

Assurances

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

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

Ⓟ Indicates LEA Principal Approval based on Assurances listed above.

Part I NEEDS ASSESSMENT- SUMMARY OF DATA

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

In March 2011, teachers at W.O. Lance Elementary School (LES) were asked by the Continuous Improvement Plan(CIP)Team to meet with their grade level groups to discuss how well the strategies of the 2010-2011 CIP helped meet the projected goals, what changes needed to be made, and suggest new strategies that could be implemented into the 2011-2012 CIP. The faculty of LES met in April 2011 to review and discuss the projected goals, strategies and action plans of the 2010-2011 Continuous Improvement Plan. Faculty members were given the opportunity to share their suggestions and recommendations on the focused areas, and offer new suggestions for the 2011-2012 CIP.

Data from the spring 2011 Alabama Reading and Math Test (ARMT), Stanford Achievement Test Version 10 (SAT10), and the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) will be presented to the faculty at a faculty meeting (September 2011). The CIP committee members will present their analysis of the data noting strengths and weaknesses and identified areas of focus for the 2011-2012 Continuous Improvement Plan. Faculty members again will have the opportunity to voice their suggestions and recommendations on the focused areas.

The 2011-2012 CIP committee includes the principal, six teachers, a parent, and a student. Members of the committee met several times in the spring 2011 with Ms. Booth, the State Department of Alabama (SDE) School Improvement Specialist and Ms. Sanders, the School Improvement facilitator, to create a timeline for completion of the 2011-2012 documents and to determine the responsibilities for the 2011-2012 committee members. The CIP committee from LES met on May 5, 2011, to assign responsibilities for acquiring necessary information to complete the Needs Assessment. Training for use of e-CIP was begun in spring 2011.

In August and September 2011 when all data was received and analyzed, the goals, strategies and action plans were developed based on the noted weaknesses from the Alabama Reading and Math Test (ARMT), Stanford Achievement Test Version 10 (SAT10), and the Dynamic Indicators of Basic Early Literacy Skills (DIBELS). Other data sources utilized in the completion of the CIP included attendance, tardies and withdrawal reports; Alabama Science Assessment (ASA); Student Incidence Report (SIR); teacher attendance; and reports from ACCESS. It should be noted that the proficiency index for all evaluated areas in spring testing of 2011 increased; however, math and reading remained focused areas for the 2011-2012 CIP.

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)**

Melissa Smith, Faculty, 1st grade
 Rebecca Sands, Faculty, Gifted Education Specialist
 Angela Robinson, Faculty, 4th grade
 Michelle Crutchfield, Faculty, Media Specialist
 Jennifer Norris, Faculty, Elementary Math Specialist
 Martha Shipman, Faculty, Guidance Counselor
 Jamie Heard, Principal, K-6
 Charles Huguley, Parent
 Sierra Jackson, Fifth Grade Student

Marjorie Burnside, Partners in Education representative

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

SUMMARY OF NEEDS BASED ON A COMPREHENSIVE REVIEW OF DATA

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

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

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

In August and September 2011 when all data was received, disaggregated and analyzed by the Continuous Improvement Team, the goals, strategies and action plans were developed based on the noted weaknesses from the Alabama Reading and Math Test (ARMT), Stanford Achievement Test Version 10 (SAT10), and the Dynamic Indicators of Basic Early Literacy Skills (DIBELS).

Other data sources utilized in the completion of the CIP included student attendance, tardies and withdrawal reports; Alabama Science Assessment (ASA); Student Incidence Report (SIR); teacher attendance; and reports from ACCESS. It should be noted that the proficiency index for all evaluated areas (accountability) in spring testing of 2011 increased over the proficiency index from spring 2010 testing. Results of testing data was presented to the faculty in September 2011 and it was decided that math and reading would remain focused areas since scores still remained significantly below target Annual Measurable Objectives (AMO) for 2012.

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

All new hires are expected to have achieved highly qualified status. The teachers will be given results from the ARMT, SAT10, Alabama Science Assessment, and DIBELS from the most recent testing period (2010-2011) to be used in developing a program of study which will address academic needs of all students.

Number and percentage of teachers Non-HQT:

Zero Non-HQT (0%)

Number and percentage of Classes Taught by Non-HQT:

Zero classes (0%)

Alabama High School Graduation Exam (AHSGE):

Strengths:

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 Mathematics section of the AHSGE.

Ninety-eight percent of all eleventh graders scored proficient on the Mathematics section of the AHSGE.

Weaknesses:

Seventy-six percent of all tenth graders scored proficient on the Mathematics section of the AHSGE. This is ten percent below the AMO for 2010-2011 and fifteen percent below 2012 AMO of 91.

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 2010-11.

Fifty-eight percent of all tenth graders scored proficient on the Reading section of the AHSGE. This is thirty-four percent below the AMO for 2010-2011.

Fifty-six percent of all tenth graders scored proficient on the Language section. This is ten percent below the state average for 2010-2011.

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

Third Grade

Seventy-eight percent of all third graders demonstrate reading vocabulary knowledge on the ARMT. This was an increase of three percent from 2009-2010 ARMT scores.

Seventy-five percent of all third graders scored at Level III and Level IV in the reading section on the ARMT. This was a five percent increase over 2009-2010 ARMT scores.

Eighty-two percent of all third graders scored in Level III and Level IV in the mathematics section on the ARMT. This was a thirty-nine percent increase over 2009-2010 ARMT scores.

Fourth Grade

Seventy-four percent of all fourth graders scored at Level III and Level IV in Reading on the ARMT. This was a four percent increase over 2009-2010 ARMT scores.

Eighty-seven percent of all fourth graders can write money amounts in words and dollar & cent notation in 2011. This parameter remained unchanged from 2009-2010 ARMT scores.

Fifth Grade

Eighty-three percent of all fifth graders scored at Level III and Level IV in Reading on the ARMT. This was a seventeen percent increase from the 2009-2010 ARMT scores.

Seventy-seven percent of all fifth graders scored at Level III and Level IV in Mathematics on the ARMT. This was a eighteen percent increase from the 2009-2010 ARMT scores.

Sixth Grade

Eighty-three percent of all sixth graders scored at Level III and Level IV in the reading section on the ARMT. This was only a one percent decrease over the 2009-2010 ARMT scores.

Zero students in the sixth grade scored at Level 1 in Reading on the ARMT.

Weaknesses:

Third Grade

Eighteen percent scored in Level I and Level II in mathematics.

Fourth Grade

Twenty-six percent scored at Level I and Level II in Reading

Forty-one percent of students use strategies to comprehend functional and textual/information materials

Fifty-nine percent scored at Level III and Level IV in Mathematics in 2011

Only twenty-three percent of students represent categorical and numerical data using tables and graphs

Fifth Grade

Seventeen percent of students scored Level II in Reading

Twenty-three percent of students scored Level II in Math

Twenty-five percent of students convert units of measurements within the same system (customary or metric)

Sixth Grade

Forty-eight percent scored at Level II and Level I in mathematics in 2011

Forty-four percent apply strategies to comprehend technical/informational and functional materials in reading

Nineteen percent solve problems involving decimals, percents, fractions and proportions in the mathematics section

Alabama Science Assessment:**Strengths:**

Fifty percent of all fifth graders scored proficient (Level III and Level IV) on the 2011 Alabama Science Assessment. This was a two percent increase over the 2009-2010 ASA scores.

Weaknesses:

Fifty percent of all fifth graders scored Level I and Level II on the 2011 ASA.

Stanford 10:**Strengths:**

Third Grade

Eighty-nine percent scored average or above average in computation with whole numbers

Eighty-two percent scored average or above average using reading comprehension thinking skills

Fourth Grade

Eighty-three percent scored average or above average in Reading Vocabulary thinking skills

Students scored in the 5th stanine in Mathematics Procedures

Fifth Grade

Eighty-five percent scored average and above average in Reading Comprehension

Eighty-seven percent of students scored Average and Above Average in the Geometry & Measurement subtest of Mathematics Problem Solving

Eighty-two percent of students scored Average or above average in data, statistics and probability

Sixth Grade

Seventy-nine percent of students scored average and above average in Reading Comprehension

Weaknesses:

Third Grade

Overall scores were low, with the national percentile for Total Reading at thirty-two percent and Total Math at thirty-nine percent.

Only four percent of student scored above average in Estimation

Forty-five percent scored below average in reasoning and problem solving and thinking skills in mathematics

Fourth Grade

Overall scores were low, with the national percentile rank for Total Reading at forty-one percent and Total Math at thirty-nine percent.

Students scored in the 4th stanine in Reading vocabulary and Math Problem Solving

Fifth Grade

National percentile was thirty-seven percent in Total Math

Forty percent scored below average in reasoning and problem solving subtest

Fifty-three percent scored below average in number sense and operations

Sixth Grade

Students scored in the 4th stanine in all Reading and Math areas, with the exception of Reading Comprehension, which fell in the 5th stanine

Forty-five percent scored below average in computation with decimals

Forty-one percent scored below average in number sense and operations

Thirty-three students scored below average in mathematics problem solving

Dynamic Indicators of Basic Early Literacy Skills (DIBELS):

Strengths:

Kindergarten (spring 2011)

The percentage of students at low risk (benchmark) in Initial Sound Fluency increased from seventy-six percent at the beginning of the year to 100% in the middle of the year.

The percentage of students at low risk (benchmark) in Letter Naming Fluency increased from sixty-nine percent at the beginning of the year to 98% at the end of the year. This was an increase of 10% from the spring 2010 value of 88%.

Ninety-eight percent of students were "Established" by the end of the year in Phonemic Segmentation Fluency

Ninety-eight percent of students were "Established" by the end of the year in Nonsense Word Fluency

First Grade (spring 2011)

Students moved from 87% "Established" in Phoneme Segmentation Fluency at the beginning of the school year (fall 2010) to 100% "Established" by the end of the year (spring 2011)

Scores for Nonsense Word Fluency increased from 70% at the beginning of the school year to 93% by the end of the school year. This was a 7% decrease from the reported value of 100% in spring 2010.

Scores for Oral Reading Fluency increased from 65% "low risk" (benchmark) in the middle of the school year to 70% "low risk" (benchmark) by the end of the school year (spring 2011). This was a 14% decrease of students attaining "benchmark" status from the previous year's value of 84% (spring 2010).

Second Grade (spring 2011)

Students moved from 58% "low risk" at the beginning of the school year (fall 2010) for Oral Reading Fluency to 62% "low risk" by the end of the school year (spring 2011). This represents a decrease of 7% from the previous year's (spring 2010) value of 69%.

Third Grade (spring 2011)

Students moved from 51% "low risk" at the beginning of the year (fall 2010) for Oral Reading Fluency to 62% "low risk" by the end of the school year (spring 2011). This was a 5% decrease from the reported value of 67% in spring 2010.

Weaknesses:

First Grade (spring 2011)

The scores from Nonsense Word Fluency decreased 7% from 100% (spring 2010) to 93% in spring 2011.

Thirty percent (18% were "some risk" and 12% were "at risk") of students fell below the Benchmark goal in Oral Reading Fluency.

The scores from Oral Reading Fluency decreased by 14% from 84% (spring 2010) to 70% in spring 2011.

These numbers represent a downward trend in regards to students meeting Benchmark status.

Second Grade (spring 2011)

Thirty-seven percent (16% were "some risk" and 21% were "at risk") of students failed to meet the Benchmark goal in Oral Reading Fluency.

The scores from Oral Reading Fluency decreased by 7% from 69% (spring 2010) to 62% in spring 2011.

These numbers represent a downward trend in regards to students meeting Oral Reading Fluency Benchmark status.

Third Grade (spring 2011)

Thirty-eight percent (25% were "some risk" and 13% were "at risk") failed to meet the Benchmark goal in Oral Reading Fluency.

The scores from Oral Reading Fluency decreased by 5% from 67% (spring 2010) to 62% in spring 2011.

These numbers represent a downward trend in regards to students meeting Oral Reading Fluency Benchmark status.

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

Alabama Direct Assessment of Writing (ADAW):

Strengths:

No data will be available as this assessment was not given during school year 2010-2011.

Weaknesses:

No data will be available as this assessment was not given during school year 2010-2011.

ACCESS for English Language Learners (ELLs):

Strengths:

According to the WIDA teacher report for 2011, areas of strength were in Listening, Reading, and Comprehension.

- Student scored 5.0 out of 6.0 possible in Listening
- Student scored 5.0 out of 6.0 possible in Reading
- Student scored 5.0 out of 6.0 in Comprehension

Weaknesses:

According to the WIDA teacher report for 2011, areas of weakness were in Speaking and Oral language.

- Student scored 2.9 out of 6.0 in Speaking
- Student scored 3.9 out of 6.0 in Oral Language

EducateAL or other Professional Evaluation Profile Information:

Strengths:

In house evaluations were conducted during school year 2010-2011 due to delays with Educate AL training opportunities. Strengths include: 1) lesson plans are submitted weekly with objectives stated for every subject and 2) directions are clear and easily understood by students.

Weaknesses:

In house evaluations were conducted during school year 2010-2011 due to delays with Educate AL training opportunities. Student work is not posted by all teachers was noted as a weakness.

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

Strengths:

The Alabama Alternate Assessment (AAA) is administered yearly to students with severe cognitive deficits. These students work on the Alabama extended standards. LES had one student

who participated in the AAA last year.

In the area of Reading the student scored a Level IV, in Mathematics a Level III, and in Science a Level III. The student met content standards in all areas for the 2010-2011 school year.

According to the W.O. Lance Elementary School Technology Plan and results from the IMPACT survey, the following areas were noted as strengths:

- Several classrooms have presentation equipment (computer/TV; digital cameras; ELMO cameras, Interwrite pads, LCD projectors and Promethean electronic boards) through participation in INTEL Teach to the Future and EETT (Enhancing Education Through Technology) grants
- All classrooms have one or more up-to-date, Internet-accessible computers
- All classrooms have Internet Accessibility
- On-going Professional Development opportunities promote integration of technology in the classroom
- Two computer labs are available for student/teacher use.

Weaknesses:

According to W.O. Lance Elementary School Technology Plan and results from the IMPACT survey, the following areas were noted as weaknesses:

- Only 42% of teachers select specific technology resources to support lessons weekly or monthly
- Only 16% of teachers assign activities utilizing technology to locate, evaluate and collect information from a variety of sources more than once a week
- Thirty-one percent of teachers never assign activities that use technology for inquiry-based learning
- Only 12% of teachers believe their students are learning the necessary skills to participate effectively in the global community.

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

Strengths:

Star Math Summary Report (Date Range 8/9/2010 to 5/26/2011)

Strengths: Twenty-four percent of second graders scored grade equivalent 2.0-2.9.

Four percent of third graders scored grade equivalent 4.0-4.9.

Star Reading Summary Report (Date Range 8/9/2010 to 5/26/2011)

Strengths:

Eight percent of first graders scored grade equivalent 2.0-2.9.

Nine percent of second graders scored grade equivalent 3.0-3.9.

Nineteen percent of third graders scored grade equivalents above 3.9 (13% scored 4.0-4.9 and 6% scored 5.0-5.9).

Seventeen percent of fourth graders scored grade equivalents above 4.9 (10% scored 5.0-5.9; 6% scored 6.0-6.9 and 1% scored 7.0-7.9)

Fifteen percent of fifth graders scored grade equivalents above 5.9 (3% scored 6.0-6.9; 6% scored 7.0-7.9; 3% scored 8.0-8.9 and 3% scored 9.0-9.9)

Ten percent of sixth graders scored grade equivalents above 6.9 (4% scored 7.0-7.9; 2% scored 8.0-8.9; 2% scored 9.0-9.9 and 2% scored 10.0-10.9).

Elementary Gifted/Enrichment Program Parent/Teacher/Student annual (spring 2011) survey results indicate:

Parents believe the Elementary Gifted/Enrichment program provides sufficient academic challenge for their child.

Students feel that the field experiences help them learn about new topics and ideas.

Students feel that the Gifted/Enrichment Program is an important part of their education and helps in meeting their educational needs.

Weaknesses:

Star Math Summary Report (Date Range 8/9/2010 to 5/26/2011)

Eighty-four percent of first graders scored grade equivalent 0.0-0.9.

Seventy-seven percent of second graders scored grade equivalents below 2.0 (53% scored 1.0-1.9 and 24% scored 0.0-0.9)
 Sixty-nine percent of third graders scored grade equivalents below 3.0 (53% scored 2.0-2.9; 14% scored 1.0-1.9 and 2% scored 0.0-0.9).

Star Reading Summary Report (Date Range 8/9/2010 to 5/26/2011)

Fifty-seven percent of first graders scored grade equivalent 0.0-0.9.

Thirty-seven percent of second graders scored grade equivalents below 2.0 (33% scored 1.0-1.9 and 4% scored 0.0-0.9)

Fifty-nine percent of third graders scored grade equivalents below 3.0 (53% scored 2.0-2.9 and 6% scored 1.0-1.9).

Forty-five percent of fourth graders scored grade equivalents below 4.0 (34% scored 3.0-3.9; 27% scored 2.0-2.9 and 4% scored 1.0-1.9)

Sixty-one percent of fifth graders scored grade equivalents below 5.0 (26% scored 4.0-4.9; 21% scored 3.0-3.9; 11% scored 2.0-2.9 and 3% scored 1.0-1.9).

Seventy-three percent of sixth graders scored grade equivalents below 6.0 (27% scored 5.0-5.9; 18% scored 4.0-4.9; 13% scored 3.0-3.9; 13% scored 2.0-2.9; 1% scored 1.0-1.9 and 1% scored 0.0-0.9)

Elementary Gifted/Enrichment Program Parent/Teacher/Student annual(spring 2011) survey results indicate:

Students think that the regular classroom teacher does not support their participation in the Gifted/Enrichment Program.

Students would like more chances to select topics of choice.

Currently, no data available related to the Response to Instruction(RTI);however, school year 2010-2011 was the implementation year with the system RTI and building coordinators receiving training through professional development opportunities. Star Math and Star Reading were purchased to be used as screeners.

Career and Technical Education Program Data Reports:

Strengths:

Core Indicator 3S1-Transition of Completers-Lanett High School (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:

Core Indicator 4S1-Participation in Nontraditional Programs-LHS does not offer any nontraditional programs; therefore, no students can be counted as nontraditional.

Core Indicator 4S2-Nontraditional Program Completers-LHS does not offer any programs that are considered nontraditional; therefore, this school falls below the 9.57% required nontraditional completers required by the state.

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

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

Strengths:

- There were no expulsions during the 2010-2011 school year.
- The number of students placed in Alternative School during the 2010-2011 school year was 3. This is two less than in 2009-2010.
- Corporal punishment was utilized three times in 2010-2011 as compared to eight times in the 2009-2010 school year.
- The total number of disciplinary incidents decreased from 1,221 in the 2009-2010 to 215 in the 2010-2011 school year.

Weaknesses:

There were ninety-four out-of-school suspensions in the 2010-2011 school year as compared to fifty-one in the 2009-2010.

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

Ninety-five percent of twelfth graders graduated.

Weaknesses:

Not-applicable in the elementary school

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 rate for the 2010-2011 school year was relatively low at 2.30%.

Weaknesses:

For the school year 2010-2011 school year there were 34.72 on staff which was a decrease from the 2009-2010 staff number of 36.72. This was a reduction of two staff members due to funding.

As of May 5, 2011, teachers have been absent a total of 503.50 days (7.31%) which is less than the 523.50 absentee days reported for the 2009-2010 school year. This data indicates no appreciable change.

Of the total number of teacher absences, 21.50 days were attributed to military leave and 187.50 were used for professional leave time.

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:**

Ninety-five percent attendance rate with ninety-nine percent of the students being on time to school. There was a one percent check-out rate.

Fifteen percent new enrollment for the 2010-2011 school year.

Weaknesses:

Eighteen percent withdrawal rate with six percent being out of state and twelve percent within the state of Alabama.

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

According to the "Parent Opinion Inventory", 82.5% of our parents feel that their child is receiving a high quality education. Eighty-seven percent feel that our school does a good job teaching language arts. Seventy-five percent feel that our school is doing a good job teaching math.

Weaknesses:

According to the "Parent Opinion Inventory", only 53.66% of our parents feel like our staff gives students extra help in class when needed. Forty-three percent feel like our staff does not offer individual help outside of the regular class time. Twenty-eight percent feel like there are bullying issues taking place in our school.

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

Forty-three percent of students feel safe in the classroom.

Ninety percent of teachers feel that the LES faculty collaborates effectively to make decisions and solve problems as a group.

Weaknesses:

Fifty-two percent of students feel that students are picked on by other students for working hard at school.

Fifty-eight percent of teachers do not feel that students come to school to put forth the required effort to learn.

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:**

ELL plans are written for qualifying student.

All grades except grade one have ELL leveled readers available.

All resources for the research-based reading program are available in Spanish(via thinkcentral.com)

AMSTI resources are available in Spanish

Weaknesses:

Teachers are unfamiliar with the existing ELL plan and do not have personal access to a copy of the plan

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:**

There is a learning specialist who has received training on ELL procedures and interpretation of testing data.

Weaknesses:

Faculty members (including teachers, guidance counselors, learning specialists, media specialists, and administrators) are unfamiliar with the district's ELL plan. Faculty members lack knowledge about the general content and ideas behind the WIDA-ELP (English Language Proficiency) standards. Faculty members have limited training on instructional strategies and techniques for increasing ELP.

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

The research-based reading program has built-in support materials for ELL students.

Team Math/AMSTI resources are available in Spanish.

Rosetta Stone is available in the computer lab for ELL students.

Weaknesses:

There is no designated ELL curriculum available.

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 Math Scores on the ARMT

Description:

By the end of the 2011-2012 school year, LES will increase the percent of third grade students scoring proficient (Levels III and IV) by 7% in math on the ARMT to 89%. By the end of the 2011-2012 school year, LES will increase the percent of fourth grade students scoring proficient (Levels III and IV) by 30% in math on the ARMT to 89%. By the end of the 2011-2012 school year, LES will increase the percent of fifth graders scoring proficient (Levels III and IV) by 11% in math on the ARMT to 88%. By the end of the 2011-2012 school year, LES will increase the percent of sixth graders scoring proficient (Levels III and IV) by 30% in math on the ARMT to 83%.

Data Results on which goal is based:

Eighty-two percent of third grade students, fifty-nine percent of fourth grade students, seventy-seven percent of fifth grade students, and fifty-three percent of sixth grade students scored proficient in math as measured by the 2011 Alabama Reading and Mathematics Test. SAT10 scores from spring 2011 were: thirty-nine percentile for third grade, forty-fourth percentile for fourth grade, thirty-seventh percentile for grade five, and thirty-seventh percentile for sixth grade.

Target Grade Level(s): Grades 3-6

Target Content Area(s): Math

ARMT: Math

Additional Academic Indicators:

No additional academic indicators

Target Student Subgroup(s):

All Students

Courses of Study:

Complete numeric and geometric patterns (Grade 3) Represent categorical and numerical data using tables and graphs (Grade 4) Write number sentences that involve multiplication or division (Grade 4) Convert units of measurement within the same system (customary or metric) (Grade 5) Add and subtract fractions with common and uncommon denominators (Grade 5) Solve problems involving perimeter and area of parallelograms and rectangles (Grade 6) Determine the distance between two points on a scale drawing or a map using proportional reasoning (Grade 6) Solve problems involving decimals, percents, fractions, and proportion (Grade 6)

Strategies:

S1.1 Implement explicit, intensive math instruction

Description:

In order to improve students' academic performance in math, teachers will implement explicit, intensive instruction through the use of focused small groups and opportunities for students to reflect upon their learning in every classroom in grades 1-6.

Action Steps:

AS1.1.1 Strategic Intervention Plans

Description:

Description of Action Step: After analyzing the most recent testing data (ARMT/SAT10) for strengths and weaknesses, teachers in grades 4-6 will develop strategic intervention plans targeted to move those students scoring Level II to Level III in math on the ARMT. This will be done in August 2011.

Benchmarks:

All teachers in grades 4-6 will meet to review data. Student plans will be made. District Instructional Specialist and principal will conduct follow-up meetings with each teacher at the end of each quarter to determine student progress. Weekly Star Math assessments will be used to monitor student progress.

AS1.1.2 Small Instructional Intervention Groups

Description:

Teachers will place students in grades 1-6 in flexible, small instructional /intervention groups based on analysis of the most recent assessment data (ARMT/SAT10 students' reports, classroom assessments, STAR MATH, and/or TEAM-Math (AMSTI) Quarterly tests)in August 2011 and monitor throughout the school year as new assessment data becomes available.

Benchmarks:

One-hundred percent of teachers will create instructional/intervention group lists in August 2011 and review student instructional/intervention groups throughout the school year. Students will be given classroom assessments weekly, Star Math tests will be given weekly; AMSTI assessments will be administered quarterly and ARMT accountability assessments will be given annually.

AS1.1.3 Hands on math instruction and practice

Description:

Teachers in grades K-6 will provide students with hands on math instruction and practice through the daily use of AMSTI strategies and investigations which includes but not limited to the use of bell ringers, cooperative learning groups, math manipulatives, technology and standards based math centers in order to increase student learning.

Benchmarks:

One-hundred percent of teachers in grades K-6 will make use of hands-on math instruction and practice through the use of AMSTI strategies and investigations on a daily basis. Class assessments will be done weekly and Team Math/AMSTI assessments will be administered Quarterly to students in order to check for progress.

AS1.1.4 Math Journals

Description:

The teacher will provide opportunities for students in grades 1-6 to write about their learning experiences in math in a Math Journal for a minimum of two days per week. These will be evaluated by the teacher bi-weekly in order to adjust/modify math instruction.

Benchmarks:

One hundred percent of teachers in grades in 1-6 will use student responses in their Math Journals to adjust and modify instruction. One hundred percent of students in grades 1-6 will write/draw in Math journals on a regular basis. Weekly math assessments will reflect student learning emphasized through the math journal activity.

Interventions:

Students who are not making adequate progress in Math may be referred to the Problem Solving Team for alternate intervention suggestions. PST meets monthly to update previously referred students and to make changes to Intervention plans. Students in grades 3-6 who continue to perform poorly in Math may be added into a Math Intervention small group held with the W. O. Lance Math Specialist.

Resources:

AMSTI Quarterly tests, STAR Math software, most recent accountability testing data results, Team Math/AMSTI strategies and investigations, math manipulatives, computer lab will be used for web-based learning sites, math centers, AMSTI resources (ex. math manipulatives, calculators) will be used by teachers in grades K-6, Team Math Pacing Guides, math journals for all students in grades 1-6, ARMT Practice Tests which require open-ended and gridded answer responses, math games and math songs (resources provided to teachers who have completed Team-Math/AMSTI training), funding for employment of math specialist and necessary math materials (manipulatives, computer programs, etc.)

§1.2 Meeting ARMT math standards**Description:**

Team-Math/AMSTI (Alabama Math Science Technology Initiative) strategies will be implemented by teachers to meet ARMT standards along with practicing test format for the ARMT. This gives students opportunities to demonstrate understanding of ARMT standards while practicing the ARMT testing format.

Action Steps:**AS1.2.1 Planning math lessons****Description:**

Math teachers in grades K-6 will develop daily lesson plans based on ARMT standards which will be used to engage student learning. Team-Math pacing guides will be used weekly in planning lessons in order to pace, monitor and assess math instruction.

Benchmarks:

Math teachers will note the ARMT standard addressed in their lesson plans. Weekly classroom assessments in math and Team-Math Quarterly Benchmark test will be used to measure student progress. Annual ARMT tests results can be used to determine if student gains were made.

AS1.2.2 Practice using ARMT testing format**Description:**

Math teachers will provide ARMT practice in writing responses to open-ended and gridded questions on practice tests throughout the school year for students in grades 2-6.

Benchmarks:

All students in grades 2-6 will practice writing responses to open-ended and gridded questions on ARMT practice tests weekly.

AS1.2.3 Hands-on activities**Description:**

The teacher will provide opportunities for students to use math manipulatives, games, songs, chants, children's literature, and other kinesthetic activities that address different learning styles to reinforce math skills daily for students in grades K-6.

Benchmarks:

Student progress will be measured by weekly math assessments.

Interventions:

Students who are not making adequate progress in Math may be referred to the Problem Solving Team for alternate intervention suggestions. PST meets monthly to update previously referred students and to make changes to Intervention plans. Students in grades 3-6 who continue to perform poorly in Math may be added into a Math Intervention small group held with the W. O. Lance Math Specialist.

Resources:

Team Math resources (ex. math manipulatives, calculators) will be used by teachers in grades K-6. AMSTI resources will be used by teachers in grades 1-6. Team Math Pacing Guides will be followed.

§1.3 Math Specialist For Small Group Intervention**Description:**

Employ a Math Specialist who will provide intensive intervention for math students in grades 3-6 who scored Level II on the ARMT.

Action Steps:**AS1.3.1 Small groups****Description:**

Students who scored Level II on the ARMT will meet 3-4 days a week with the Math Specialist in small groups.

Benchmarks:

Weekly/Bi-weekly tests which focus on the emphasized math skill will be administered in order to assess student learning.

Interventions:

Students who are not making adequate progress in Math may be referred to the Problem Solving Team for alternate intervention suggestions. PST meets monthly to update previously referred students and to make changes to Intervention plans.

Resources:

Funding for employment of math specialist and necessary math materials (manipulatives, computer programs, etc.)

§1.4 Project LEAP**Description:**

Implementation of the Learning Essential Applications Proficiently (LEAP) Grant

Action Steps:**AS1.4.1 Professional Development****Description:**

As a result of continuous analysis of data and instruction, professional development days will be customized to fit the needs of all stakeholders.

Benchmarks:

One hundred percent of teachers and administrators attendance at professional development opportunities. These will be documented with title of professional development, date, teacher and administrator signatures on a sign-in sheet.

AS1.4.2 Longitudinal Data**Description:**

Lanett City Schools will contract with Student Achievement Services to analyze longitudinal data in order to determine focus areas for Project LEAP beginning in October 2011. This service provider will present their findings to staff members.

Benchmarks:

Student Achievement Services will provide comprehensive portfolios and give a presentation of findings and suggestions for needed changes. This will be documented with signatures of teachers and administrators on a sign-in sheet.

AS1.4.3 Curriculum Alignment

Description:

Lanett City Schools will contract with Student Achievement Services to review and/or create curriculum alignment based on the new math core content standards. Each math teacher in grades K-12 will receive a copy of the revised math core curriculum guide.

Benchmarks:

All math teachers will reference these math core content standards in their weekly lesson plans.

AS1.4.4 Pacing of Testing

Description:

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

Benchmarks:

All math teachers and administrators in grades K-12 will receive a written schedule for instruction and testing.

AS1.4.5 Instructional Strategies

Description:

In order to improve student academic performance in math, Lanett City Schools will contract with Student Achievement Services beginning in October 2011 to assist teachers with alignment of needed instructional strategies based on math core standards, identify curricular weaknesses and identify individual student needs.

Benchmarks:

All math teachers, principals, and curriculum coordinators for grade K-12 will receive lists of instructional strategies, curricular weaknesses and identified individual student needs.

AS1.4.6 Benchmark Creation

Description:

Beginning in October 2011, Lanett City Schools will contract with Student Achievement Services to meet on-site to construct tests for formative assessments. These tests will be shared with math teachers in grades K-12 and revisions of the benchmarks will be made.

Benchmarks:

All math teachers in grades K-12 will be provided with two formative assessments, a Pre and Post test of each math core standard and sub-standards.

AS1.4.7 Formative Testing

Description:

Students in grades K-12 will be given Pre and Post math tests along with benchmark tests throughout the 2011-2012 school year. All students in grades K-12 will be progressed monitored weekly/biweekly/ monthly with all scores recorded on proper forms.

Benchmarks:

All students will be progressed monitored weekly/biweekly/ monthly with documented records of scores maintained. Student progress will be discussed at monthly PST meetings.

AS1.4.8 Analysis of Testing in Data Meetings**Description:**

Designated personnel from Student Achievement Services will meet with administrators and teachers from grades K-12 after each benchmark and pre/post-test assessment to assess student progress.

Benchmarks:

All administrators and teachers in grades K-12 will meet with Student Achievement Services after designated testing to assess student progress and will document their attendance on a sign-in sheet.

AS1.4.9 Curriculum Realignment**Description:**

Student Achievement Services, K-12 teachers and administrators will use data from student assessments to determine weaknesses and intervention needs for students. Student Achievement Services will work with K-12 math teachers in the realignment of curriculum needs throughout the 2011-2012 school year.

Benchmarks:

All math teachers in Grades K-12 will be provided with a list of student weaknesses and a list of suggestions for realignment of curriculum.

AS1.4.10 Mentoring and Monitoring**Description:**

Student Achievement Services will conduct classroom observations, offer suggestions and feedback, provide resources and demonstrate side by side full day modeling of instructional strategies with math teachers beginning in November 2011.

Benchmarks:

All math teachers in grades K-12 will have classroom observations with suggestions and feedback offered. All math teachers in grades K-12 will be provided with a schedule for the side by side full day modeling of effective instructional strategies.

Interventions:

All components of the LEAP Grant and services from Student Achievement Services will be utilized along with regularly scheduled data meetings where time will be allowed to plan for targeted interventions.

Resources:

All components of the LEAP Grant and services from Student Achievement Services

G2. Increase Reading scores on the ARMT**Description:**

By the end of the 2011-2012 school year, LES will increase the percent of third grade students scoring proficient (Levels III and IV) by 17% in reading on the ARMT to 92%. By the end of the 2011-2012 school year, LES will increase the percent of fourth grade students scoring proficient (Levels III and IV) by 17% in reading on the ARMT to 91%. By the end of the 2011-2012 school year, LES will increase the percent of fifth graders scoring proficient (Levels III and IV) by 9% in reading on

the ARMT to 92%. By the end of the 2011-2012 school year, LES will increase the percent of sixth graders scoring proficient (Levels III and IV) by 10% in reading on the ARMT to 93%. LES will increase the percentage of students achieving Oral Reading Fluency Benchmark scores on the DIBELS to: 1st grade (70%to 72%); 2nd grade (62% to 64%); and 3rd grade (62% to 64%).

Data Results on which goal is based:

Seventy-five percent of third grade students, seventy-four percent of fourth grade students, eighty-three percent of fifth grade students, and eighty-three percent of sixth grade students scored proficient in reading as measured by the 2011 Alabama Reading and Mathematics Test (ARMT). Total reading scores on the Stanford Achievement Test (SAT-t0) were: thirty-two percentile (3rd grade); forty-one percentile (4th grade); forty-four percentile (5th grade) and thirty-seven percentile (6th grade). First grade scores from Oral Reading Fluency (DIBELS) decreased by 14% from 84% (Spring 2010) to 70% in Spring 2011. These numbers represent a downward trend in regards to students meeting Benchmark status. Second grade scores from Oral Reading Fluency (DIBELS) decreased by 7% from 69% (Spring 2010) to 62% in Spring 2011. These numbers represent a downward trend in regards to students meeting Oral Reading Fluency Benchmark status. Third grade scores from Oral Reading Fluency (DIBELS) decreased by 5% from 67% (Spring 2010) to 62% in Spring 2011. These numbers represent a downward trend in regards to students meeting Oral Reading Fluency Benchmark status.

Target Grade Level(s): Grades K-6

Target Content Area(s): Reading

ARMT: Reading

Additional Academic Indicators:

No Additional Indicators

Target Student Subgroup(s):

All Students

Courses of Study:

Use strategies to comprehend functional and textual/informational materials (Grade 3, Grade 4) Identify literary elements and devices in literary/recreational materials and identify details in textual/informational materials (Grade 4) Recognize literary elements and devices from various text formats (Grade 5) Apply strategies to comprehend textual/informational and functional materials (Grade 6)

Strategies:

S2.1 Differentiated Instruction

Description:

All Reading teachers will implement explicit, differentiated instruction through the use of whole group and small group learning to focus on the skill of Reading Comprehension in all literary genres.

Action Steps:

AS2.1.1 Small Group Placement

Description:

Teachers will place students into small flexible groups by the end of August 2011. Placement in small groups for all grades will be determined by assessment data gathered at the beginning of the year from Beginning-of-Year Benchmark Assessments (reading program), Beginning-of-Year DIBELS Benchmark assessment and/or STAR Reading Assessment.

Benchmarks:

All students will participate in small group instruction daily. Groups will be flexible and group composition will be revisited following reading program assessments and as progress monitoring data is compiled. Student progress will be discussed at monthly PST meetings to determine if intervention is needed. Teachers will provide evidence of small group instruction in lesson plans and small group instruction will be observed during walk-throughs.

AS2.1.2 Implementing Reading Program

Description:

All students will receive explicit instruction from core reading teachers implementing all components of a research-based reading program daily.

Benchmarks:

Student progress will be assessed weekly with lesson assessments from the research-based reading program and may also be assessed at the conclusion of each theme. Students will be given Benchmark Assessments at the beginning of the 2011-2012 school year for use in small group placement. Students will be given Mid-year and End-of-Year Benchmark Assessments to measure student progress.

AS2.1.3 Questioning Techniques

Description:

Teachers will make use of multiple kinds of questioning techniques (before-during-after, beginning-middle-end, retell, etc.) to monitor reading and listening comprehension for students in all grades. This will be done for each text selection, leveled reader and/or suggested read-aloud on a weekly basis.

Benchmarks:

Students will be given an assessment every week. Tests will include multiple kinds of question techniques.

AS2.1.4 Five Components of ARI

Description:

Description of Action Step: Teachers will provide all students in grades K-3 with whole group/small group instruction and independent activities focused on the five big components of the Alabama Reading Initiative on a daily basis: Phonemic Awareness, Phonics, Fluency, Vocabulary and Comprehension (also embedded in the research-based reading program). Teachers will provide all students in grades 4-6 with instruction and independent activities daily that concentrate on Fluency, Vocabulary and Comprehension.

Benchmarks:

Students will be given weekly tests. The tests will focus on the five areas of ARI (Phonemic Awareness, Phonics, Fluency, Vocabulary and Comprehension).

AS2.1.5 Tier 2 Strategic Intervention

Description:

Teachers will place students in grades K-6 who are not making adequate progress with the regular reading program into a Tier II Strategic Intervention small group for more specific instruction on a weekly basis.

Benchmarks:

Students in grades K-3 will be progress monitored weekly/bi-weekly using reading program assessments and DIBELS progress monitoring activities. Students in grades 4-6 will be progress monitored weekly/bi-weekly using reading program assessments and comprehension/fluency passages.

Interventions:

Students who are not making adequate progress in reading may be referred to the Problem Solving Team (PST) for alternate intervention suggestions. PST meets monthly to update previously referred students and to make changes to Intervention plans. Students in grades K-6 who continue to perform poorly in reading may be added into a reading intervention (Tier II, Tier III) small group held with the W.O. Lance intervention teacher or reading coach.

Resources:

Current assessment data (ARMT, SAT10, DIBELS and STAR Reading); purchase all components (read-alouds, text, assessments, graphic organizers, etc.) of the research-based reading program; training by the supplier of the reading program; reading coach; leveled readers and suggested read-alouds with copies of accompanying questions which are included in purchase of the reading program; Alabama Reading Initiative (ARI) training manual; reading coach

§2.2 Periodic Assessment Data Results**Description:**

All reading teachers will use periodic assessment results (reading program weekly lesson tests/Benchmark assessment data for K-6; DIBELS Benchmark assessment data for K-3; STAR Reading for 4-6) to guide development of differentiated instructional groups.

Action Steps:**AS2.2.1 Progress Monitoring Groups****Description:**

Teachers will divide students in grades K-3 into progress monitoring groups (Intensive, Strategic, Benchmark) based on Beginning –of-Year DIBELS Benchmark assessment data in August 2011. Teachers will divide students in grades 4-6 into progress monitoring groups (Intensive, Strategic, Benchmark) based on data from the Beginning-of-Year assessments included in the research-based reading program and data from the STAR Reading Test.

Benchmarks:

All student in grades K-3 will take the DIBELS Beginning-of-Year Benchmark Assessment and be placed into progress monitoring groups based on their assessment scores. All students in grades 4-6 will take the reading program Beginning –of-Year Assessment and the STAR Reading Test and be placed into progress monitoring groups based on their assessment scores.

AS2.2.2 Periodic Progress Monitoring**Description:**

Students in grades K-3 will be Progress monitored weekly/bi-weekly/monthly by teachers on all subtests required by Lanett City School District. Students in grades 4-6 will use STAR Reading weekly.

Benchmarks:

All students in grades K-6 will be Progress monitored weekly/bi-weekly/monthly and all sores recorded on proper forms. Student progress will be discussed at monthly PST meetings and at quarterly data meetings with the Reading Coach.

AS2.2.3 Periodic Data Meetings**Description:**

In order to meet the individual needs of students, teachers in grades K-3 will attend quarterly data meetings to review/respond to benchmark data, check student progress, discuss success of strategies currently being implemented, and create new intervention plans as needed.

Benchmarks:

One hundred percent of reading teachers in grades K-3 will attend data meetings. Students falling below the benchmark goals will have an intervention plan that will be used during weekly reading intervention block. Students in the intervention groups will have increased test scores on subsequent testing.

Interventions:

Students who are not making adequate progress in reading may be referred to the Problem Solving Team (PST) for alternate intervention suggestions. PST meets monthly to update previously referred students and to make changes to Intervention plans. Students in grades K-6 who continue to perform poorly in reading may be added into a reading intervention (Tier II, Tier III) small group held with the W.O. Lance intervention teacher or reading coach.

Resources:

DIBELS score reports for all students in grades K-3; Assessment scores from the Beginning-of-Year Assessment and STAR Reading Test for all students in grades 4-6. DIBELS Progress monitoring Assessment Activities; Reading Fluency passages; STAR Reading program software Reading Coach; DIBELS testing materials; personnel for administering DIBELS assessments; reading program beginning-of-Year assessment materials

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. Continue Increasing APLA to meet Proficiency

Description:

Description of Goal: All faculty members (including teachers, guidance counselors, learning specialists, media specialist, support personnel, and administrators) will gain knowledge about the general content and ideas behind the WIDA-ELP (English Language Proficiency) and receive training on instructional strategies and techniques for increasing ELP. Grade 4 (and others as ESL students enroll) needs to maintain APLA for ESL student in 2012 while striving for proficiency (4.8 composite score)

Data Results on which goal is based:

Eighty-three percent of the faculty at W.O. Lance Elementary is not familiar with the ELL plan. Current ELL student scores in speaking (2.9 out of 6.0) and Oral Language (3.9 out of 6.0) on ACCESS.

Target Grade Level(s): K-6 (ELP students)

Target ELP Language Domain(s): Speaking

WIDA Standards: Language of Language Arts

Strategies:

S1.1 Training Faculty for ELP

Description:

All faculty members will participate in professional development in order to receive training on instructional strategies and techniques for increasing ELP and to better understand the general content and ideas behind the WIDA-ELP.

Action Steps:

AS1.1.1 Professional Development

Description:

The district's professional development coordinator will be requested to make arrangements for ELP training before January, 2012, based on the fact that ELP training was a need indicated by the results of the DIP needs assessment.

Benchmarks:

One-hundred percent of teachers will participate and place their signatures on a professional development sign-in sheet to indicate attendance.

AS1.1.2 District's ELL Plan**Description:**

All faculty and staff should read the district's ELL plan and be familiar with its contents. A copy of the district's ELL plan should be placed in the school's media center for referral if a need arises.

Benchmarks:

All faculty and staff will read the district's ELL plan by December 2011 and initial by their name on a professional development form to indicate that they have read the ELL plan.

Interventions:

N/A

Resources:

Money for facilitator for professional development ELL Plan

S1.2 Sheltered Instruction**Description:**

Sheltered instruction spoken in the English language through the use of the academic content with support and accommodations.

Action Steps:**AS1.2.1 Reading Program Resources****Description:**

The ESL student will use the research-based reading program's ELL leveled readers and other ELL resources available at thinkcentral.com weekly.

Benchmarks:

The ACCESS English Language Proficiency Test is given annually, and student progress will be assessed weekly with lesson assessments from the research-based reading program.

AS1.2.2 Computer software**Description:**

The student will use the software program Rosetta Stone three times a week for a period of thirty minutes.

Benchmarks:

Student will score 80% mastery on the weekly tests.

AS1.2.3 Math Activities**Description:**

The student will participate in Team Math/AMSTI investigations and activities with instructions given in English weekly. (These resources are available in Spanish).

Benchmarks:

Team Math/AMSTI Quarterly Assessments

Interventions:

Students who are not making adequate progress in reading may be referred to the Problem Solving Team (PST) for alternate intervention suggestions. PST meets monthly to update previously referred students and to make changes to Intervention plans.

Resources:

ELL Leveled Readers; ELL resources @ thinkcentral.com Funding to purchase Rosetta Stone, computer Team-Math/AMSTI resources (investigations, math manipulatives, visuals, etc.)

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. School Discipline

Description:

There were ninety-four out-of-school suspensions during the 2010-2011 school year. There were one hundred forty-four incidences of ISS assignments during the 2010-2011 school year.

Strategies:

S1.1 School Rules and Consequences

Description:

Administrators and teachers will develop school rules and consequences to be used school-wide for the 2011-2012 school year.

Action Steps:

AS1.1.1 School/Classroom Rules

Description:

LES teachers and administrator will develop and implement a set of school/classroom rules and consequence procedures that will be used school-wide prior to the start of the 2011-2012 school year. Forms for documentation of actions will be developed and given to the teachers.

Benchmarks:

School rules will be posted around the building and in each classroom. All teachers will keep records of disciplinary actions taken with students on the proper forms in their classrooms. Evidence of effectiveness will be seen in the decrease of disciplinary actions needed throughout the school year.

AS1.1.2 Classroom Management

Description:

Teachers will view classroom management videos during Grade Level meetings. Non-classroom teachers (Media Specialist, Learning Specialists, Reading Coach, P.E. teachers, Music Teacher, Enrichment Specialist and Para-Professionals) will be assigned a grade level to view videos with.

Benchmarks:

Video title and comments will be included in weekly Grade Level minutes that are turned into the principal. Evidence of effectiveness will be seen in the decrease of disciplinary actions needed throughout the school year.

AS1.1.3 Mentoring New Teachers**Description:**

Time will be allowed for new teachers to observe veteran teachers in the classroom. New teachers will also have the opportunity to discuss classroom management strategies with Mentors during the first semester of the 2011-2012 school year.

Benchmarks:

New teachers will visit at least one veteran teacher's classroom to observe classroom management strategies during the first semester of the 2011-2012 school year. Documentation of visit will be signed by both the new teacher and the veteran teacher being observed. Evidence of effectiveness will be seen in the decrease of disciplinary actions needed throughout the school year.

Interventions:

N/A

Resources:

Mentoring Observation Form

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)

The Lanett City School district implemented a mentoring program seven years ago. This program assigns one mentor teacher per building (one at LES). Each new teacher receives mentoring services for two years. The ultimate goal of the program is to retain quality teachers. The contacts continue throughout the school year, often on a daily basis. This contact is documented in a mentoring log maintained by each mentor. In addition to frequent contacts with the novice, the mentor is provided release days to observe and meet one-on-one with new teachers. The observations are documented via the use of a mentoring observation form, which 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.

| | |
|----------------------------|--------------|
| State Foundation Funds | |
| FTE Teacher Units (26.91) | 1,255,681.00 |
| Administrator Units (1.00) | 79,118.00 |
| Assistant Principal (0.00) | 0.00 |
| Counselor (1.00) | 56,967.00 |
| Librarian (1.00) | 47,721.00 |
| Instructional Supplies | 3,998.00 |
| Total of all salaries | 1,443,485.00 |

Title 1 Federal Funds

These funds will be used to 1)employ a teacher in order to reduce class size; 2) employ instructional assistants to assist with enrichment and remediation; and 3) purchase materials, supplies, technology equipment and parent involvement materials for a total of \$142,791.00.

The 21st Century Community grant will provide teachers, assistants, computers, software needed to conduct an after school program which will serve up to 80 students in grades K-8. Funds available for 2011-2012 are \$200,000.00.

Alabama State Department of Education grant will provide a contracted service provider to facilitate professional development, lesson modeling, data exploration, curriculum alignment and benchmark testing to reach at-risk students in grades K-12. Funds available for 2011-2012 are \$116,916.00.

Local Funds

Enrichment expenditures, telephone, utilities, maintenance and grounds services total \$36,640.00

The total for State, Federal and Local Funds is \$1,939,832.00

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.

A Kindergarten teacher from W.O. Lance meets with a representative from Head Start in the spring of each year to schedule tours for the new Kindergarten students. Tours are offered to all Head Start Centers and local day care facilities who serve children that will be attending W.O. Lance Elementary. These pre-kindergarten children tour the building, meet teachers, and eat lunch in the school cafeteria. Parents are encouraged to attend these tours along with their child and day care personnel. Pre-Registration packages are offered to parents at this time.

Each spring, sixth grade students visit the junior high and are given a tour of the facilities.

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.

Currently, 100% of the W.O. Lance faculty has achieved HQT status.

The Lanett City School System has adopted procedures relating to the hiring of high quality, highly qualified employees. All jobs are posted for specific periods 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.

W.O. Lance Elementary School cooperates with the teacher education programs of local universities. We use this partnership as a recruiting tool for high quality, highly qualified teachers. Some other strategies used to attract highly qualified teachers are: assistance in finding housing, selection of a financial plan to help alleviate hardships, purchase of materials needed before October 1st of the school year, orientation to familiarize teachers with policies and procedures specific to the system, signing bonuses for special needs, etc.

Non-HQT teachers are required to complete a HQT plan in a one-to-one meeting with the Federal Programs Director to address the immediate steps required to become HQT. The Federal Programs Director conducts periodic HQT checks to verify that the teacher is complying with the designated plan.

The Lanett City Board of Education has approved procedures for assuring that 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 the 2005-2006 school year. 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. Assuming 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 W.O. Lance Elementary 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 Schools 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 W.O. Lance Elementary are deeply involved in the decision making process. Teachers are required to attend and participate in faculty meeting, subject level meetings, grade level meetings, and committee meetings. Periodically teachers participate in grade-band groups in order to further align the curriculum between grade levels. 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 school wide reform strategies at W.O. Lance Elementary School. 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, the Alabama Reading Initiative, AMSTI (Alabama Math, Science, and Technology Initiative), Star Reading, book studies, writing strategies, tutoring programs, and clustered grouping techniques.

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. Teachers in grades K-3 meet monthly for DIBELS data meetings where strategic intervention plans are created for students not making adequate progress in Reading. At the beginning of each school year, teachers in grades 3-6 review student data from the previous year's ARMT/SAT10 to determine strengths/weaknesses from which strategic intervention plans will be developed for those students who scored at Level II. The School Improvement Specialist and principal conduct follow-up meetings with each teacher at the end of each quarter 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:

Weekly grade level meetings which include the learning specialists discuss alternative suggestions for in-class intervention.

The Problem Solving Team (PST) meets monthly to discuss struggling students, determine interventions, implement strategies and take further action as needed in order to address student learning needs.

Teachers in K-3 meet monthly for DIBELS data meetings and reading program benchmark assessment data

Classroom teachers conduct small-group instruction

Vision and hearing screenings are provided by the school nurse to students

Peer, teacher and/or volunteer tutoring is provided for at-risk students

Special Populations:

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

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 (IEP).

Preschool – Local agencies and child development centers have specific criteria to identify and serve preschool children within the district. Lanett City Schools does not provide preschool services outside of IDEA requirements.

W.O. Lance Elementary provides equal educational opportunities for the following special populations:

Migrant students are identified through the analysis of an employability/agricultural survey given to the parents/guardians of all new students.

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.

Immigrant students are identified through the dissemination of information, or lack of information, including the following: birth certificate and school records or transcripts, immunization or health records, residency proof, and guardianship/custody documents.

Limited-English Proficient students are identified through the analysis of a home language survey administered to each student in the district.

Neglected 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.

Students in these sub-groups are served in all areas of the curriculum, receive additional services which can include instruction from foreign language instructors, one-on-one remediation and enrichment, and additional exposure to research-based software and curriculum materials. Auxiliary services are provided in conjunction with a local non-profit family agency. The Federal Programs Coordinator is responsible for the coordination of services and the analysis of programs offered. The school's principal oversees the daily implementation of the services.

All homeless, migratory, and limited-English proficient students must have equal access to the same free appropriate public education, including preschool education provided to other children and youth. All homeless, migratory, and limited-English proficient students are provided with the opportunity to meet the same challenging state content and state student performance standards to which all students are held without being stigmatized or isolated.

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

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

Applies Only to Secondary Schools

Not-applicable for elementary school

Extended Learning Opportunities:

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

During the 2011-2012 school year, K-8 students will have the opportunity to attend an after school program offered at W.O. Lance Elementary. This was funded through a 21st Century Community Involvement grant. The academic focus will be on reading and math along with enrichment activities and homework assistance.

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.

At the beginning of each school year, parents are provided a W.O. Lance Elementary 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. Early in the year, LES hosts a parent information session during the Open House PTO meeting, where policies and procedures for the year are discussed. Topics of discussion for the Open House PTO Meeting generally include 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 the school by volunteering. The administration, faculty and staff of W.O. Lance will continue to search for ways to keep parents and the community informed about school programs and to involve parents in their children's learning process.

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.

.O. Lance Elementary School is a Title 1 school therefore all parents are Title 1 parents.

- 1) LES 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. PTO meetings are generally held in the evenings. Parent education workshops and Grandparent's Day activities 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. Awards Day ceremonies are scheduled for both daytime and evenings.
- 2) Parents serve on the Lanett City Schools District Title I Planning Committee, the LES PTO 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) PTO monies are also made available to assist in the cost for some events. Some of the events that are planned for the LES school year include, but are not limited to, "Math Night" (hosted several times a year), "Christmas Craft Night" held in December, "Parent Day" with workshops and seminars offered on a variety of topics, "Math Multi-Cultural Literature Night", "P.E. Extravaganza" held at Lanett High School in the spring; and the LES Talent Show.
- 4) Parents of students involved in the Gifted/Enrichment program at LES are invited and encouraged to come to special events throughout the school year. Some of the events include Invention Convention, CHEM FEST, Electricity Museum, Presidential Puppet Show, elementary Science Olympiad, and Honor Society Tapping Ceremony. Parents are encouraged to attend field trips as chaperones, including an over-night trip in the spring. Mrs. Sands holds GEP (Gifted Education Plan) meetings during the year for parents to review their child's education plan and parents have a variety of time from which to select for their meeting. The teacher 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 LES. Parents serve on the PTO Council, on the Parent Advisory Council, on the Continuous Improvement Plan Committee and are asked to be classroom volunteers throughout the year. Information about school programs, assessments, academic expectations and Title I requirements are discussed at the September Open House and at the October Parent's Day sessions. Notices are sent home to parents when new programs are available. Both LES and Lanett City District handbooks provide parents with extensive information about school curriculum and programs. Teachers are required to make weekly contacts with parents and do so through newsletters, email, and phone contacts. 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).

W.O. Lance Elementary has an established School-Parent Compact that is presented to parents and students each year as part of the registration process. 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.

LES will provide all parents with a flyer which summarizes the major points of the Continuous Improvement Plan. 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, Charles Looser. Parents may also contact the LES principal, Jamie Heard, 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)

In order to provide assistance to parents of LES students in understanding academic standards and assessments, and improve student achievement, LES will offer the following:

- Parent/Student/School Compact
- Parent Day workshops
- "Family-Math Night" activities

- Parent-Teacher conferences
- Classroom volunteer opportunities
- Career Day activities
- Math & Reading literacy activities
- One-on-one sessions, including standardized test dissemination

(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)

In order to provide materials and training to help parents work with their children to improve their children's achievement, LES will:

- Invite representatives from the local library to speak at PTO 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.
- Offer Parent Day workshops covering various topics, including understanding standardized assessments, helping children be successful, using TEAM-Math strategies at home, recognizing common illnesses in children, and interpreting DIBELS scores.
- Invite families to participate in Reading Night, Math Night, and Multicultural Math Literature Night activities.

(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)

- LES has an active Parent-Teacher Organization that offers many opportunities each year to bring home and school together
 - LES faculty and staff participate in periodic teacher in-service activities focusing on teacher/parent communications
 - Our mentor program helps new teachers develop strong Parent/Teacher relationships
 - The ALERT NOW program is used to inform parents of student absences and 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 Lanier Memorial Hospital 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 School System 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.

The Parent Advisory Council may call a meeting at anytime by contacting the principal, Jamie Heard, through the school office.

Upon registration, LES will have parents of ESL students sign a form requesting that information which is sent home be translated into the native language, if needed. This form will be available in English and Spanish.

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

The administration, faculty and staff of LES 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. The Parent Advisory Council may call a meeting at anytime by contacting the principal through the school office.

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.

LES does not have 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. Currently, we have a small number (2) of parents who have limited English skills. Their children have successfully acted as translators in conferences and/or school contacts. Other translators and/or interpreters would be provided if needed. Some of our research based programs provide alternate languages to resources and home connections. Alternate locations for meetings would be offered when necessary to accommodate parents with disabilities. Many required state forms are available in Spanish.

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:

Improving ARMT Math and Reading Scores

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

Third Grade- Eighteen percent scored in Level I and Level II in mathematics. Fourth Grade- Twenty-six percent scored at Level I and Level II in Reading, Forty-one percent of students use strategies to comprehend functional and textual/information materials, Fifty-nine percent scored at Level III and Level IV in Mathematics in 2011, and Only twenty-three percent of students represent categorical and numerical data using tables and graphs. Fifth Grade- Seventeen percent of students scored Level II in Reading, Twenty-three percent of students scored Level II in Math, and Twenty-five percent of students convert units of measurements within the same system (customary or metric). Sixth Grade- Forty-eight percent scored at Level II and Level I in mathematics in 2011, Forty-four percent apply strategies to comprehend technical/informational and functional materials in reading, Nineteen percent solve problems involving decimals, percents, fractions and proportions in the mathematics section.

What types of professional learning will be offered?

Math: AMSTI training for new teachers or those changing grade levels, Creating ARMT practice tests, and (For Math Specialist) Specific workshops that target struggling math students. Professional development will include on-going, job-embedded math training throughout the academic year along with designated professional development days provided in the district by Student Achievement Services as part of the LEAP grant. Reading: Reading Coach will provide fall training for new/veteran teachers on use of reading program and its components. Training and/or model teaching by reading coach on implementation of small group reading instruction will be done. Periodic training for reading teachers on the use of Tier II and Tier III strategic intervention strategies will be given by the reading coach. The Reading Coach will conduct data meetings to present results after the three DIBELS assessments (beginning, mid-year, spring) given each school year.

When will the session be delivered?

Math: AMSTI training for new teachers or those changing grade levels is provided by AMSTI during the summer months through East Alabama Regional In-service. Workshops that focus on teaching strategies for struggling students are provided during the summer months through East Alabama Regional In-service. Workshops/conferences that target ARMT objectives are offered by different agencies throughout the state at different intervals throughout the year. Professional development will include on-going, job-embedded math training throughout the academic year along with designated professional development days provided in the district by Student Achievement Services as part of the LEAP grant. Reading: Reading Coach will provide training for new/veteran teachers on use of reading program and its components and on small group instruction at the beginning of the 2011-2012 school year. The Reading Coach will model small group reading instruction as needed throughout the 2011-2012 school year. The Reading coach will provide periodic training for reading teachers on use of Tier II and Tier III strategic intervention strategies during beginning-of-year and mid-year data meetings.

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?)

Math: AMSTI activities/assessments will be used for all students in grades 1-6 in order to enhance student learning and raise ARMT test scores. Weekly classroom assessments in math and Team-Math Quarterly Benchmark test will be used to measure student progress. Annual ARMT tests results can be used to determine if student gains were made. All teachers in grades 4-6 will meet to review data. Student plans will be made. District Instructional Specialist and principal will conduct follow-up meetings with each teacher at the end of each quarter to determine student progress. Weekly Star Math assessments will be used to monitor student progress. The Math Specialist will meet with struggling students weekly for intensive, explicit small group instruction (Tier III). All students in grades 2-6 will practice writing responses to open-ended and gridded questions on ARMT practice tests weekly. Project LEAP: Math pacing guides will be correlated with new math core content standards. Effective use of math teaching strategies will be implemented with proper documentation. Improved student achievement will be demonstrated through the use of benchmark tests and standardized tests. Reading: All students will participate in small group instruction daily. Groups will be flexible and group composition will be revisited following reading program assessments and as progress monitoring data is compiled. Student progress will be assessed weekly with lesson assessments from the research-based reading program and may also be assessed at the conclusion of each theme. Students will be given Benchmark Assessments at the beginning of the 2011-2012 school year for use in small group placement. Students will be given Mid-year and End-of-Year Benchmark Assessments to measure student progress. One hundred percent of reading teachers in grades K-3 will attend data meetings. All students falling below the benchmark goals will have an intervention plan that will be used during weekly reading intervention block. All students in the intervention groups will have increased test scores on subsequent testing.

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

Math Documentation Evidence: Classroom test/AMSTI Quarterly test student samples, Lists of weak areas found from ARMT data created by grade levels, STAR math reports, Small group instruction/Intervention instruction highlighted in lesson plans, AMSTI strategies and Investigations highlighted in lesson plans, AMSTI/Investigations activities observed in the classroom and/or in samples of math journal entries, Sign-in sheets for each data review meeting, Teacher audit plans for grades 4-6, Copies of ARMT practice tests including written student responses, and Lesson plans from Math Specialist. Project LEAP sign in sheets for LEAP professional development, copies of pacing guides, schedules, and developed assessments. Math Walk-Through Evidence: Observe small instructional/intervention groups within the classroom (if occurring at the time of walk-through), AMSTI/Investigations activities observed in the classroom and/or in samples of math journal entries, Observe math journals being used at time of walk-through or checking a few math journals located at a designated location in the classroom (if not being used at time of walk-through), Daily lesson objectives (standards) are written on the board or some designated area in the classroom, Observation of students participating in a practice session (if occurring during the time of the walk through), and Observation of small group intervention in the math specialist's classroom. Reading Documentation Evidence: DIBELS Fall (2011) Benchmark scores; STAR Reading scores; data meeting agendas and sign-in sheets; Copies of DIBELS students' score reports, Copies of class summary sheets, Reading instruction/ Strategic Intervention instruction highlighted in lesson plans, Specific use of questioning techniques documented in lesson plans, Daily lesson plans for reading specify the use of the five ARI components in grades K-3 and Daily lesson plans for reading specify the use of the three ARI components

in grades 4-6, Copies of the Progress Monitoring forms, and Copies of explicit intervention plan activity sheets. Reading Walk-Through Evidence: Observation of monthly data meetings (if occurring on date of walk-through), Observation of small group instruction in the classroom, Observation of reading instruction in the classroom, Observation of Reading whole group/small group/strategic intervention groups, Reading instruction should be observed in the classrooms and structured literacy centers should be evident or in use, Observation of strategic intervention instruction (if occurring during the time of walk-through), and Observation of progress monitoring (if occurring at the time or walk through).

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

No funding is needed for training provided by Reading Coach. AMSTI training is funded by AMSTI. Workshops/conferences that target ARMT objectives are offered by different agencies throughout the state at different intervals throughout the year. Attendance cost will be covered by the school district. Student Achievement Services will be contracted to work with math teachers on-site and will be funded through a grant from the State Department of Education in the amount of \$116.916.00.

ELL Proficiency

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

Eighty-three percent of all teachers at W.O. Lance are not familiar with the current ELL plan.

What types of professional learning will be offered?

English Language Proficiency: All faculty and staff will participate in required district-wide training for English Language Acquisition.

When will the session be delivered?

Training will be conducted during 1st Semester of 2011-2012 school year.

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?)

One hundred percent of LES faculty and staff will attend ELL Proficiency training.

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

Copies of agenda and sign-in sheets from training

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

Christy Carpenter, a learning specialist at LES, has received training for English Language Acquisition and will provide training for teachers. The school district is responsible for funding this training for the learning specialist.

Part VIII - Coordination of Resources/Comprehensive Budget

I. State Foundation Funds

| | FTEs Earned | Units Placed | Total Salaries |
|---------------------|--------------------|---------------------|-----------------------|
| FTE Teacher Units | 26.91 | 26.91 | 1,255,681.00 |
| Administrator Units | 1.00 | 1.00 | 79,118.00 |
| Assistant Principal | .00 | .00 | 0 |
| Counselor | .50 | 1.00 | 56,967.00 |
| Librarian | 1.25 | 1.00 | 47,721.00 |

| | | | |
|--|---|---|----------------------|
| 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 | | | 3,998.00 |
| Library Enhancement | | | 0 |
| Total of All Salaries: | | | \$1,443,485.0 |

II. Federal Funds

Title I: Improving the Academic Achievement of the Disadvantaged

Provide a brief explanation and a breakdown of expenses.

- Employ teacher to reduce class size
- Employ instructional assistants to assist with enrichment and remediation
- Purchase materials, supplies, technology equipment and parent involvement materials

Total : 142,791.00

Title I: ARRA Funds

Provide a brief explanation and a breakdown of expenses.

No budgeted ARRA Funds

Total : 0.00

Title II: Professional Development Activities

Provide a brief explanation and a breakdown of expenses.

No budgeted funds for professional development activities

Total : 0.00

Title III: For English Language Learners

Provide a brief explanation and a breakdown of expenses.

No budgeted funds for English Language Learners

Total : 0.00

Title IV: For Safe and Drug-free Schools

Provide a brief explanation and a breakdown of expenses.

No budgeted funds for Safe and Drug-free Schools

Total : 0.00

Title VI: For Rural and Low-income Schools

Provide a brief explanation and a breakdown of expenses.

No budgeted funds for rural and low-income schools

Total :

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

Provide a brief explanation and a breakdown of expenses.

Not applicable for elementary schools

Total :

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

Provide a brief explanation and a breakdown of expenses.

Not applicable for elementary schools

Total :

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

Provide a brief explanation and a breakdown of expenses.

The 21st Century grant will provide an after school program for 80 students. The goals of the STARS (Students, Teachers, Administrators, Reaching Success)program are: 1) increasing reading and math scores; 2) broadening student horizons; 3) scholastic motivation and increase parental involvement.

Alabama State Department of Education grant funds will provide contracted services from Student Achievement Services for teacher training and coaching to address needs in mathematics. (grant ends September 30,2012)

Total :

III. Local Funds (if applicable)

Local Funds

Provide a brief explanation and a breakdown of expenses.

- Enrichment expenditures
- Telephone
- Utilities
- Maintenance and grounds services

Total :