

Assurances

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

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

Ⓟ Indicates LEA Principal Approval based on Assurances listed above.

Part I NEEDS ASSESSMENT- SUMMARY OF DATA

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

Collaboration among teachers in subject areas is difficult since we only have one teacher per content area. Therefore, all teachers meet during weekly faculty meetings to evaluate academic assessment data, noting areas of strengths, and weaknesses among students. Strategies are discussed and implemented that will improve the achievement of individual students, as well as improve our overall instructional program. Parent representatives are encouraged to attend all planning sessions and give input in developing the CIP.

Our faculty met in April 2011 to review and reflect on the 2010-2011 CIP's goals, strategies and action plans. During these reflections, teachers suggested and discussed changes, additions and deletions that might be needed for this year's CIP. CIP committee members were later selected and began meeting to compile and complete the changes suggested by the faculty. The 2011-2012 CIP is presented to the Lanett Junior High faculty at a September faculty meeting for approval. After the faculty approval, the CIP will be submitted to the superintendent and school board for their approval in October 2011.

Instructional Leadership Team Names and Positions

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

Joan Gilbert, Principal
 Anthony Brasfield, Assistant Principal
 Charles Looser, Federal Programs Coordinator
 Jan Moncus, School Counselor
 Sharon McClellan, School Librarian
 Barbara Perry, Social Studies
 YaShika Odom, Reading & Literacy Coach
 Miranda Reese, Parent
 China Muff, Student
 K'Nesia Jones, Student

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

SUMMARY OF NEEDS BASED ON A COMPREHENSIVE REVIEW OF DATA

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

Part I (cont.) NEEDS ASSESSMENT- SUMMARY OF DATA**Briefly describe the process your faculty used to conduct the needs assessment (analysis of all data).**

All of the assessment data from Alabama Reading and Math Test, Stanford Achievement Test, and Science began the school year. At the first faculty meeting of the school year, the data was given to teachers and disaggregated to determine our strengths and weaknesses. Other data, including information on student and teacher attendance, discipline, parent perception, and Educate Alabama was gathered and compiled by the principal, school counselor, and members of the CIP team. This data was discussed among the members of the CIP to determine our strengths and weaknesses. The strengths and weaknesses were then discussed with the rest of the faculty, who determined which weaknesses should become a focus on our CIP.

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

The school and district administration make all staffing decisions based on the identified academic needs of our school. All current teachers are Highly Qualified for their content area. Any new hires must also be Highly Qualified. Recently, our areas of concern have been reading and math. In order to address these, a part-time Literacy Coach is now available to work with all teachers to ensure reading is addressed in all content areas and a teacher has been assigned to help with math remediation.

Number and percentage of teachers Non-HQT:

Zero Non-HQT

Number and percentage of Classes Taught by Non-HQT:

Zero Non-HQT

Alabama High School Graduation Exam (AHSGE):**Strengths:**

Students in grades seven and eight do not take the AHSGE. Lanett High School strengths are as follows:

One hundred percent of all twelfth graders scored proficient on the biology section of the AHSGE.
 Ninety-five percent of all eleventh graders scored proficient on the biology section of the AHSGE.
 Ninety-eight percent of all twelfth graders scored proficient on the math section of the AHSGE.
 Ninety-eight percent of all eleventh graders scored proficient on the math section of the AHSGE.

Weaknesses:

Students in grades seven and eight do not take the AHSGE. Lanett High School weaknesses are as follows:

Seventy-six percent of all tenth graders scored proficient on the math section of the AHSGE. This is ten percent below the 2011 AMO and fifteen percent below the 2012 AMO.
 Fifty-two percent of all eleventh graders scored proficient on the social studies section of the AHSGE. This is nineteen percent below the state average for the 2010-2011 school year.
 Fifty-eight percent of all tenth graders scored proficient on the reading section of the AHSGE. This is thirty-four percent below the 2011 AMO.
 Fifty-six percent of all tenth graders scored proficient on the language section of the AHSGE. This is ten percent below the state average for the 2010-2011 school year.

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

Eighty-three percent of all current seventh graders scored proficient (Levels III or IV) on the reading portion of the ARMT. This is only six percent below the AMO for 2011-2012. This is a one percent increase from last year (2010-2011).

Seventy-six percent of all current eighth graders scored proficient (Levels III or IV) on the reading portion of the ARMT. This is only eight percent below the AMO for 2011-2012. This is a three percent increase from last year (2011-2012).

Weaknesses:

Fifty-three percent of all current seventh graders scored proficient (Levels III or IV) on the math portion of the ARMT. This is thirty percent below the AMO for 2011-2012. This is an increase of three percent from last year (2011-2012).

Twenty-seven percent of all current eighth graders scored proficient (Levels III or IV) on the math portion of the ARMT. This is fifty-eight percent below the AMO for 2011-2012. This is a one percent decrease from last year (2011-2012).

Areas of concern:

All students proficiency index moved in a negative direction from -0.15 in 2010 to -12.75 in 2011.

Black subgroup proficiency index moved in a negative direction from -0.13 in 2010 to -13.90 in 2011.

Free/reduced meals subgroup proficiency index moved in a negative direction from -0.93 in 2010 to -12.89 in 2011.

These numbers represent a downward trend in regards to student achievement.

Alabama Science Assessment:

Strengths:

There were no strengths noted.

Weaknesses:

Forty-two percent of seventh grade students scored proficient on the 2011 Alabama Science Assessment.

Stanford 10:

Strengths:

Twenty-two percent of current seventh grade students scored above average in reading vocabulary:thinking skills.

Twenty-three percent of current eighth grade students scored above average in reading comprehension: initial understanding.

Weaknesses:

Forty-five percent of current seventh graders scored below average in math: computation with decimals.

Forty-one percent of current seventh graders scored below average in math: number sense and operations.

Fifty-eight percent of current eighth graders scored below average in math: computation with integers.

Fifty-two percent of current eighth graders scored below average in math: number sense and operations.

Dynamic Indicators of Basic Early Literacy Skills (DIBELS):

Strengths:

N/A: Students in seventh and eighth grades do not take DIBELS.

Weaknesses:

N/A: Students in seventh and eighth grades do not take DIBELS.

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

Alabama Direct Assessment of Writing (ADAW):

Strengths:

N/A: The ADAW was not administered to seventh grade students in 2011.

Weaknesses:

N/A: The ADAW was not administered to seventh grade students in 2011.

ACCESS for English Language Learners (ELLs):

Strengths:

Currently, there are no ELL students enrolled at LJHS. The strengths at W.O. Lance are as follows:

According to the 2011 WIDA teacher report, areas of strength were listening, reading and comprehension.

Student scored five out of six possible in listening.

Student scored five out of six possible in reading.

Student scored five out of six possible in comprehension.

Weaknesses:

Currently, there are no ELL students enrolled at LJHS. The weaknesses at W.O. Lance are as follows:

According to the WIDA teacher report for 2011, areas of weakness were speaking and oral language.

Student scored two and nine tenths out of six in speaking.

Student scored three and nine tenths out of six in oral language.

EducateAL or other Professional Evaluation Profile Information:

Strengths:

The administrators were unable to determine strengths due to the newness of the Educate Alabama program. They used it to observe those teachers that were on cycle, but they felt they were still training on the program's criteria and were not familiar enough with them to list strengths.

Weaknesses:

There were no weaknesses noted of teachers that were observed; however, the use of the measurement, Educate Alabama, was a weakness itself because the administrators felt like they were learning as they used the program and still have many questions.

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

Strengths:

School Technology Plan Data: There were no strengths noted.

AAA: This assessment was administered to two LJHS students. One hundred percent of students taking the AAA scored proficient (Level III) in reading and math.

Weaknesses:

School Technology Plan Data: Fifty percent of teachers said there is not equitable access to technology among the students in their classrooms.

AAA: This assessment was administered to two LJHS students. Fifty percent scored proficient (Level III) in science.

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

Strengths:

There were no strengths noted on the STAR math and reading assessments.

Weaknesses:

STAR Math: 7th grade

Sixteen percent of all seventh graders scored at or above their current grade.

Seventeen percent of all seventh graders scored one grade level below their current grade.

Twenty-one percent of all seventh graders scored two grade levels below their current grade.

Twelve percent of all seventh graders scored three grade levels below their current grade.

Seven percent of all seventh graders scored four levels below their current grade.

Thirteen percent of all seventh graders scored four grade levels below their current grade.

Fifteen percent of all the seventh graders scored five or more grade levels below their current grade.

STAR Math: Eighth grade

Eleven percent of all eighth graders scored at or above their current grade.

Eighteen percent of all eighth graders scored two grade levels below their current grade.

Twenty-four percent of all eighth graders scored three grade levels below their current grade.

Fifteen percent of all eighth graders scored four grades below their current grade.

Nine percent of all eighth graders scored five grades below their grade level.

Seven percent of all eighth graders scored six or more grade levels below their current grade.

Career and Technical Education Program Data Reports:

Strengths:

LJHS does not participate in the Career and Technical Program. However, LHS does participate. Their strengths are:

Core Indicator 3S1-Transition of Completers-LHS has a high positive placement of graduate completers who transitioned either to post secondary or employment.

Core Indicator 1S2-Attainment of Technical Skills-LHS has a high percentage of grade twelve concentrators receiving an average skill proficiency ranking.

Weaknesses:

LJHS does not participate in the Career and Technical Program. However, Lanett High School does participate. Their weaknesses are:

Core Indicator 4S1-Participation in Nontraditional Programs-LHS does not offer any nontraditional programs. Therefore, they cannot count any of their students as nontraditional.

Core Indicator 4S2-NonTraditional Program Completers-LHS does not currently offer any programs that are considered to be nontraditional. Therefore, they fall below the nine and fifty-seven hundredths percent nontraditional completers as required by ALSDE.

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

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

Strengths:

The number of office referrals decreased from one hundred ninety-two in 2009-2010 to ninety-one in 2010-2011. This is a decrease of one hundred and one.

The number of In-School Suspension assignments decreased from one hundred sixty-seven in 2009-2010 to seventy-one in 2010-2011.

Weaknesses:

There were ninety-one office referrals; although this is a decrease from the previous year, it is still a weakness.

The number of expulsions, corporal punishments and alternative school assignments are not available for comparison from the 2009-2010 school year. The following is a record of the 2010-2011 school year: expulsions: none; corporal punishment: five incidents (corporal punishment has since been removed as a punishment); alternative school assignments: three.

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

Ninety-five percent of Lanett High School seniors graders graduated during the 2010-2011 school year.

Weaknesses:

Two junior high students dropped out during the 2010-2011 school year.

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

Teacher turnover is nonexistent. All but one faculty member has been employed at the junior high school for more than five years. Our newest member was hired as a result of restructuring, not teacher turnover.

Weaknesses:

Teacher attendance data is not available for the previous 2009-2010 school year. For the 2010-2011 school year, one hundred thirty-two sick days and twenty-six and one-half personal days were taken. Four days were taken without pay and sixteen days were borrowed from the sick leave bank.

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

Student withdrawals due to transfers decreased from twenty-six for 2009-2010 to thirteen in 2010-2011. This is a decrease of thirteen.

Weaknesses:

There were one thousand, one hundred fifty-eight instances of student absentees during the 2010-2011 school year. Data is not available for previous years, but this is an area of weakness.

There were two hundred forty-four student tardies to school during the 2010-2011 school year. Data is not available from previous years for comparison.

One hundred and nine students checked-out early during the 2010-2011 school year. Data is not available from previous years for comparison.

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

There were no strengths noted.

Weaknesses:

LJHS administered a parent survey in the spring of 2011, but there were not enough parent responses from which to gain feedback.

School Perception Information related to student PRIDE data.

Strengths:

School Life:

Eighty-nine percent of all students felt their schoolwork is very important or quite important.

Eighty-seven percent of all students said one or more of their teachers encourages them to achieve more than they ever thought they could.

Drug/Alcohol Use:

One hundred percent of students said they have never used prescription drugs (such as Ritalin, Adderall, Xanax) or prescription painkillers (Vicodin, OxyContin, or Percocet) to get high.

Weaknesses:

School Life:

Fifty-five percent of all students said they have little or no chance to help decide things like class activities and rules.

Sixty-eight percent of all students said they feel some or a lot of stress during standardized testing.

Drug/Alcohol Use:

Forty-three percent of all students said they have had a drink of beer, wine or hard liquor.

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:**

N/A: Currently, LJHS has no ELL students enrolled.

Weaknesses:

N/A: Currently, LJHS has no ELL students enrolled.

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:**

N/A: Currently, LJHS has no ELL students enrolled.

Weaknesses:

N/A: Currently, LJHS has no ELL students enrolled.

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

The curriculum is aligned with the Alabama Courses of Study in each content area. Assessment data, including Alabama Reading and Math Test, Stanford Achievement Test, STAR Reading and Math is used to develop instructional and reform strategies.

Weaknesses:

Although we are offering after-school learning opportunities, a major barrier to student participation is that ninety-five percent of our students rely on bus transportation and have no alternative transportation for after-school activities.

Part II - GOAL TO ADDRESS ACADEMIC NEEDS

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

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

G1. Increase ARMT Math Scores

Description:

By the end of the 2011-2012 school year, LJHS will increase the number of students in grades seven and eight scoring proficient (Levels III and IV) on the ARMT math test. The seventh grade will increase thirty percent to eighty-three percent, which is the AMO for 2012. The eighth grade will increase fifty-eight percent to eighty-five percent, which is the AMO for 2012.

Data Results on which goal is based:

Fifty-three percent of current seventh grade students scored proficient (Levels III and IV) on the math section of the ARMT in 2010-2011. Twenty-seven percent of current eighth grade students scored proficient (Levels III and IV) on the math section of the ARMT in 2010-2011.

Target Grade Level(s): seventh and eighth

Target Content Area(s): Math

ARMT: Math

Additional Academic Indicators:

None

Target Student Subgroup(s):

all subgroups

Courses of Study:

7th grade: Express a pattern shown in a table, graph or chart as an algebraic equation. Translate verbal phrases into algebraic expressions and algebraic expressions into verbal phrases. Solve one and two-step equations. Determine measures of central tendency. Determine the probability of a compound event. 8th grade: Interpret data from populations using given and collected data. Determine the theoretical probability of an event. Determine the measures of special angle pairs, including adjacent, vertical, supplemental and complementary angles, and angles formed by parallel lines cut by a transversal. Find the perimeter and area of regular and irregular plane figures. Determine the surface area and volume of rectangular prisms, cylinders, and pyramids. Determine the lengths of missing sides and measure of angles in similar and congruent figures. Solve problems using the Pythagorean Theory. Compare quadrilaterals, triangles and solids using their properties and characteristics.

Strategies:

S1.1 Use Available Data to Drive Math Instruction

Description:

All available student data will be disaggregated and used to determine students' strengths and weaknesses and adjust the curriculum accordingly.

Action Steps:

AS1.1.1 ARMT Data

Description:

The regular math teacher, as well as the remediation teachers, will use data from the 2011 ARMT to determine students' weaknesses, direct math

instruction accordingly and determine small groups.

Benchmarks:

All math students scoring non-proficient on the math section of the 2011 ARMT will be progress-monitored every two-week cycle per RTI using the STAR Math program. The students will have an ROI that is derived from their baseline STAR Math test administered in August 2011. Follow-up STAR math tests will be administered in January 2012 and March 2012 in order to continue to monitor students' progress. Data will be placed in the CIP evidence box for documentation.

AS1.1.2 STAR Math Data

Description:

The regular classroom math teacher, as well as the math remediation teachers, will use data from the STAR Math assessment (given in August, January and May) and STAR Math progress monitoring to direct/modify math instruction and determine small groups.

Benchmarks:

All math students scoring non-proficient on the math section of the 2011 ARMT will be progress-monitored every two-week cycle per RTI using the STAR Math program. The students will have an ROI that is derived from their baseline STAR Math test administered in August 2011. Follow-up STAR math tests will be administered in January 2012 and March 2012 in order to continue to monitor students' progress. Data will be placed in the CIP evidence box for documentation.

Interventions:

Students that continue to struggle with specific concepts will be: •referred to the principal for attendance at our Earning Better Scores early morning tutoring sessions. •referred to the Problem Solving Team for alternate intervention suggestions and to ascertain any learning barriers. •referred to the school counselor as needed to address any emotional barriers to learning •scheduled for parent conferences as needed.

Resources:

No expenses incurred.

S1.2 ARMT/ALCOS Objectives

Description:

The math teacher will teach all ARMT/ALCOS math objectives to all math students before the ARMT is administered in the spring of 2012.

Action Steps:

AS1.2.1 Pacing Guides

Description:

The math teachers will use district provided pacing guides to document instruction of all ARMT/ALCOS math objectives to ensure one hundred percent of objectives are taught before the ARMT is administered in the spring of 2012. Objectives will also be listed on weekly lesson plans.

Benchmarks:

One hundred percent of math teachers will use district provided pacing guides to document instruction of all ARMT/ALCOS math objectives to ensure one hundred percent of objectives are taught before the ARMT is administered in the spring of 2012. Administrators will check pacing guides every nine weeks and copies will be placed into the CIP evidence box for documentation. Objectives will be listed on weekly lesson plans and copies will be placed into the CIP evidence box.

AS1.2.2 Objectives Mastery Charts

Description:

The math teacher will post large charts on classroom walls to document students' mastery of each ARMT/ALCOS objective.

Benchmarks:

The math teacher will be monitored every nine weeks to ensure that pacing guides document ARMT/ALCOS objectives. If the teaching of ARMT/ALCOS objectives is not documented, the teacher will be required to meet with the principal and SIS and be directed as to how to complete the documentation.

Interventions:

Math teachers will be monitored every nine weeks to ensure that pacing guides document ARMT objectives. Math teachers who do not document teaching ARMT objectives will be required to meet with principal and SIS and be directed as to how to complete the documentation of the pacing guides.

Resources:

No expenses incurred

S 1.3 Remediation**Description:**

All students scoring non-proficient of the math section of the ARMT and/or STAR Math Assessment will be identified and provided with supplemental support.

Action Steps:**AS 1.3.1 Small Group Remediation Within the Math Class****Description:**

All math students scoring non-proficient on the math section of the 2011 ARMT will be given additional remediation during their math class through small group intensive instruction. Small group intensive instruction will be documented on weekly lesson plans. Samples will be placed into the CIP evidence box for documentation.

Benchmarks:

All math students scoring non-proficient on the math section of the 2011 ARMT will be progress monitored every two week cycle per RTI using the STAR Math program. The students will have an ROI that is derived from their baseline STAR Math test administered August 2011.

AS 1.3.2 Remediation Teacher Within the Math Class**Description:**

A math remediation teacher will be present in the math classes two days each week to participate in small group remediation within the math class. The remediation teacher will be assigned to work with specific small groups of math students while the classroom math teacher will work with other specific small groups to ensure all non-proficient math students are receiving small group instruction. Copies of the remediation teacher's weekly schedule will be added to the CIP evidence box for documentation.

Benchmarks:

All math students scoring non-proficient on the math section of the 2011 ARMT will be progress-monitored every two-week cycle per RTI using the STAR Math program. The students will have an ROI that is derived from their baseline STAR Math assessment administered in August 2011. Follow-up STAR Math assessments will be administered in January 2012 and May 2012 in order to continue to monitor students' progress.

AS 1.3.3 Math Remediation Pullout Sessions

Description:

Math students scoring non-proficient on the math section of the 2011 ARMT will be pulled for additional small group remediation outside of their regular math class. These sessions will be conducted three days each week by a certified teacher. Attendance sheets and lesson plans will be added to the CIP evidence box for documentation.

Benchmarks:

All math students scoring non-proficient on the math section of the 2011 ARMT will be progress monitored every two week cycle per RTI using the STAR Math program. The students will have an ROI that is derived from their baseline STAR Math test administered in August 2011.

Interventions:

Struggling students will be monitored weekly through their progress monitoring. If they are not meeting their ROI, they will be discussed by the Problem-Solving Team and new measures will be taken to address their needs.

Resources:

No expenses incurred. Personnel resources for this strategy are already on staff except for the certified teacher conducting the math pull-out sessions. She is provided to us through a program at Faulkner University.

§1.4 Familiarity with Answer Formats**Description:**

All math students will practice the three types of answer formats that are found on the math portion of the ARMT in order to become thoroughly familiar with them.

Action Steps:**AS1.4.1 Extensive Practice****Description:**

The math teacher will provide extensive instruction in correctly answering the three formats found on the math section of the ARMT: open-ended, grid and multiple choice. Students will practice these weekly throughout the 2011-2012 school year. Practice will be noted on weekly lesson plans and copies will be added to the CIP evidence box for documentation.

Benchmarks:

Student progress will be monitored by the math teacher weekly. Students that are found to understand the math but have trouble with the answer formats will be given additional assistance as needed.

AS1.4.2 Math Journals**Description:**

All math students will use journals to facilitate writing and assist in practicing the open-ended question format found on the ARMT. A math journal entry will be completed by all math students weekly. The math teacher will document math journal use on weekly lesson plans. Copies of lesson plans and math journal samples will be added to the CIP evidence box for documentation.

Benchmarks:

Math journals will be reviewed weekly to monitor students' understanding and progress, as well as to direct instruction.

AS1.4.3 Open-Ended Practice in Content Areas**Description:**

Teachers in all of the content areas will use open-ended questioning throughout the 2011-2012 school year to give students additional practice with this type of questioning. This practice may take place during daily assignments and/or unit tests. Practice will be documented on weekly lesson plans and copies will be added to the CIP evidence box. Student work samples will also be added to the CIP evidence box for documentation.

Benchmarks:

All content area teachers will monitor students' ability to answer open-ended questions. Students that are found to be struggling with the format will be given additional assistance and remediation.

AS1.4.4 Writing Practice in English class

Description:

The English teacher will provide students with weekly lessons that instruct and provide practice for answering questions in paragraph form in order to provide students with experience in answering questions with substantial, grammatically correct paragraphs. This practice will be documented in lesson plans and copies will be added to the CIP evidence box, along with student work samples.

Benchmarks:

Students' writing will be monitored throughout the 2011-2012 school year to ensure students' understanding of creating substantial, grammatically correct paragraphs to demonstrate their knowledge of a topic. Struggling students will be given additional assistance.

Interventions:

Students that continue to struggle with specific concepts will be: •referred to the principal for attendance at our Earning Better Scores early morning tutoring sessions. •referred to the Problem Solving Team for alternate intervention suggestions and to ascertain any learning barriers. •referred to the school counselor as needed to address any emotional barriers to learning •scheduled for parent conferences as needed.

Resources:

No expenses incurred.

S1.5 Math in Content Area Classes

Description:

Teachers in content areas (other than math) will incorporate some math problems/assignments to ensure students are encountering some type of math daily.

Action Steps:

AS1.5.1 Math Practice During Science and Social Studies

Description:

The science and social studies teachers will use math problems once per week to ensure students are encountering a variety of math problems each week. This will be documented in weekly lesson plans and copies of the plans and problems will be added to the CIP evidence box.

Benchmarks:

Student understanding will be monitored and additional practice will be provided as needed. The math teacher will be alerted if major barriers are ascertained. Furthermore, this additional practice should help non-proficient students meet their ROI goals for their STAR Math progress monitoring.

AS1.5.2 Math Practice During Reading Class

Description:

The reading teacher will help students understand how to apply learned reading strategies to solving math problems and provide students with practice

opportunities throughout the 2011-2012 school year. This will be documented in weekly lesson plans and copies of the plans and samples will be added to the CIP evidence box.

Benchmarks:

The reading teacher will monitor students' understanding, provide additional practice when necessary and alert the math teacher if major learning barriers are ascertained. Furthermore, this additional practice should help non-proficient students meet their ROI goal during their STAR Math progress monitoring.

Interventions:

The following steps will be taken with students that continue to struggle: the principal will be notified struggling students need to attend our early morning tutoring sessions; struggling students will be referred to the Problem-Solving Team for alternative interventions and to ascertain learning barriers; struggling students will be referred to the school counselor to address any emotional barriers to learning.

Resources:

No expenses incurred.

§1.6 Learning Essential Application Proficiency Grant**Description:**

The LEAP grant provides resources for Lanett City Schools to contract with Student Achievement Services to prepare K-12 math teachers to teach the new math core standards. Student Achievement Services will work with K-8 math teachers, school principals and the district's curriculum coordinator to create curriculum guides, assessments and lessons that will ensure student achievement in math.

Action Steps:**AS1.6.1 Professional Development Days****Description:**

Teacher professional development days will be customized to fit the needs of all stakeholders through continuous analysis of data and instruction.

Benchmarks:

One hundred percent of teacher and administrator attendance will be documented with attendance sign-in sheets that contain the title and date of the professional development, as well as the signatures of those in attendance.

AS1.6.2 Math Teacher Training**Description:**

All K-12 math teachers will be trained on all components of the LEAP grant beginning November 2012.

Benchmarks:

One hundred percent of math teachers will attend training on all components of the LEAP grant; all attendees will sign an attendance sheet that contains the professional development title and date. Copies of the sign-in sheets will be placed in the CIP evidence box for documentation.

AS1.6.3 Determine Focus Areas**Description:**

Beginning in October 2011, Lanett City Schools will contract with Student Achievement Services to analyze longitudinal data to determine the focus areas of the LEAP grant.

Benchmarks:

Student Achievement Services will provide comprehensive portfolios and give a presentation of findings and suggestions for needed changes. This presentation will be documented with an attendance sheet with signatures of all administrators and teachers attending.

AS1.6.4 Align Curriculum with New Math Standards**Description:**

Lanett City Schools will contract with Student Achievement Services to review the current math curriculum and revise it to align with the new math common core content standards. Data will be gathered from student assessments throughout the 2011-2012 school year to detect weaknesses and make changes to the curriculum as needed.

Benchmarks:

Each math teacher in grades K-12 will be provided with copies of the revamped math core curriculum guide. Teachers will be required to reference to these common core math standards on their weekly lesson plans. Copies of the lesson plans will be placed in the CIP evidence box for documentation. Student Achievement Services will provide all K-12 math teachers with a list of curriculum weaknesses and suggestions for realigning the curriculum after each student assessment. Copies of the lists for grades seven and eight will be placed in the CIP evidence box for documentation.

AS1.6.5 Testing of Common Core Standards**Description:**

Lanett City Schools will contract with Student Achievement Services in October 2011 to work with K-12 math teachers to set the testing schedule for the 2011-2012 school year and to assist with testing and scheduling instruction and testing of core standards.

Benchmarks:

A written schedule will be provided to each K-12 principal and math teacher.

AS1.6.6 Align Math Instructional Strategies**Description:**

Beginning in October of 2011, Lanett City Schools will contract with Student Achievement Services to assist teachers in aligning math instructional strategies with the new math common core standards.

Benchmarks:

A list of aligned instructional strategies will be given to each K-12 math teacher, all principals and curriculum coordinators. A copy of the instructional strategies for grades seven and eight will be placed in the CIP evidence box for documentation.

AS1.6.7 Identify Math Curriculum Weaknesses**Description:**

Beginning in October of 2011, Lanett City Schools will contract with Student Achievement Services to assist teachers in identifying math curriculum weaknesses and individual student needs.

Benchmarks:

A list of curriculum weaknesses and a list of individual student needs will be developed and given to each K-12 math teacher, all principals, and curriculum coordinators. A copy of the lists for grades seven and eight will be placed in the CIP evidence box for documentation.

AS1.6.8 Formative Assessments

Description:

As part of a contract between Lanett City Schools and Student Achievement Services created in October of 2011, Student Achievement Services will meet on-site to build tests in-house, share with the school and make revisions of benchmarks.

Benchmarks:

Two formative assessments, a pretest and a posttest, will be created of each math core standard and sub-standard will be provided to teachers. These assessments will be used in all K-12 math classes to ensure improvement of students' academic performance in math, as well as achievement of the new math common core standards.

AS1.6.9 Use of Benchmark Assessments**Description:**

As part of a contract between Lanett City Schools and Student Achievement Services created in October of 2011, Student Achievement Services will meet on-site to build tests in-house, share with the school and make revisions of benchmarks.

Benchmarks:

All math students in grades K-12 will be progress-monitored weekly/biweekly/monthly and all scores will be recorded on the proper forms. Student progress will be discussed at monthly Problem-Solving Team meetings.

AS1.6.10 Analysis of Test Data Results**Description:**

Student Achievement Services will meet with administrators and teachers in grades K-12 after each pre/posttest assessments and benchmarks to check student progress.

Benchmarks:

Sign-in sheets with date of meetings and signatures of all professionals in attendance. Copies of sign-in sheets will be added to the CIP evidence box for documentation.

AS1.6.11 Mentoring and Modeling**Description:**

Beginning in November 2011, Student Achievement Services will conduct math classroom observations, offer suggestions and feedback to teachers, provide resources and conduct side-by-side modeling lessons with math teachers to demonstrate instructional strategies.

Benchmarks:

Documentation of classroom observations, lists of suggestions and feedback given to teachers and specific dates of side-by-side modeled lessons will be placed in the CIP evidence box for documentation.

Interventions:

All components of the LEAP grant will be implemented and services from Student Achievement Services will be rendered to assist students and teachers to ensure student achievement in math.

Resources:

All components of the LEAP grant and services from Student Achievement Services.

G2. Increase Reading Scores**Description:**

By the end of the 2011-2012 school year, we will increase the number of students in grades seven and eight scoring proficient (Levels III and IV) on the ARMT reading test. The seventh grade will increase thirteen percent to eighty-nine percent, which is the AMO for 2012. The eighth grade will increase eight percent to eighty-four percent, which is the AMO for 2012.

Data Results on which goal is based:

The seventh grade AMO on the reading portion of the ARMT for 2012 is eighty-nine percent proficient. On the 2010-2011 reading portion of the ARMT, only eighty-three percent of seventh graders were proficient. The eighth grade AMO on the reading portion of the ARMT for 2012 is eighty-four. On the 2010-2011 reading portion of the ARMT, only seventy-six percent of eighth graders were proficient.

Target Grade Level(s): seventh and eighth

Target Content Area(s): Reading

ARMT: Reading

Additional Academic Indicators:

No additional indicators.

Target Student Subgroup(s):

All subgroups

Courses of Study:

7th grade: Apply strategies to comprehend text/informational and functional materials. Apply strategies to comprehend literary/recreational materials. Recognize text elements in textual/informational and functional materials. 8th grade: Apply strategies to comprehend text/informational and functional materials. Distinguish among literary genres and subgenres based on their characteristics.

Strategies:**S2.1 Student-centered Classroom Environment****Description:**

All content area teachers will create student-centered environments in their classrooms to ensure student achievement is at its highest.

Action Steps:**AS2.1.1 Small Group Placement During Strategic Teaching****Description:**

All content area teachers will group students into small, heterogeneous learning groups during strategic teaching in order to focus on specific content area weaknesses. These teachers will use data from the previous year's ARMT, current year STAR Reading and classroom assessments when developing the groups so they contain students with similar weaknesses. A variety of strategies will be used to group students and the groups will continue to evolve and change throughout the year as additional data is received.

Benchmarks:

Progress will be monitored through STAR Reading assessments, administered in August to establish a baseline and readministered in January and May to check student achievement.

AS2.1.2 Small Group Documentation

Description:

All teachers will document their use of small group instruction in their weekly lesson plans. They will also document which students participate in groups together and turn in copies to the principal every nine weeks.

Benchmarks:

One hundred percent of teachers will document their use of small groups through their weekly lesson plans. One hundred percent of teachers will keep lists of their student groups and turn in copies to the principal every nine weeks. Copies will also be added to the CIP evidence box.

Interventions:

Students that continue to struggle with specific concepts will be: •referred to the principal for attendance at our Earning Better Scores early morning tutoring sessions. •referred to the Problem Solving Team for alternate intervention suggestions and to ascertain any learning barriers. •referred to the school counselor as needed to address any emotional barriers to learning •scheduled for parent conferences as needed.

Resources:

No expenses incurred.

2.2 Strategic Reading Instruction**Description:**

All content area teachers will plan and implement strategic reading instruction in their classrooms to address student weaknesses in reading. The strategic reading practices are from Alabama Reading Initiative.

Action Steps:**AS2.2.1 Before-During-After****Description:**

All content area teachers will implement before-during-after learning strategy instruction from Alabama Reading Initiative in their classrooms daily to address student weaknesses in reading.

Benchmarks:

One hundred percent of content area teachers will implement ARI's before-during-after learning strategy instruction in their classrooms daily to focus on reading in the content areas. The before-during-after strategies will be documented in teachers' weekly lesson plans.

AS2.2.2 Partnered Learning Strategies**Description:**

All content area teachers will implement partnered learning strategies in their classrooms to address student weaknesses in reading. (Examples include turn & talk, think-pair-share, reciprocal teaching and say something).

Benchmarks:

One hundred percent of content area teachers will implement partnered learning strategies in their classrooms daily. These learning strategies will be documented in teachers' weekly lesson plans.

Interventions:

Students that continue to struggle with specific concepts will be: •referred to the principal for attendance at our Earning Better Scores early morning tutoring sessions. •referred to the Problem Solving Team for alternate intervention suggestions and to ascertain any learning barriers. •referred to the school counselor as needed to address any emotional barriers to learning •scheduled for parent conferences as needed.

Resources:

No expenses incurred.

S 2.3 Reading Comprehension Improvement**Description:**

Students will improve reading comprehension through selection and silent reading of personal recreational texts. Accelerated Reader will be used to monitor students' understanding of these recreational texts.

Action Steps:**AS 2.3.1 Selection of personal recreational texts****Description:**

During their reading class, students will visit the school library at least bi-monthly to select and check out personal reading materials of interest to them.

Benchmarks:

One hundred percent of reading students will visit the school library bi-monthly and be given the opportunity to select and checkout personal reading materials of interest to them. The reading teacher will document library visits in her weekly lesson plans. The school librarian will document library visits in her schedule. Administrators will monitor the library periodically to ensure consistent use.

AS 2.3.2 Drop Everything and Read**Description:**

All reading students will participate in Drop Everything and Read weekly during their reading class. During this time, students are able to read recreational texts of interest to them.

Benchmarks:

One hundred percent of reading students will participate in Drop Everything and Read weekly during their reading classes. The reading teacher will document this time in her weekly lesson plans. Administration will monitor the reading classroom periodically for implementation.

AS 2.3.3 Accelerated Reader Program**Description:**

One hundred percent of reading students will be required to take a specified number of Accelerated Reader tests each nine weeks as part of their reading coursework. The Accelerated Reader program will be used by the reading teacher and school librarian to monitor students' personal reading habits and comprehension.

Benchmarks:

One hundred percent of reading students will be required to take a specified number of Accelerated Reader tests each nine weeks as part of their reading coursework.

Interventions:

One hundred percent of reading students will visit the school library bi-monthly to select personal reading materials of interest to them. Students will use the Accelerated Reader program to determine their comprehension.

Resources:

No expenses incurred.

S2.4 Familiarity with Answer Formats**Description:**

All reading students will practice the two types of answer formats that are found on the reading portion of the ARMT in order to become thoroughly familiar with them.

Action Steps:**AS2.4.1 Open-Ended Question Instruction in Reading Class****Description:**

The reading teacher will use open-ended questioning weekly throughout the 2011-2012 school year to give students additional practice with this type of questioning. This practice can take place during their daily assignments and/or chapter/unit tests.

Benchmarks:

The reading teacher will monitor students' ability to answer open-ended questions weekly. Students that are found to be struggling with the format will be given additional assistance and remediation. Samples of assignments and/or tests utilizing the open-ended format will be placed in the CIP box as evidence.

AS2.4.2 Open-Ended Question Practice in Content Areas**Description:**

Teachers in all of the content areas will use open-ended questioning weekly throughout the 2011-2012 year to give students additional practice with this type of questioning. This practice can take place during their daily assignments and/or chapter/unit tests.

Benchmarks:

All content area teachers will monitor students' ability to answer open-ended questions weekly. Students that are found to be struggling with the format will be given additional assistance and remediation. Samples of assignments and/or tests utilizing the open-ended format will be placed in the CIP box as evidence.

Interventions:

Students that continue to struggle with specific concepts will be: •referred to the principal for attendance at our Earning Better Scores early morning tutoring sessions. •referred to the Problem Solving Team for alternate intervention suggestions and to ascertain any learning barriers. •referred to the school counselor as needed to address any emotional barriers to learning •scheduled for parent conferences as needed.

Resources:

No expenses incurred.

Part III - GOAL TO ADDRESS ANNUAL MEASURABLE ACHIEVEMENT OBJECTIVES (AMAOs) AND ENGLISH PROFICIENCY NEEDS

Part III - GOAL TO ADDRESS ANNUAL MEASURABLE ACHIEVEMENT OBJECTIVES (AMAOs) AND ENGLISH LANGUAGE PROFICIENCY NEEDS – Note: Refer to the ELL Data Compilation Form as part of the needs assessment in forming goals. If any ELL student did not make AMAOs, complete this page.

ENGLISH LANGUAGE PROFICIENCY GOAL (SHOULD ADDRESS IDENTIFIED WEAKNESSES AND GAPS):

G1. N/A: We do not have any ELL students at this time.**Description:**

N/A: We do not have any ELL students at this time.

Data Results on which goal is based:

N/A: We do not have any ELL students at this time.

Target Grade Level(s): N/A: We do not have any ELL students at this time.

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

WIDA Standards: N/A: We do not have any ELL students at this time.

Strategies:**S1.1 N/A: We do not have ELL students at this time.****Description:**

N/A: We do not have ELL students at this time.

Action Steps:**AS1.1.1 N/A: We do not have ELL students at this time.****Description:**

N/A: We do not have ELL students at this time.

Benchmarks:

N/A: We do not have ELL students at this time.

Interventions:

N/A: We do not have ELL students at this time.

Resources:

N/A: We do not have ELL students at this time.

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

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

G1. Student Absences and Tardies to School**Description:**

Students are unable to learn if they are absent from school. Our goal is to reduce the number of student absences and tardies to school. There were one thousand, one hundred fifty-eight instances of student absentees and two hundred forty-four student tardies to school during the 2010-2011 school year.

Strategies:**§1.1 Reduction****Description:**

Measures will be taken to inform all parents/guardians and students of the attendance policy, consequences of poor attendance and rewards for perfect attendance.

Action Steps:**AS1.1.1 Parent Notification****Description:**

The school's attendance and tardy policy is placed in the school handbook. Each student receives a copy of the handbook on the first day of school and they are required to take the handbook home. Parents are instructed to read the handbook with their child and complete a signed form to that effect within one week, beginning with the first day of school. This form is kept on file in the main office.

Benchmarks:

One hundred percent of students will receive a copy of the school handbook containing the attendance and tardy policy. One hundred percent of students will return the signed parent/guardian form within one week, beginning with the first day of school.

AS1.1.2 Student Notification**Description:**

At the beginning of each semester, teachers will discuss the attendance and tardy policy with all students. Students will be required to sign an attendance form to document their presence during the discussion. A copy of the policy will be posted in each classroom for students to view as needed throughout the year.

Benchmarks:

One hundred percent of students will discuss the attendance and tardy policy within their classes at the beginning of each semester and sign in to document their attendance.

AS1.1.3 Legal Measures**Description:**

The district's attendance officer will monitor all students to note those that are absent and/or tardy frequently and take legal measures to increase the amount of time students are at school each day of the 2011-2012 school year.

Benchmarks:

The attendance officer will document the legal measures taken to ensure students are at school each day and on time during the 2011-2012 school year.

AS1.1.4 Student Recognition**Description:**

Each nine week grading period, students will be recognized for perfect attendance (zero absences or tardies to school).

Benchmarks:

Administrators will monitor attendance for decreased absences and tardies to school.

Interventions:

The school district's attendance officer will take measures when all school level measures have failed. The legal consequences for parents of truant students include monetary fees and jail time.

Resources:

No expenses incurred.

G2. Discipline

Description:

In order for our classrooms to be productive learning environments, classroom discipline is crucial. Our goal is to decrease the number of incidents that result in office referrals. There were ninety-one office referrals, no expulsions, five incidents of corporal punishment and three assignments to alternative school during the 2010-2011 school year.

Strategies:

S2.1 Classroom Discipline

Description:

Strategic steps will be implemented in the classroom that follow the discipline guidelines as outlined in the school handbook, including disciplinary actions and positive reinforcement.

Action Steps:

AS2.1.1 Classroom Expectations

Description:

Classroom expectations containing both rewards and consequences will be prominently displayed in each room and enforced in a consistent, fair manner each day.

Benchmarks:

If the teachers' interventions are not successful, students will be referred to the office/principal. These office referrals result in disciplinary actions including, but not limited to, In-School Suspensions (ISS), Out-of-School Suspensions (OSS), Tribunal/Alternative School.

AS2.1.2 Reduction of Hallway Traffic

Description:

In an effort to reduce the number of students causing a disturbance when leaving from or returning to classrooms, students will be required to sign out when leaving the classroom for any reason and sign in upon return. These forms will be monitored by teachers for frequent offenders and given to the principal each nine weeks for review.

Benchmarks:

One hundred percent of students will sign out when leaving the classroom for any reason and sign in upon return. One hundred percent of teachers will monitor for frequent offenders and give a copy of the forms to the principal each nine weeks.

AS2.1.3 Classroom Instructions

Description:

All students will be provided with both verbal and written instructions for all classroom procedures and routines daily.

Benchmarks:

One hundred percent of teachers will provide students with both verbal and written instructions for all classroom procedures and routines daily.

AS2.1.4 School Counselor Referral**Description:**

Teachers will refer students to the school counselor for individual counseling services as needed for poor academics or behavior. The procedure for this referral is as follows: teachers will complete a counselor referral form and give it to the principal. The principal will compile a list of student referrals for the school counselor. This list will be given to the school counselor weekly.

Benchmarks:

Teachers will observe students' academics and/or behavior to determine if positive progress is displayed. The school counselor will continue to counsel students until that time.

AS2.1.5 Circle of Care Community Resources**Description:**

The Circle of Care is a community resource that provides students with on-site counseling sessions with a focus on violence protection and strategies for self-monitoring. These sessions will take place in the spring of 2012.

Benchmarks:

Students will be monitored to determine effectiveness of strategies taught during Circle of Care sessions.

AS2.1.6 Student of the Month**Description:**

The Student of the Month program will be used to recognize students in both grades that exhibit good character traits. Students of the Month will receive a certificate, recognition in the school's monthly newsletter and recognition in the community newspaper.

Benchmarks:

Students of the month will be showcased on a bulletin board located on the LJHS hall, in the monthly school newsletter and local newspaper. Evidence will be filed in the documentation box.

Interventions:

If the teachers' interventions are not successful, students will be referred to the office/principal. These office referrals result in disciplinary actions including, but not limited to: Saturday School, In-School Suspensions, Out-of-School Suspensions and Tribunal/Alternative School.

Resources:

No expenses incurred.

G3. Parental Involvement**Description:**

Parental involvement is an essential element of the education process. As students reach junior high school age, they begin to exercise their independence. As parents strive to accommodate this growth, they become less involved in school activities. Our goal is to increase parental involvement at the junior high school level.

Strategies:**S3.1 Increase Parental Involvement****Description:**

In order to increase parental involvement, we will use a variety of methods to keep parents informed and involved in all school activities, timelines, and classroom activities.

Action Steps:**AS3.1.1 Positive Parental Contact****Description:**

Teachers will conduct and document positive, pro-active phone calls, emails, and meetings with parents during the 2011-2012 school year.

Benchmarks:

Teacher documentation of positive contact will be monitored throughout the 2011-2012 school year to ensure there is an increase in the number of positive contact opportunities from the 2010-2011 school year. Documentation will be placed in the CIP box for evidence.

AS3.1.2 Written Notification of School Activities**Description:**

Notices of upcoming events will be sent home to parents, via students, to keep them abreast of all school activities. The monthly school newsletter, The Lanett Gazette, will be sent home at the beginning of each month. Information about school activities will also be placed on the school district's online calendar. The school librarian will send emails weekly to the webmaster, alerting her of items to be placed on the district's online calendar.

Benchmarks:

Copies of notices, newsletters, webmaster emails and the online calendar will be placed in the CIP evidence box for documentation. An end-the-year parent survey will be administered to determine whether or not parents felt informed of school activities from these written notifications.

AS3.1.3 PTSO Participation**Description:**

Parent-Teacher-Student Organization meetings are scheduled for the last Monday of each month. To inform/remind parents of the meetings, dates are included in the school handbook, listed on the district website calendar, placed on the school marquee, and placed in the local newspaper. Reminders are also sent home on the day of the meeting.

Benchmarks:

Attendance to PTSO meetings will be monitored to determine if there is an increase in attendance from last year.

AS3.1.4 PTSO Meeting Student Presentations**Description:**

Beginning with September, each club will be responsible for student presentations. The sponsors of each club will work with members to prepare a special activity, slideshow or other display of what the club is currently doing.

Benchmarks:

Student and parent attendance for these meetings will be monitored to determine if attendance is increased from last year. At the end of the year, members of the PTSSO will be surveyed to determine their thoughts and feelings about the student presentations. Changes to next year's PTSSO student presentation programs will be made based on this data.

AS3.1.5 Report Card Pickup Day**Description:**

Parents/guardians will be required to visit the main office of the school to pick up their child's report card for the first three grading periods.

Benchmarks:

Attendance sheets for Report Card Pickup Day will be monitored and compared to previous years' data to determine if there is an increase in the number of parents participating.

AS3.1.6 Family Lunch Day**Description:**

Each grade level will host Family Lunch Day each semester and parents, guardians, and other family members will be invited to dine with their child.

Benchmarks:

One hundred percent of parents/guardians and families will be invited to our Family Lunch Days. Attendance will be monitored to determine if the percentage of participants increased from previous years. Copies of the attendance sheets will be placed in the CIP evidence box for documentation.

AS3.1.7 Honors Day Program**Description:**

Parents will be invited to the annual Honor's Day program held in May to recognize and celebrate students' academic achievements.

Benchmarks:

Attendance at the program will be monitored to determine an increase or decrease in the percentage of parents attending.

AS3.1.8 Alert Now System**Description:**

Alert Now is a computerized parent notification system that is used to notify parents and guardians of any important news or emergency.

Benchmarks:

The Alert Now reports will be monitored to ensure a high percentage of the system's calls are received.

Interventions:

If these measures do not result in an increase in parent involvement, a committee of teachers, parents and principals will be created to discuss additional measures that could be taken.

Resources:

No expenses incurred.

G4. ARMT Proficiency Scores**Description:**

The expectations from the state department regarding the percentage of students expected to make proficient (Levels III and IV) on the 2012 ARMT are as follows: Math, grade seven: eighty-nine percent; Math, grade eight: eighty-four percent. Reading, grade seven: eighty-three percent; Reading, grade eight: eighty-five percent. This is a challenge for us since our scores were low last year and our goal is to increase the scores to the required state level.

Strategies:**S4.1 Increased Awareness****Description:**

A variety of methods will be employed to ensure all parents/guardians and students understand the importance of standardized test scores to the functioning of the school program and to individual students' future endeavors.

Action Steps:**AS4.1.1 Test Discussions****Description:**

Beginning with the first day of the 2011-2012 school year, all faculty and staff will discuss the ARMT and its importance with all students.

Benchmarks:

One hundred percent of all teachers will discuss with students the importance of the ARMT scores to our school and to students' future school endeavors.

AS4.1.2 Inform of Last Year's Test Scores**Description:**

All parents/guardians and students will be informed of their ARMT reading and math scores from 2011. Written copies of the test scores are given to parents during the first nine weeks report card pickup day. A mini-lesson about how to read the test scores will be presented by the school counselor at a PTSO meeting. Parents/guardians that have questions can make appointments with the school counselor to discuss the scores.

Benchmarks:

One hundred percent of parents/guardians will receive a copy of their child's ARMT 2011 test scores at the first nine weeks report card pickup day on October 21, 2011.

AS4.1.3 Student Goals**Description:**

The STAR Math and Reading programs will be used to chart students' progress throughout the year. The programs give a score that is designed to correlate with the scores on the ARMT in an effort to predict students' performance. STAR Math and Reading assessment scores will be discussed with students during their math and reading classes and a goal will be set for each student before the first progress report is released on September 15, 2011.

Benchmarks:

Data will be gathered from the benchmark and progress monitoring assessments from the STAR Math and Reading programs. This data will be used to make changes in student goals as needed and to ensure students are progressing toward a proficient score (Level III or IV) on the ARMT.

AS4.1.4 ARMT/ALCOS Objectives Charts**Description:**

The math and reading teachers will track student mastery of the ARMT/ALCOS objectives with charts posted in their classrooms. These charts will be posted in the classroom in August of the 2011-2012 school year and marked as students master ARMT/ALCOS objectives.

Benchmarks:

Students, teachers and principals will be able to quickly determine which ARMT/ALCOS objectives have not been mastered by specific students. Students will be remediated in these objectives until mastery.

Interventions:

If these measures do not result in an increase in the number of students scoring proficient on the ARMT, a committee of teachers, parents and principals will be created to discuss additional measures that could be taken.

Resources:

No expenses incurred.

S4.2 Incentives**Description:**

Students will be given incentives to attend and perform their best on all standardized tests during the 2011-2012 school year.

Action Steps:**AS4.2.1 Student Attendance****Description:**

Students that are in attendance for each day of standardized testing will receive a get-out-of-detention one day pass.

Benchmarks:

At least ninety-five percent of all seventh and eight graders will be in attendance for each day of standardized testing.

AS4.2.2 Four Point Club**Description:**

Students that score a Level IV on the reading or math portion of the ARMT will be given free admission to all LJHS home athletic events.

Benchmarks:

Student achievement will be measured by the percentage of students in grades seven and eight scoring a Level IV on the ARMT reading or math test in 2012.

Interventions:

If these measures do not result in an increase an increase in the number of students scoring proficient on the ARMT, a committee of teachers, parents and principals will be created to discuss additional measures that could be taken.

Resources:

No expenses incurred.

G5. Lack of Student Extracurricular Activities**Description:**

After interviewing students from grades seven and eight, the SACS review team found that there were not enough extracurricular activities offered to students. Our goal to address this challenge is create an after-school program that will provide students with positive extracurricular activities in which they can participate.

Strategies:**S5.1 Create Clubs****Description:**

An after school club program will be developed to address this need as determined by our SACS review team in 2011.

Action Steps:**AS5.1.1 Provide Students with Choices****Description:**

During the first two weeks of the 2011-2012 school year, all students will be given the opportunity to join a variety of extracurricular clubs. The following clubs will be offered: Go Green (Environmental) Club, Book Club, Scholar's Bowl and Skills for Success. Each club will meet after school at least once each month that school is in session.

Benchmarks:

During the first two weeks of the 2011-2012 school year, one hundred percent of students will be offered the opportunity to join clubs. Club sign-up sheets and attendance will be monitored by faculty and administrators to determine the success of the after-school club program.

Interventions:

If there is a small percentage of students that participate, surveys will be distributed to all students to inquire about the reasons they did not join a club. Efforts will be made to address these reasons.

Resources:

No expenditures incurred.

G6. School Environment**Description:**

One of the challenges noted by our 2010 SACS team was a definite need to improve the school climate by making it more pleasant and inviting. Since this was noted by our SACS review team, we believe it should be addressed as a challenge.

Strategies:**S6.1 Student Input****Description:**

Efforts will be made to gather student input and find out what students believe a more pleasant and inviting school would entail.

Action Steps:**AS6.1.1 Student Council**

Description:

A student council will be formed with a group of seventh and eighth graders that can converse with their peers and work together to bring about change.

Benchmarks:

Seventh and eighth grade students will be nominated and voted to the student council by their peers. At the end of the school year, all students will be surveyed to find out whether or not students believe their representatives brought about change.

Interventions:

If these strategies do not provide the outcome we envision, a committee of faculty and staff members will meet and devise new ways to gain student input.

Resources:

No expenses incurred.

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

Teacher Mentoring:

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

Lanett City Schools implemented a mentoring program eight years ago, which assigns at least one mentor teacher per building. The goal of the program is to retain quality teachers. The mentor frequently meets one-on-one with new teachers and observes their teaching and provides feedback. This is continued throughout each school year and is documented via the use of a mentoring observation form and kept in a log maintained by each mentor. The mentoring log contains a list of prerequisites for quality teaching based on the State Board of Education Evaluation Instrument. It would take an entire page to list all that mentors offer, but a few of the many services include tips for doing well on state-mandated evaluations, providing and explaining the new teacher handbook, reviewing lesson plan forms and expectations and providing information about duty assignments, school culture, lunchroom procedures, classroom allocations, etc., and serving as resource locators for textbooks, curriculum materials, purchase orders, etc.

Budget:

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

Any professional development expenditures will come from Titles I and II.

Transition:

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

Each spring, sixth grade students visit LJHS to take a tour of the facilities. Also, each spring eighth grade students tour LHS, meet with high school officials to discuss course requirements and meet with JROTC instructors to learn about the JROTC program.

Highly Qualified Teachers:

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

One hundred percent of the LJHS faculty have achieved HQT status. Lanett City Schools have adopted procedures relating to the hiring of high quality, highly qualified employees. All jobs are posted for a specific period of time and all practices relating to recruitment and hiring adhere strictly to equal opportunity policies and regulations. A district representative attends university and college teacher career fairs as well as utilizes teachers-to-teachers.com to obtain high quality applicants. The central office staff checks certification requirements and highly qualified status. All prospective employees are required to complete an application for employment and references are checked. Background checks and fingerprinting are required. Vacancies are posted on the Lanett City Schools website, at the central office, and at all schools.

LJHS cooperates with the teacher education programs of local universities and use this partnership as a recruiting tool for high quality, highly qualified teachers. Other strategies used to attract highly qualified teachers include providing assistance in finding housing, selecting a financial plan to alleviate hardships, purchasing materials needed before October 1st of the school year, and orientation to familiarize teachers with policies and procedures specific to the system.

The Lanett City Board of Education has approved procedures for assuring Lanett City Schools are staffed with highly qualified paraprofessionals. In order to be in compliance with the No Child Left Behind Act of 2001, each LEA was required to develop a plan to ensure that all paraprofessionals are highly qualified no later than 2005-06. The procedures are as follows:

1. Prospective paraprofessionals will send their transcripts to the custodian of funds who analyzes the transcripts in order to ensure that the paraprofessional has met all the requirements to be highly qualified.
2. Once all requirements for highly qualified has been met by the individual, then the custodian of funds informs the superintendent of the availability of the prospective paraprofessional.

All prospective employees at LJHS go through an interview process with the principal and curriculum director. Recommendations are made to the Superintendent of Education for his final recommendation to the Lanett City School Board of Education for its approval. All new employees go through an orientation process at the central office and at the school.

Assessments and Teacher Involvement:

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

All teachers at Lanett Junior High School are involved in the decision making process. Teachers are required to attend and participate in faculty meetings and committee meetings. Committees of teachers are also responsible for budgeting and spending of instructional supply monies, library enhancement monies, and professional development monies.

Teachers are directly involved in all schoolwide reform strategies at LJHS. Through teacher led discussions and recommendations, the school utilizes a variety of effective methods and instructional strategies that are based on scientific research. In order to strengthen the core academic program, several programs have been recommended by teachers and adopted as part of our total school reform program. These programs include Accelerated Reader, TEAM-Math, STAR Reading and Math, book studies and writing strategies.

All decisions regarding the use of state academic assessments to provide information on and to improve the achievement of individual students and the overall instructional program are either directly or indirectly in the hands of teachers. At the beginning of each school year, teachers in grades seven and eight review student data from the previous year's ARMT/SAT10/Science Assessment to determine strengths/weaknesses from which strategic intervention plans will be developed for those students who scored at Level II. The District Instructional Specialist and Principal conduct follow-up meetings to determine student progress.

Intervention strategies for students experiencing difficulty and/or who are not making adequate progress during the school year are attempted by all teachers. Some examples of intervention strategies include but are not limited to :

the Problem Solving Team that meets monthly to discuss struggling students, determine interventions, implement strategies and take further action as needed in order to address student learning needs; students who are having academic difficulty (D's and F's) are identified through progress reports/report cards. Strategies are identified and parent conferences are requested; the school nurse gives students vision and hearing screenings upon request by the classroom teacher and/or PST.

Special Populations:

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

All Migrant, English learners, Economically Disadvantaged, Special Education, Neglected and/or Delinquent , Homeless students must have equal access to the same free appropriate education, including public preschool education, provided to other children and youth. Preschool students are serviced by a certified teacher who goes to Bowen East Head Start at least twice per week to serve preschool age students who live in our district. These students are provided with the opportunity to meet the same challenging state content and performance standards to which all students are held without being stigmatized or isolated.

Migrant students are identified through the analysis of an employability/agricultural survey given to the parents/guardians of all new students. Other information or lack of information, including the following is utilized, birth certificate and school records or transcripts, immunization or health records, residency proof, and guardianship/custody document. Through observations from building administrators as well as district administrators, counselors, and teachers, identified children and youth are served in all areas of the curriculum.

English learners are identified through the analysis of a home language survey administered to each student in the district. Other information or lack of information, including the following is utilized: birth certificate and school records or transcripts, immunization or health records, residency proof, and guardianship/custody documents. Through observations from building administrators as well as district administrators, counselors, and teachers, identified children and youth are served in all areas of the curriculum.

Special Education services are provided for students who meet the federal guidelines for the identified exceptionality. The services provided are outlined in each student's Individual Education Plan.

Neglected and/or Delinquent students are identified through the analysis of guardian/custody information, residency proof, school records/transcripts and health records and information obtained from the Circle of Care for Families. Through observations from building administrators as well as district administrators, counselors, and teachers, identified children and youth are served in all areas of the curriculum

Homeless students are identified through the analysis of a residency survey given to all students. School system records describing custody/guardianship information as well as counselor referrals and residency documents are utilized. Birth certificate, transcripts and health record information is also used to identify homeless students as well as reports submitted by the Circle of Care Center for Families, a non-profit organization for families in our area.

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

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

Applies Only to Secondary Schools

N/A: We do not have a Career and Technical Program.

Extended Learning Opportunities:

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

Ninety-five percent of our student population rides the bus daily, which poses transportation difficulties. However, we do offer the following extended learning activities: Go Green! Club, Scholar's Bowl, Skills for Success, and Book Club. Students are also welcome to arrange time after school to make up missed work or receive tutoring from their teachers. The Boys and Girls Club also offers after-school activities for students.

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

Parental Involvement:

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

Our administration, faculty and staff continually search for ways to keep parents and the community informed about school programs and to involve parents in their children's learning process. At the beginning of each school year, parents are provided a Student/Parent Handbook and a Lanett City Schools District Handbook. In both of these handbooks, parents can find a description of the school's curriculum, assessments, student achievement expectations and Title I requirements. The PTSO Open House meeting is held in August or September, at which time policies and procedures for the year are discussed. At later meetings throughout the year, other topics are discussed, including explanation of the Title I Program and Requirements, presentation of the Parent Involvement Plan, and presentation of the school's CIP. Parent rights are presented and parents are encouraged to become involved in our school by volunteering.

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.) Lanett Junior High School strives to meet the scheduling needs of its parents by offering meetings and special events at varying times of the day throughout the school year. PTSO meetings are held in the evenings. Parent education workshops are offered in the morning and early afternoon. Report card pick-up times are scheduled for afternoon times. Special family events are scheduled for late afternoon and evening times.
- 2.) Parents serve on the Lanett City Schools District Title I Planning Committee, the Lanett Junior High School PTSO Council, on the Parent Advisory Council, on the Continuous Improvement Plan Committee and are asked to be classroom volunteers throughout the year. Parents are invited to attend all planning meetings and their input is encouraged.
- 3.) PTSO monies are made available to assist in the cost for events at the junior high.
- 4.) Parents of students involved in the Gifted/Enrichment program are encouraged to come to visit throughout the school year. Parents are encouraged to attend field trips as chaperones, including an over-night trip in the spring. Mrs. Sands holds Gifted Education Plan meetings during the year for parents to review their child's education plan. She also invites parents to participate in an Enrichment Parent Advisory Committee.

Describe how the school provides parents of participating children timely information in a uniform format and, to the extent practicable in a language they can understand, about programs under Title I, a description and explanation of the curriculum in use, forms of academic assessments, and achievement

expectations used, and, if requested by parents, opportunities for regular meetings to formulate suggestions and participate as appropriate in decisions related to the education of their children.

Parents are encouraged to be involved in all areas of the educational process at Lanett Jr. High School. Parents serve on the PTO Council, on the Parent Involvement Committee, on the Continuous Improvement Plan Committee and are asked to volunteer throughout the year. Information about school programs, assessments, academic expectations and Title I requirements are discussed at Open House. Notices are sent home to parents when new programs are available. Both Lanett Jr. High School and Lanett City District handbooks provide parents with extensive information about school curriculum and programs. Teachers are available before and after school for Parent-Teacher conferences, as well as at PTO events, Open House, and on Report Card pick-up day.

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).

LJHS has an established School-Parent Compact that is developed by parents and teachers each year. Teachers also explain the Compact, specifically the student section, to students in the classroom during the first days of school.

Compacts are kept in the classroom and teachers have the opportunity to use them for Student/Parent conferences during the school year. Teachers review the Compact yearly and make changes or additions as needed.

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

Copies of the Continuous Improvement Plan will be available in the school office, the media center, counselor's office, and classrooms for parental viewing. Parents who wish to make and submit comments of dissatisfaction with any area of the Title I Plan or the Continuous Improvement Plan may do so by calling the School District Office to speak with the Federal Programs Coordinator. Parents may also contact the school principal through the school office. Additionally, parents may request to be placed on the agenda of any school board meeting.

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)

To provide assistance to parents in understanding academic standards and assessments, and how to improve student achievement, Lanett Jr. High School offers the following:
Parent/Student/School Compact; Parent-Teacher conferences;
Career Day activities; Parent Report Card Pickup Day.

(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)

To provide materials and training to help parents work with their children to improve their children's achievement, we:

Invite representatives from the local library to speak at PTSO to inform parents of programs and activities available to them through the Chambers County Public Library System

Invite parents to participate in Career Day activities

Invite parents to Family Lunch Days

(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)

We have an active Parent-Teacher-Student Organization that offers many opportunities each year to bring home and school together. Our faculty and staff participate in periodic teacher in-service activities that focus on teacher /parent communications. The district's mentor program helps new teachers develop strong parent/teacher relationships. The ALERT NOW program is used to inform parents of special program events. Representatives of the Department of Human Resources and the local Circle of Care assist faculty and staff in developing good school-home relationships.

(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)

Community agencies such as the Circle of Care, Mental Health, Pastoral Institute, and Boy Scouts of America offer a variety of services to our students and their families. Parents are referred to these agencies as the need arises.

(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)

Lanett City Schools maintains a website where activities, programs, school news, athletics and other relevant items are posted.

Parents receive a copy of both the school and district handbooks at the beginning of each year. These are revised annually and describe school curriculum, policies, state academic expectations and Title I requirements.

Alert Now, a computerized parent information system, is utilized to keep parents informed by telephone of all school activities, programs, and functions.

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

The administration, faculty and staff of Lanett Junior High School strive to address and resolve parent concerns and requests as quickly as possible.

School board meetings are held monthly, and parents may request to be placed on the agenda to voice concerns.

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.

At this time, Lanett Junior High School does not have any ELL students, does not have any migratory students, or parents, with disabilities that would preclude their being able to read and understand the standard English found in school documents, assessments, and/or other reports.

Part VII- PROFESSIONAL LEARNING NEEDS RELATED TO ACADEMIC CHALLENGES

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

- Yes
- No

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

- Yes
- No

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

- Yes
- No

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

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

Integrating reading into all content area classrooms in order to decrease the number of nonproficient students.

What types of professional learning will be offered?

Workshop: How to use ARI strategies

When will the session be delivered?

First semester professional inservice day

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?)**

All teachers will effectively use ARI PALS strategies to teach reading in their content areas.

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

Teachers will document their use of ARI PALS strategies in their classrooms on their weekly lesson plans. These plans are submitted to the administrators and instructional specialist. Implementation of the strategies will be observed by administrators, literacy coach and instructional specialist. Evidence of effectiveness will be visible through a decreased number of students scoring nonproficient on the reading portion of the ARMT administered in 2012.

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

Contracted Educational Consultant-No charge.

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

Integrating reading into all content area classrooms

What types of professional learning will be offered?

Individual Training Sessions by the Literacy Coach

When will the session be delivered?

All teachers will meet with the literacy coach during their planning times throughout the school year to continue to learn to implement ARI PALS strategies into the content areas.

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?)**

All content area teachers will effectively implement ARI PALS strategies in their classrooms to integrate reading in all content areas. The number of students scoring at nonproficient (Levels I or II) on the reading portion of the ARMT administered in 2012 should decrease.

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

All meetings between content area teachers and the literacy coach will be documented by the literacy coach. The use of ARI PALS strategies will be documented in weekly lesson plans by all content area teachers. Implementation of the ARI PALS strategies will be observed by administrators, literacy coach and instructional

specialist. Evidence of effectiveness will be visible through a decreased number of students scoring nonproficient on the reading portion of the ARMT administered in 2012.

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

Contracted Educational Consultant-No charge.

ARMT-Small Group Instruction

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

Fifty-three percent of all current seventh graders scored proficient (Levels III or IV) on the math portion of the ARMT. This is thirty percent below the AMO for 2011-2012. This is an increase of three percent from last year (2011-2012). Twenty-seven percent of all current eighth graders scored proficient (Levels III or IV) on the math portion of the ARMT. This is fifty-eight percent below the AMO for 2011-2012. This is a one percent decrease from last year (2011-2012).

What types of professional learning will be offered?

Small group training session from a math remediation teacher.

When will the session be delivered?

August 2011.

What are the expected outcomes of professional learning?

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

There will be a decrease in the number of students scoring non-proficient on the math section of the ARMT administered in the spring of 2012.

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

Weekly lesson plans will be used as evidence of strategy implementation.

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

No expenses incurred.

Part VIII - Coordination of Resources/Comprehensive Budget

I. State Foundation Funds

	FTEs Earned	Units Placed	Total Salaries
FTE Teacher Units	6.50	6.50	279438
Administrator Units	1.00	1.00	79118
Assistant Principal	0	0.50	35727
Counselor	0.50	0.50	28484
Librarian	0.50	0.50	24619
Career and Technical Education Administrator	0	0	0
Career and Technical Education Counselor	0	0	0

Technology	0
Professional Development	0
State ELL Funds	0
Instructional Supplies	1146
Library Enhancement	0
Total of All Salaries:	\$448,532.00

II. Federal Funds

Title I: Improving the Academic Achievement of the Disadvantaged

Provide a brief explanation and a breakdown of expenses.

Teachers and instructional aide salaries, benefits, materials and supplies

Total : 168449

Title I: ARRA Funds

Provide a brief explanation and a breakdown of expenses.

Total : 0

Title II: Professional Development Activities

Provide a brief explanation and a breakdown of expenses.

Total : 0

Title III: For English Language Learners

Provide a brief explanation and a breakdown of expenses.

Total : 0

Title IV: For Safe and Drug-free Schools

Provide a brief explanation and a breakdown of expenses.

Total : 0

Title VI: For Rural and Low-income Schools

Provide a brief explanation and a breakdown of expenses.

Total : 0

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

Provide a brief explanation and a breakdown of expenses.

Total :

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

Provide a brief explanation and a breakdown of expenses.

Total :

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

Provide a brief explanation and a breakdown of expenses.

Total :

III. Local Funds (if applicable)

Local Funds

Provide a brief explanation and a breakdown of expenses.

Utilities, salaries, maintenance and janitorial

Total :