

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):

Administrator, Teachers, and parents of Reform Elementary School are actively involved in the planning process for the CIP. Testing and other Data is shared by administration and LEA representatives at Parent Teacher Meetings and Open House. Parents were invited to give specific suggestions and comments at a PTO meeting. Forms were provided as well as an invitation to talk to administration or any member of The Instructional Leadership Team. Parents and community members are members of the team and share in discussing data and ideas for continuous improvement. Data review is done continuously, but collected as a group in the fall to create the CIP. The data includes ARMT, SAT 10, DIBELS, STARS, Alabama Science Assessment Grade 5, SIR data, Pride Surveys, and Educate Alabama data. Surveys from all faculty, staff, and parents, are used to assess strengths and weaknesses in the overall school program. The review of this data serves as the focus and framework for the CIP. The actual writing of the plan takes place after the desegregation of the data and consultation with representatives of all stakeholders. This team includes teacher representatives from each grade level, counselor, reading coach, principal, special education representative, and parents/community members.

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)**

Chan Mullenix, Principal
 Tina Duffy, Counselor
 Brenda Jones, Reading Coach
 Teresa Hicks, Teacher
 Patricia Burkhalter, Teacher
 Shannon Pucket, Teacher
 Karla Owen, Teacher
 Lisa Oswald, Teacher
 Heather Swedenburg, Teacher
 Kristy Albritton, Teacher
 Fernanda Windham, Teacher
 Danielle Toeran, Special Education Teacher
 Wendy Brown, Parent
 Roosevelt Washington, Community Member/Parent
 Danielle Jaynes, PTO President/Parent

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).

As soon as state assessment data is received, teachers and other stakeholders are given the appropriate results. Data meetings and initial school year assessment results are used to guide instruction, along with previous CIP plan. The Instructional Leadership Team begins analyzing data from testing and other sources to assess the strengths and weaknesses of the overall school program.

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

All teachers at Reform Elementary School are highly qualified. Only highly qualified teachers are interviewed for new positions.

Number and percentage of teachers Non-HQT:

0%

Number and percentage of Classes Taught by Non-HQT:

0%

Alabama High School Graduation Exam (AHSGE):

Strengths:

NA

Weaknesses:

NA

Alabama Reading and Mathematics Test (ARMT):

Strengths:

5th grade students scored 7% higher than the Annual Measurable Objectives in Reading Proficiency, including 4.65% higher for black students, 10% higher for white students, and 7.3% higher for free and reduced lunch students.

5th grade students scored 15.5% higher than the Annual Measurable Objectives in Mathematics Proficiency, including 13.5% higher for black students, 18% higher for white students, and 15.2% higher for free and reduced lunch students.

Weaknesses:

3rd Grade students scored 7.8% lower than the Annual Measurable Objective for Mathematics Proficiency, including 18% lower for black students, and 13% lower for free and reduced lunch students.

Special Education students in all grades scored an average of 38% lower than the Annual Measurable Objectives for Reading Proficiency. Special Education students in all grades scored an average of 42.6% lower than the Annual Measurable Objectives for Mathematics Proficiency.

Alabama Science Assessment:

Strengths:

89% of 5th graders scored met or exceeded the goals for the Alabama Science Assessment.

Weaknesses:

11% of 5th grade students scored partially proficient on the Alabama Science Assessment.

Stanford 10:

Strengths:

3rd grade scored in the 48th percentile in SAT 10 reading. This is 13 percentage points higher than the previous year.

Weaknesses:

4th grade students scored in the 42nd percentile in SAT 10 math. This is 15 percentage points lower than the previous year.

Dynamic Indicators of Basic Early Literacy Skills (DIBELS):

Strengths:

96.4% of kindergarten students were established after the end of the year benchmark tests.

Weaknesses:

12.5% of 2nd grade students scored as low or at risk after the end of the year benchmark tests.

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

Alabama Direct Assessment of Writing (ADAW):

Strengths:

NA

Weaknesses:

Na

ACCESS for English Language Learners (ELLs):

Strengths:

NA

Weaknesses:

NA

EducateAL or other Professional Evaluation Profile Information:

Strengths:

- Presentation of structured organized instruction
- Positive learning climate
- Professional development leadership
- Assessment of student performance

Weaknesses:

- Some lack of academically engaging activities
- Some lack of equitable questioning

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

Strengths:

We analyzed results and had discussions during data meetings. We have the necessary software and a computer lab where progress monitoring and benchmark test can be given. Teachers and staff are working to achieve RTI required progress monitoring.

Weaknesses:

- We have one computer lab for K-12. There are problems getting all students access to computers to take tests.
- We have limited lab time for use other instructional software such as Ticket To Read, V Math Live, and Accelerated Reader.
- We also have limited time for classes to use the lab for research and student created computer based academic projects.

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

Strengths:

We analyzed results and had discussions during data meetings. We have the necessary software and a computer lab where progress monitoring and benchmark test can be given. Teachers and staff are working to achieve RTI required progress monitoring.

Weaknesses:

- We have one computer lab for K-12. There are problems getting all students access to computers to take tests.
- We have limited lab time for use other instructional software such as Ticket To Read, V Math Live, and Accelerated Reader.
- We also have limited time for classes to use the lab for research and student created computer based academic projects.

Career and Technical Education Program Data Reports:

Strengths:

NA

Weaknesses:

NA

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:

- Small number of level one referrals. Most for bus violations.
- Teachers deal with most discipline in classrooms. Parent contact is made by teachers before referrals are sent to principal in most cases.
- Most parents are supportive when contacted.

Weaknesses:

- Several bus referrals. 72% of class 1 offenses from bus referrals.
- 2 class 3 offenses were recorded last school year.

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

Strengths:

NA

Weaknesses:

NA

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

Strengths:

NA

Weaknesses:

- Out of 134 attendance days from January through September of 2011, there were 238.5 teacher absences. This averages to about 1.78 teacher out per day. These figures do not include some extended leave days that were taken by 2 teachers.

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:

There was an average of 97% of students present each day for the first two months of school.

Weaknesses:

- 25 students had 20 or more absences during the 2010/2011 school year.
- There were 181 check-outs during the first two months of school. This averages to almost 5 check-outs per day.
- There were 154 student tardies for the first two months of the school year. This averages to almost 4 per day.

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

Strengths:

- According to surveys from the 2010/2011 school year:
- almost 18% of mothers and 18% of fathers surveyed had a college degree or higher.
 - almost 88% of parents surveyed felt that the school promoted high academic achievement and encouraged students to learn.
 - 83% of parents surveyed felt that the school was a safe, clean, pleasant, attractive and well maintained environment.

Weaknesses:

According to surveys from the 2010/2011 school year:

- about 51% of mothers and 62% of fathers had a High School Diploma or below level of education.
- only about 77% of parents surveyed felt that parents and other citizens were encouraged to provide input into school policies, priorities, and curriculum.

School Perception Information related to student PRIDE data.

Strengths:

According to 6th grade students on the PRIDE survey:

- 91% of students feel that their school is a good place to learn.
- 94% feel that they can trust their teachers.
- 91% feel that teachers care about students at their school.

Weaknesses:

According to 6th grade students on the PRIDE survey:

- 52% of students feel that students get picked on for working hard on their schoolwork.
- 77% feel that most kids don't care about their grades.
- 67% felt a lot of stress during standardized achievement testing periods.

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:

NA

Weaknesses:

NA

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:

NA

Weaknesses:

NA

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

Strengths:

We analyzed results and had discussions during data meetings. We have the necessary software and a computer lab where progress monitoring and benchmark test can be given. Teachers and staff are working to achieve RTI required progress monitoring.

Students will also be offered opportunities for after school tutoring in our computer lab.

Weaknesses:

We have one computer lab for K-12. There are problems getting all students access to computers to take tests.
 We have limited lab time for use other instructional software such as Ticket To Read, V Math Live, and Accelerated Reader.
 We also have limited time for classes to use the lab for research and student created computer based academic projects.

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. 3rd Grade Mathematics proficiency

Description:

89% of third grade students will achieve the annual measurable objectives in mathematics proficiency on the Alabama Reading and Math Test.

Data Results on which goal is based:

ARMT data results reflected that only 76% of 3rd grade students were proficient in mathematics.

Target Grade Level(s): K-3 grade levels will be targeted.

Target Content Area(s): Math

ARMT: Math

Additional Academic Indicators:

Attendance

Target Student Subgroup(s):

All k-3 students and black k-3 students.

Courses of Study:

Alabama Mathematics Course of Study Objectives Number and Operations -Model equivalent forms of fractions -Use coins to make change Algebra -Complete numeric and geometric patterns Data Analysis and Probability -Recognize data as categorical or numerical -Determine the likelihood of different outcomes of simple events

Strategies:

S1.1 Explicit Extensive Instructions in k-3 Math

Description:

RTI-- Tier 1 and 2 intervention strategy, V-math, and ticket to read.

Action Steps:

AS1.1.1 Promethean Board

Description:

Teachers will deliver explicit math instruction using the Promethean board.

Benchmarks:

95% of teachers will use promethian boards with routine instruction.

Interventions:

Invision Interventions and the after school tutoring program, STARS.

Resources:

V-math Live site licensee Alabama Coach Workbooks Buckle Down Workbooks Promethean boards and accessories computers substitutes for promethean board training

G2. Special Education Goal

Description:

Special education students in grades 3-6 who take the ARMT will achieve the annual measurable objectives in mathematics. -3rd and 4th Grade: 89% -5th Grade: 88% -6th Grade: 83%

Data Results on which goal is based:

Analysis of ARMT data indicated that special education students averaged 43% below the annual measurable objectives for proficiency in mathematics.

Target Grade Level(s): K-6

Target Content Area(s): Math

ARMT: Math

Additional Academic Indicators:

Attendance

Target Student Subgroup(s):

special education students

Courses of Study:

3rd grade standards from Alabama Course of Study -Solve addition and subtraction problems. -Use coins to make change. -Measure length in metric units. - Determine elapsed time to the day with calendars and to the hour with a clock. 4th - 6th grade standards from the Alabama Course of Study -Demonstrate computational fluency in multiplication and division fact families to multiply and divide whole numbers. -Solve word problems involving decimals, fractions, or money. -Write number sentences for a problem expressed in words. -Interpret information from bar graphs, line graphs, and circle graphs.

Strategies:

S2.1 Focused Intervention Instruction

Description:

RTI model will be followed including: Tier 3 intervention, V-math, Envision intervention, ARMT Coach books, Buckle Down.

Action Steps:

AS2.1.1 Increasing Tier 3 intervention time

Description:

Instruction will be focused on targeted skills to improve ARMT proficiency. Increasing intervention time with the special education teacher when appropriate.

Benchmarks:
Progress monitoring for STAR Math, and V-math reports

AS2.1.2 Technology intergration

Description:
Utilize the Smart Board for explicit math instruction.

Benchmarks:
Star Math progress monitoring and V-Math Live reports

Interventions:
Adjust instruction and implement new strategies for instruction.

Resources:
Workbooks SmartBoard Document projector computer student response systems

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. Develop Reading and Writing Skills

Description:
Developing listening, writing, literacy, and comprehension

Data Results on which goal is based:
ARMT, STARS, and Accelerated Reader.

Target Grade Level(s): K-6
Target ELP Language Domain(s): Reading, Writing, Listening, Speaking, Comprehension
WIDA Standards: Standard II. The Language of Language Arts

Strategies:

S1.1 Focused Instruction

Description:
Faculty will use focused instruction to target students with English Proficiency Needs.

Action Steps:

AS1.1.1 Research Based Activities

Description:

-small group instruction -peer tutoring -graphic organizers and rubrics for writing -explicit instruction

Benchmarks:

-Classroom assessments -STARS progress monitoring -Observations

Interventions:

Strategies will be adapted and changed according to progress of the students.

Resources:

Principal is able to acquire the help of a tutor if necessary.

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.

1. Teacher Attendance

Description:

-Out of 134 attendance days from January through September of 2011, there were 238.5 teacher absences. This averages to about 1.78 teacher out per day. These figures do not include some extended leave days that were taken by 2 teachers.

Strategies:

1.1 Positive Support for Attendance

Description:

-Faculty will be made aware of importance of attendance. -Incentives will be given to faculty members that have good attendance records.

Action Steps:

1.1.1 Records and Incentives

Description:

-Accurate attendance records will be kept. -Acquire incentives for good attendance.

Benchmarks:

-Monthly review of attendance records by principal. -Incentives will be given per semester by principal or PTO staff.

Interventions:

Faculty will meet and discuss ways to motivate faculty to have good attendance.

Resources:

PTO and PTO donation funds will be used to provide incentives for good attendance.

G2. Student Attendance

Description:

-25 students had 20 or more absences during the 2010/2011 school year. -There were 181 check-outs during the first two months of school. This averages to almost 5 check-outs per day. -There were 154 student tardies for the first two months of the school year. This averages to almost 4 per day.

Strategies:

S2.1 Information and Incentives

Description:

-Students and parents will be made aware of the importance of good attendance. -Incentives will be given to students with good attendance records.

Action Steps:

AS2.1.1 Records and Rewards

Description:

-Accurate records will be kept. -Parents will be made aware of importance of attendance through PTO meetings and school newsletters.

Benchmarks:

Attendance records will be compared to previous records.

Interventions:

-Faculty and parents will meet to identify other ways that students and parents can be motivated to increase attendance

Resources:

PTO and PTO donated funds to help acquire incentives for students.

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

Teacher Mentoring:

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

All teachers have at least 2 full years of experience. Experienced teachers meet on a regular basis at grade level meetings. Teachers work together to help each other regularly.

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.

Budget: Several monetary sources are integrated and coordinated into the financial management and instructional planning of Reform Elementary School. The following is a comprehensive list of fund sources, with an explanation of their usage:

-Title I – (Part A) Federal: This money is used to supplement regular funded programming. For the 2011/2012 school year, Title I monies are being used to fund instructional assistants and fund 50% of cost for a counselor, to purchase various materials and instructional supplies, and to maintain or repair instructional equipment. Title I funds will also be used to purchase audio

visual equipment and computers. Some Title 1 funds will be used to support professional development, including training and substitute teachers. This budget total is \$206,382.80 and is spent in addition to state and local monies.

-Local Funds: Reform Elementary School has \$72,759.00 in the combined budgets from general fund and the parent/teacher organization.

-Alabama Black Belt Arts Initiative: Up to \$23,000.00 – These funds will be used for additional professional development, performances, travel, and contracted services.

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.

Transition: Because periods of transition can be very traumatic for some students, Reform Elementary School, in an effort to lessen the trauma has put into place several transition activities.

-Students attending the local Headstart center and the local daycare center visit Reform Elementary School for tours and lunch three times during the year. These students and teachers visit classrooms, tour the campus and participate in the lunch program.

-Kindergarten pre-registration is held each spring. At this time students and parents may meet prospective teachers, tour the campus, visit classroom and receive a packet of information and activities designed to help acclimate students to the Kindergarten program.

-Kindergarten Orientation is held each year prior to the first day of school. Students and parents meet their teachers and begin to become familiarized with the Kindergarten program.

-Open house is held each year at the end of the first six weeks at which time students and parents visit classrooms, pick up report cards and set up parent conferences if there is a need.

-Sixth grade students will visit Pickens County High School during the spring. They tour the school, meet with the counselor and also meet with the principal of PCHS who discusses 7th grade procedures. A supply list is included in each student's report card at the end of the school year.

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.

The Pickens County Board of Education is committed to employing Highly Qualified teachers. All teachers employed at Reform Elementary School are HQ. Members of the central office staff have attended recruiting fairs at all local universities. Vacant positions are listed on the Pickens County Board of Education website and interviews are conducted with prospective HQ applicants. All teachers are required to participate in professional development activities through local, system and state funded workshops.

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.

Reform Elementary School teachers are involved in the decisions regarding the use of state academic assessments.

-Data meetings are held so the faculty can disaggregate data from the state assessments.

-Positive Solving Team (PST) members evaluate data collected on students who have been referred to determine if there are any indicators that would require more testing or referral for special services.

-Grade level meetings are held to adjust and refine instructional procedures and strategies based on the progress monitoring data as well as classroom assessment data. These meetings are held to discuss progress of students and decide which steps to take to help students who demonstrate weaknesses in any academic area.

-A faculty meeting is held at the beginning of the year to review disaggregated data and make decisions on strategies to address weaknesses.

-The faculty collaborates on school budgets, school policy, textbook selection and the school calendar. These procedures allow teachers to be involved in all areas of the school climate.

Special Populations:

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

NA

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

NA

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.

- Teachers refer students who meet the criteria to the after school STARS (Supporting the At Risk Student) Program.
- Encouraging parental involvement in student education through school conferences, telephone conversations, notes, homework assignments, weekly newsletters and fluency folders.
- Students will also have opportunity to stay for after school tutoring in the computer lab. Teachers and the principal will coordinate this.

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.

The annual Title I meeting was held this year on the night of a regular parent involvement committee meeting at Reform Elementary School. The meeting is held to inform parents about the Title I Program. Parents are notified of the meeting through notes home with students. District Title I Coordinator and the principal discuss the school’s Title I plan with parents.

The Parent Involvement Coordinator provides each parent with a copy of the Title I Compact. Students, parents, teachers and administrator review this compact. The compact is then signed by all parties and kept in the students’ assessment folders. Teachers are encouraged to use the compacts during parent/teacher conferences as well student/teacher conferences.

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.

PTO meetings are scheduled every month. Parents and community members are encouraged to given information and encouraged to give input. Forms are provided for stakeholders to fill out information and opportunities are given for them to make appointments with the principal or teachers.

Open house is held early in the school year. Open house is open in the afternoon after school and the next day during school hours in hopes that everyone interested will have opportunity to attend.

The Title 1 coordinator and the principal give parents information at the initial PTO meeting on their rights and abilities for input on the Title 1 and CIP plans. Parents and Community members are a part of the Title 1 budget and CIP committees.

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.

The Parent Involvement Coordinator provides each parent with a copy of the Title I Compact. Students, parents, teachers and administrator review this compact. The compact is then signed

by all parties and kept in the students' assessment folders. Teachers are encouraged to use the compacts during parent/teacher conferences, as well as student/teacher conferences.. All goals, strategies and action steps will be presented to all parents/guardians at our annual Title I meeting, which will be held at the end of the first six weeks. Each parent will be given a form to address any concerns or suggestions that they may have concerning the CIP.

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).

The Parent Involvement Coordinator provides each parent with a copy of the Title I Compact. Students, parents, teachers and administrator review this compact. The compact is then signed by all parties and kept in the students' assessment folders.

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

The CIP will be available to parents at school, at PTO meetings, as well as on the school website. Parents and other stakeholders will be encouraged to give input on forms provided or directly to members of the CIP Committee.

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)

Reform Elementary School will accomplish this at our annual Open House meeting. In addition, the Parent Involvement Coordinator conducts workshops for parents at various times throughout the year.

(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)

The LEA, Parent Involvement Coordinator send home interest surveys to gather data on topics that parents would like additional information. Parents are given an explanation of testing.

(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)

Parents are surveyed to see what capacity they would like to assist classroom teachers and other school staff. Monthly newsletters are sent home informing parents of the school activities. Weekly newsletters are sent home to parents informing them of tests, projects, upcoming events, school lunch menu and other pertinent information. The CIP will be posted on the school web site for parents review.

(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)

Parents are surveyed to determine how the school can help address self-identified weaknesses in an effort to improve the education of their children. Forms will be made available for stakeholders to address any issues with the CIP at each PTO meeting.

(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)

Monthly newsletters are sent home informing parents of the school wide activities. Teachers send weekly newsletters home to parents informing them of tests, projects, upcoming events, school lunch menu and other pertinent information.

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

Parents are encouraged to meet as often as deemed necessary during a teacher's planning time, before and after school to discuss their child's progress and to receive assistance in helping the parents best help the students.

Teachers and administration will provide training for parents on technological remediation.
Teachers send information home informing parents of upcoming events, and field trips

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.

NA

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: **Leader in Me training**

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

Lack of student motivation and responsibility.

What types of professional learning will be offered?

3 days of training on how to implementing 7 habits of highly effective students.

When will the session be delivered?

January 2012

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?)

To increase student motivation and responsibility.

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

Visual representations of the students understanding of the "seven habits". Lesson plans will be reviewed for integration of The Leader In Me strategies.

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

Title I- \$2,700 stipend

Promethean Training

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

Teacher use in technology

What types of professional learning will be offered?

Promethean software/hardware training will be provided to the teachers.

When will the session be delivered?

November and ongoing through out the 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?)

Implimentation of technology in the classroom.

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

Use of technology will be evident in walk throughs and other observations.

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

\$908.38 Instructional substitute

Part VIII - Coordination of Resources/Comprehensive Budget

I. State Foundation Funds

	FTEs Earned	Units Placed	Total Salaries
FTE Teacher Units	23.77	23.97	1,493,437.00
Administrator Units	1	1	93,986.00
Assistant Principal	0	0	0.00
Counselor	0.5	0.5	37,001.00
Librarian	1	1	67,718.00
Career and Technical Education Administrator	0	0	0.00
Career and Technical Education Counselor	0	0	0.00

Technology	0.00
Professional Development	0.00
State ELL Funds	0.00
Instructional Supplies	3,572.00
Library Enhancement	0.00
Total of All Salaries:	\$1,695,714.0

II. Federal Funds

Title I: Improving the Academic Achievement of the Disadvantaged

Provide a brief explanation and a breakdown of expenses.

Instruction Aides (3 Aides + 1/2 Counselor) and benefits	114,970.60
Instruction Equip Repair/Maintenance (Copiers)	4,740.00
Instruction Student Classroom Supplies	13,000.00
Instruction Audio/Visual	38,869.60
Instruction Computer Hardware	28,661.22
Other Student Support (Parent Supplies 10%)	2,533.00
Instructional Stipend	2,700.00
Instructional Substitutes	908.30

Total : 206,382.80

Title I: ARRA Funds

Provide a brief explanation and a breakdown of expenses.

NA

Total : 0.00

Title II: Professional Development Activities

Provide a brief explanation and a breakdown of expenses.

- Teachers will receive "Leader In Me" training. "Leader In Me" training focuses on school culture and climate and should impact all areas, including attendance, discipline, and academics.
- Funds will also be used for grade level conferences, content-area conferences, administrative conferences, and substitutes.

Total : 4,000.00

Title III: For English Language Learners

Provide a brief explanation and a breakdown of expenses.

NA

Total : 0.00

Title IV: For Safe and Drug-free Schools

Provide a brief explanation and a breakdown of expenses.

We will use some local funds to help with extra ribbons and promotions for Drug-Free Red Ribbon Week.

Total : 47.80

Title VI: For Rural and Low-income Schools

Provide a brief explanation and a breakdown of expenses.

NA

Total : 0.00

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

Provide a brief explanation and a breakdown of expenses.

NA

Total : 0.00

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

Provide a brief explanation and a breakdown of expenses.

NA

Total : 0.00

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

Provide a brief explanation and a breakdown of expenses.

NA

Total : 0.00

III. Local Funds (if applicable)

Local Funds

Provide a brief explanation and a breakdown of expenses.

Local funds, including Parent Teacher Organization funds, will be used to provide incentives for students who meet achievement, attendance, and school climate goals.

Total : 2,000.00