. Title I funds will be used to employ Title I reading and math teachers as well as a contract teacher. Fountas & Pinnell's *Leveled Literacy Intervention*, Benchmark, Millmark Education's *Connect To Literacy* reading programs and *Do The Math* Intervention program will be used by the Title I teachers.

8. Title I Personnel: Describe how Title I personnel are integrated into the regular school program including professional development and planning.

The Title I teachers will attend professional development meetings with the regular education teachers. The Title I Reading teacher will attend the National Reading Recovery Conference. The Title I Math teacher will attend the National Council of Teacher of Mathematics Regional Conference. Regular education teachers and the Title I teachers have input on professional development activities that occur throughout the school year. The Title I teachers have resources and materials that align with the regular education curriculum. Weekly collaboration occurs between the regular education and Title I teachers concerning academic progress and lesson plans relating to Title I students.

Additional: Teacher Mentoring Component Required if in School Improvement - Describe how new or inexperienced teachers are given support from an assigned master teacher and what that support looks like.

N/A

Part VI –School Parental Involvement Plan as required by Section 1118 of NCLB [Note: This section of the CIP (Part VI) must be distributed to Parents]:

A. 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.

After TINA surveys were completed and Title I students were identified, Rocky Ridge Elementary held its annual meeting for all Title I parents on September 30, 2010. Parents were notified of this meeting through Title I wiki spaces, Spanish and English newsletters and school-wide messenger. This meeting was offered at two separate times: once during the school day and once in the evening. If parents were unable to attend one of these two sessions, individual conferences were scheduled to accommodate their needs. Topics discussed included:

- Qualification for Title I placement
- Annual Meeting of Title I parents
- 1% Set-Aside for Parental Involvement
- Title I Program Planning
- Continuous Improvement Plan
- Title I Program, Services, and Parent’s Rights
- Parental Involvement Section of Continuous Improvement Plan
- Development of Parent-School Compacts
- The Parent Resource and Education Center
- Parent Survey
- Explanation of AYP
- Parent Advisory Committees/Council
- Explanation of State Standards/Curriculum
- Family Reading/Math Nights
- Observing/Volunteering in the Classroom
- Parent-Teacher Conferences

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

1. Rocky Ridge Elementary is committed to parental involvement and therefore will go to great lengths to accommodate the needs of parents in scheduling meeting times. The annual Title I meeting for participating parents was offered two times on September 30: once during the school day and once in the evening. Hoover City Schools Title I programs will offer the district wide Title I parent night at the Hoover Library on January 20, 2011. The Parent Resource & Education Center will be open Monday through Friday from 7:30-8:00 a.m. throughout the school year to provide resources and materials for parents to be involved in their child’s educational experience.
2. Rocky Ridge Elementary strives to involve all parents in every aspect of the Title I program. Rocky Ridge has a parent involvement facilitator who attends all CIP meetings. Parents are educated in Title I, Part A, parental involvement, and parents’ rights. Parents assist in the reviewing and revision of the parent-school compact. Parents provide input on the use of the 1% set aside and the purchasing of parent education resources. A representative group of Title I parents serve on decision making committees and serve as contact persons for the Title I program.
3. Rocky Ridge Elementary uses its parental involvement funds to provide parent education materials in both Spanish and English. These materials are housed in the Parent Education and Resource Center and include the following: 7 Keys to Comprehension, Books on tape and CD, CD players, phonics and vocabulary games, mathematic games, and Family Fun Pack games. Parental involvement funds are also used to help finance parental involvement during Title I field trips.

C. Parental Involvement: 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.

A formal Title I parent meeting was scheduled for September 30, 2010. At this meeting, parents learned about the particulars of the Title I program and the academic benefits this program offers those students who qualify for Title I services. Title I parents were informed about scheduled parent/teacher conferences, requirements mandated by the state, intervention curriculum, as well as resources and materials available for Title I students. Interpreters were available for Spanish speaking parents. Parents were informed about ways they could participate in decisions related to the educational process of their child.

D. Parental Involvement: 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).

In August 2010, the school-parent compact was analyzed and discussed by staff members, parents and students. Parents, students, and administrators signed and committed to the partnership between school and home. This compact signifies the collaborative effort ensuring students are successful in school. Teachers have explained to the students their responsibility to the compact and obtained their signatures. The Title I teachers house the compacts in their classroom. Another copy of the Title I student's compact is located in the office.

E. Parental Involvement: Describe procedures to allow parents to submit comments of dissatisfaction with the Continuous Improvement Plan.

In September 2010, Rocky Ridge Elementary invited three parents to participate in the CIP Committee to review, evaluate, and revise its Continuous Improvement Plan. These parents represent all the parents of the school. Each month, school administrators will review the CIP plan. Parents will be informed of the review through parent newsletters which are sent home in school communication folders (Thursday Folders). These notices state that the plan is under review and that a copy of the plan is available for review on the school website, Central Office, Title I teachers wikispace, Parent Resource & Education Center, and the welcoming center located in the front office. Parent input is encouraged regarding the revision of the plan. The notice also states after the plan is finalized and approved, if a parent finds the plan to be unsatisfactory, they have the right to submit their concerns in writing to the school. The school will submit their concerns to the Central Office at the same time the CIP is submitted.

F. 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. (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)

Rocky Ridge Elementary School held its annual Title I parent meetings on September 30, 2010. During this time, parents received an overview of the state academic content standards, academic achievement standards, and assessments. Parents were educated about the Title I program, what services are offered, and how parents have the right to be involved in their children's education. Parents were educated about individual class assessments and what their role will be in helping their child to succeed.

(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)

Rocky Ridge Elementary is committed to the development of parental involvement at our school. Therefore, Rocky Ridge strives to ensure parent materials and training are closely aligned with the school's identified goals. Parent Night was held in August for grades K-5. At this time, parents were educated on how to help their child become a successful student in all academic areas, homework, school behavior, and test taking strategies. Parents were encouraged to attend Family Night October 4, 2010 where they became familiar with mathematical materials, resources and procedures, and participated in technological activities in their child's classroom. At this time, parents received an overview of the educational benefits that technology offers and how they can play an integral role in their child's education as it relates to technology.

Barnes and Noble will sponsor a book drive during the months of November through January in order to obtain free books for Title I students. Books will be provided for all Title I students and given out during the

parent meeting on January 20, 2011. At this time, Rocky Ridge will collaborate with Gwin, Green Valley, Trace Crossing and Shades Mountain Elementary School, as well as Barnes and Noble, for Hoover's district wide Title I parent meeting night at the Hoover Library. During this meeting, Title I teachers and the Title I coordinator will provide parents training lessons in the following areas: effective homework tips, reading fluency and comprehension strategies, and mathematical procedures. A Spanish interpreter will be available.

Rocky Ridge has two Parent Resource and Education Centers, one specifically for Title I students and parents only. The Title I Parent Resource & Education Center is located in the Title I teacher's room. Located in the center is a variety of resources and materials (in English and Spanish) including books on tape, books on C-D, and C-D players, phonics and vocabulary games, mathematic games, and Family Fun Pack games. Each week, Title I teachers have time allotted for parents to visit school and conference individually. Parent conferences and meetings are scheduled continuously throughout the year to educate our parents on various topics such as literacy, math, technology, test taking strategies, and homework tips.

(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)

Rocky Ridge Elementary School is devoted to providing in-services at faculty meetings and grade-level meetings regarding the importance of parental involvement and the vital role parents play in our school. The CIP Committee believes it is vital to ensure the close connections between parental involvement and school identified goals; therefore, parent representatives are present during CIP meetings. Parental feedback is strongly encouraged regarding the continuous development and growth of the parental involvement program.

(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)

Rocky Ridge Elementary organizes the parental involvement program for all parents. Currently, there are 23 participating ELL students at Rocky Ridge Elementary. Many ELL parents are active participants in parenting activities such as Multicultural Day and PTO meetings. The ESL teacher, Title I math teacher, and Physical Education aide are fluent in Spanish and translate notices and correspondence in order to meet the needs of Spanish speaking parents. Located in the Parent Resource and Education Center are resources and materials in both Spanish and English. Parents are encouraged to utilize these materials in order to enhance their child's educational opportunities.

(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)

Rocky Ridge has 23 ELL students. Information on all school meetings, parent notices, etc., will be sent to parents. Hispanic students whose parents do not speak English are sent parent notices in Spanish. In addition, the ESL teacher, Title I math teacher and Physical Education aide are fluent in Spanish. These employees assist in verbally communicating with our ELL parents.

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

Rocky Ridge makes every effort to accommodate and meet the needs of parents as related to their involvement in their child's education. At the end of the 2009/10 school year, parents were surveyed regarding the particulars of the Title I program. Parents were surveyed again at the beginning of the 2010/11 regarding time preferences for parent/teacher conferences and academic topics they wish to learn more about. Results were analyzed and discussed in order to enhance the Title I program to meet the needs of the parents. When parents are unable to attend individual parent/teacher conferences, multiple attempts are made to reschedule meetings.

G. 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.

Rocky Ridge Elementary, to every extent practicable, provides opportunities for the participation of parents of students with limited English proficiency and parents of students with disabilities. The majority of Rocky Ridge's ELL students speak Spanish. Parent notifications of meetings are sent to parents in Spanish and English. In addition, we have three Spanish speaking employees who assist in verbal communication with these parents. Every effort is made to accommodate parents of students with disabilities such as wheelchair ramps and sign language interpreters if needed.

Part VII- PROFESSIONAL LEARNING NEEDS RELATED TO ACADEMIC CHALLENGES, Including ENGLISH LANGUAGE PROFICIENCY, SCHOOL SAFETY, DISCIPLINE, RtT FRAMEWORK AND SUPPORTIVE LEARNING ENVIRONMENTS (Reminder: NCLB Section 1116 requires that each year Title I schools are identified for improvement, they must reserve the equivalent of 10% of the Title I school-level allocation made available to the school under Title I. In addition, each year LEAs identified for improvement must reserve 10% of their allocations for professional development.)

- 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, Sections, Technology Initiatives, Publications).

WHAT WEAKNESS OR NEEDS 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 MONITORING RESULTS
<p>To increase the percentage of all students meeting or exceeding proficiency level in reading by 2%</p> <p>To increase student proficiency in math by 2% in grades K-4 and 8% in grade 5</p> <p>To reach 0% proficiency index or higher in math and reading for students with special needs</p>	<p>STRATEGY The faculty/staff will participate in professional development to learn about research based instructional strategies and the PBS process.</p> <p>ACTION STEPS</p> <ul style="list-style-type: none"> Attend RTI and PBS training for faculty. Read and discuss literature to enhance PBS strategies. Participate in two Professional Learning Blocks that focus on reading and math instruction, Response to Instruction and the Problem Solving Team procedures. Engage in teacher led professional learning afternoons to strengthen reading and math instruction. 	<p>August 2010</p> <p>August 2010- May 2011</p> <p>September 2010 February 2011</p> <p>September 2010- February 2010</p>	<p>Implement RTI process to maximize student achievement and decrease behavior issues.</p> <p>Enhance student achievement</p> <p>Strengthen reading and math instruction.</p>	<p>Record strategies in lesson plans.</p> <p>Document student progress using Student Intervention Documentation Forms.</p> <p>Administrator PBS walkthroughs</p> <p>Discuss student progress and present documentation at Problem Solving Team meetings.</p> <p>Discuss PBS strategies included in reading materials during team and faculty meetings.</p>	<p>Hoover City Schools Elementary Response to Instruction (RTI) Plan</p> <p><i>How Full is Your Bucket For Kids?</i> by Tom Rath & Mary Reckmeyer</p> <p><i>How Full is Your Bucket?</i> by Tom Rath & Mary Reckmeyer</p> <p><i>A Framework for Understanding Poverty</i> by Ruby Payne</p> <p><i>Hear Our Cry: Boy in Crisis</i> by Paul Slocumb</p> <p><i>Igniting a Passion for Reading</i> by Steven Layne</p> <p><i>Learning to Love Math</i> by Judy Willis</p>	

	<ul style="list-style-type: none"> Attend district wide Professional Development Days that target reading and math instruction. Discuss reading and math intervention strategies through NING and Quick Topics. Read literature relating to researched based reading and math instruction, discuss strategies and show student evidence of learning. Participate in monthly reading and math professional development sessions. Observe colleagues conducting reading and math lessons. 	<p>November 2010 April 2011</p> <p>August 2010-May 2011</p> <p>October 2010-May 2011</p> <p>August 2010-May 2011</p> <p>August 2010-May 2010</p>	<p>Implement reading and math instructional strategies.</p> <p>Share effective reading and math intervention strategies.</p> <p>Implement proven reading and math instructional strategies.</p> <p>Increase knowledge in reading and math instruction.</p> <p>Learn and implement effective reading and math strategies.</p>		<p>Instructional Technology Specialist Choice Literacy Website Subscriptions for Reading Coaches</p> <p>Presenter: Rick Shelton Presenter: Dr. Steven Layne <i>Igniting a Passion for Reading</i> by Steven Layne</p> <p>Reading Coach Math Facilitators</p>	
<p>To increase the percentage of all students meeting or exceeding proficiency level in reading by 2%</p> <p>To increase student proficiency in math by 2% in grades K-4 and 8% in grade 5</p>	<ul style="list-style-type: none"> Participate in Reading Recovery Conference by Title I reading teacher. Attend National Council of Teachers of Mathematics by Title I math teacher. Participate in district wide Title I book study. Attend CLAS Leadership Institute by Title I reading and math teachers. 	<p>February 2010</p> <p>January 2010</p> <p>August 2010-May 2011</p> <p>September 2010</p>	<p>Increase understanding of dynamic reading instruction models for struggling readers.</p> <p>Strengthen mathematical instruction. Learn about math myths that affect teacher and student perceptions.</p> <p>Expand understanding of concepts, ideas and strategies that will enhance knowledge of how poverty students learn.</p>		<p>Title I reading teacher</p> <p>Title I math teacher</p> <p>Title I reading and math teacher</p>	
<p>To increase 70% of the ELL students' proficiency levels by one cohort</p>	<ul style="list-style-type: none"> Discuss WIDA standards and review Individual English Language Plan (I- ELP) with teachers. 	<p>August 2010</p>	<p>Understand how to assess ELL student information and use the appropriate strategies to advance academic learning.</p>	<p>Lesson plans</p> <p>Increased ACCESS scores</p>	<p>ESL teacher</p>	

DUPLICATE PAGES AS NEEDED

Part VIII - Coordination of Resources/Comprehensive Budget

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

Example:

I. State Foundation Funds:			TOTAL	\$2,341,719.00
State Foundation Funds Earned Units	Enter #FTE's Earned by the School	Enter # of Units Placed at the School		TOTAL OF ALL SALARIES
FTE Teacher Units:	32.18			
Administrator Units:	1.00			
Assistant Principal:				
Counselor:	1.00			
Librarian:	1.25			
Career and Technical Education Administrator:				
Career and Technical Education Counselor:				
Enter the amount allocated for use at the school for the following:				
Technology				
Professional Development				
State ELL Funds				
Instructional Supplies				
Library Enhancement				
II. Federal Funds:				
Title I: Part A: Improving the Academic Achievement of the Disadvantaged			TOTAL	\$134,258.36
<p>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.)</p> <p><i><u>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</u></i></p> <p>Title I staff salary and benefits \$ 102,957.75 Parental Involvement (1% set aside) \$ 1,299.81 Professional Development \$ 5,000.00 Student Materials and Supplies \$ 23,000.80 Additional Parental Involvement \$ 2,000.00</p>				

ARRA FUNDS	TOTAL	\$44,147.74
<i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</i>		
Salaries		\$ 21,759.46
Contract Teacher (October-May)		\$ 17,000.00
Student Materials and Supplies		\$ 2,388.28
Professional Development		\$ 3,000.00
Title II: Professional Development Activities	TOTAL	\$2,715.00
<i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</i>		
Consultants and/or on-line professional development		\$ 870.00
Substitutes for teacher release time for professional development purposes		\$ 990.00
Other compensation for teachers who provide professional workshops after school		\$ 855.00
Title III: For English Language Learners	TOTAL	\$ 0.00
<i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</i>		
Title IV: For Safe and Drug-free Schools	TOTAL	N/A
<i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</i>		
Title VI: For Rural and Low-income Schools	TOTAL	N/A
<i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</i>		
Career and Technical Education-Perkins IV: Basic Grant (Title I)	TOTAL	N/A
<i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING</i>		
Career and Technical Education-Perkins IV: Tech Prep (Title II)	TOTAL	N/A
<i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING</i>		
Other: 21st Century, Learn and Serve, Even Start, School Improvement Grant	TOTAL	N/A
<i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING</i>		

<p>INITIAL REVIEW /DEVELOPMENT Target Date: August Purpose: Review assessment data to develop plan or make plan adjustments to existing plan.</p> <p>Date _____</p> <p>Principal Initials _____</p> <p>LEA initials _____ Other _____</p> <p>COMMENTS* (Required)</p> <p>*Use additional pages, if needed</p>	<p>REVIEW 1 Target Date: September Purpose: AMENDMENT - Incorporate recommendations from school, LEA and/or SDE.</p> <p>Date _____</p> <p>Principal Initials _____</p> <p>LEA initials _____ Other _____</p> <p>COMMENTS* (Required)</p> <p>*Use additional pages, if needed</p>	<p>REVIEW 2 Target Date: October Purpose: IMPLEMENTATION - Provide documentation/evidence of improvement.</p> <p>Date _____</p> <p>Principal Initials _____</p> <p>LEA initials _____ Other _____</p> <p>COMMENTS* (Required)</p> <p>*Use additional pages, if needed</p>
<p>REVIEW 3 Target Date: November Purpose: IMPLEMENTATION – Provide documentation/evidence of improvement.</p> <p>Date _____</p> <p>Principal Initials _____</p> <p>LEA initials _____ Other: _____</p> <p>COMMENTS* (Required)</p> <p>*Use additional pages, if needed</p>	<p>REVIEW 4 Target Date: January Purpose: IMPLEMENTATION - Provide documentation/evidence of improvement.</p> <p>Date _____</p> <p>Principal Initials _____</p> <p>LEA initials _____ Other _____</p> <p>COMMENTS* (Required)</p> <p>*Use additional pages, if needed</p>	<p>REVIEW 5 Target Date: February Purpose: IMPLEMENTATION - Provide documentation/evidence of improvement.</p> <p>Date _____</p> <p>Principal Initials _____</p> <p>LEA initials _____ Other _____</p> <p>COMMENTS* (Required)</p> <p>*Use additional pages, if needed</p>
<p>REVIEW 6 Target Date: March Purpose: IMPLEMENTATION - Provide documentation/evidence of improvement.</p> <p>Date _____</p> <p>Principal Initials _____</p> <p>LEA initials _____ Other _____</p> <p>COMMENTS* (Required)</p> <p>*Use additional pages, if needed</p>	<p>REVIEW 7 Target Date: May Purpose: REFLECTIONS/PROJECTIONS – Evaluate each goal, strategy, and action for continuation, revision, or removal.</p> <p>Date _____</p> <p>Principal Initials _____</p> <p>LEA initials _____ Other _____</p> <p>COMMENTS* (Required)</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>