

## 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):**

The Instructional Leadership Team met in May 2011 to review the CIP and assess the degree to which implemented strategies had been met. The team discussed areas of strength as well as areas of weakness relating to student achievement. The Title I budget was discussed and developed based on the team's ideas and goals for improvement relating to student achievement. Data from the following assessments were used to determine students' greatest needs: ARMT, SAT-10, Alabama Science Assessment, DIBELS, Star Literacy, AHSGE, graduation rate, student discipline reports, student attendance reports, and EducateAlabama. Each teacher is required to analyze data from the most recent assessments. This is an ongoing process in which teachers will discuss the data analysis with the principal and assistant principal at data meetings held throughout the school year.

### 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)**

Michael Welsh, Principal  
 Wes Neyman, Assistant Principal  
 Carrie Rogers, Teacher  
 Barrett Ragsdale, Teacher  
 Jenna King, Teacher  
 Tammy Jones, Parent/Community Stakeholder  
 Chris Tierce, Parent/Community Stakeholder  
 Ashley Penton, Parent/Community Stakeholder

## 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).

Spring Garden High School (K-12) addresses the needs and acknowledges the strengths of our programs by participating in a variety of assessments including, but not limited to, the AHSGE, SAT-10, ARMT, DIBELS, Alabama Science Assessment, Star Literacy, discipline reports, attendance reports, teacher attendance reports, school safety plan, and professional development survey. Faculty members address needs that are identified and work to meet the needs of all students. Careful attention is given to grade levels and/or students where achievement/proficiency levels are low.

### 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.

Every effort is made to employ certified and Highly Qualified teachers for all subjects and all grade levels. Teaching candidates' resumes are reviewed by the school administrators. Candidates are then interviewed in a face to face setting by the principal and assistant principal.

### Number and percentage of teachers Non-HQT:

1 non-HQ teacher/2.4%

### Number and percentage of Classes Taught by Non-HQT:

5 classes/8.4%

### Alabama High School Graduation Exam (AHSGE):

#### Strengths:

95% Graduation Rate for 2010-2011  
43% of 2010-2011 10th grade students passed all portions of the graduation exam.  
95% of 2012 seniors have passed the Biology portion.

#### Weaknesses:

Seventeen seniors have failed one or more portions of the exam.  
49% of 2012 juniors have not passed the Social Studies portion.

### Alabama Reading and Mathematics Test (ARMT):

#### Strengths:

88% of 5th grade students scored in Levels III or IV on the Reading portion.  
81% of 6th grade students scored in Levels III or IV on the Reading portion.  
Grades 3-8 averaged having 78% of students scoring in Levels III or IV on the Reading portion.  
All students in grades 3-8 scored above Level I on the Reading portion.  
All students in grades 5-8 scored above Level I on the Math portion.

#### Weaknesses:

54% of 3rd grade students scored below Level III on the Math portion.  
50% of 7th grade students scored below Level III on the Math portion.  
Nine 3rd grade students scored in Level I on the Math portion.

### Alabama Science Assessment:

#### Strengths:

58% of 7th grade students scored in Levels III or IV in 2011.

**Weaknesses:**

54% of 5th grade students scored below Level III in 2011.  
Only 8 total students in grades 5 and 7 scored in Level IV in 2011.

**Stanford 10:**

**Strengths:**

Grades 5, 7, and 8 scored in the 55th percentile/5th stanine in Total Reading.  
Grade 8 scored in the 53rd percentile/5th stanine in Total Math.  
Grade 4 scored in the 52nd percentile/5th stanine in Total Math.

**Weaknesses:**

Grade 3 and 6 scores in Total Math were in the 4th stanine.

**Dynamic Indicators of Basic Early Literacy Skills (DIBELS):**

**Strengths:**

93% of kindergarten students reached benchmark levels in 2011.  
Second grade benchmark levels increased by 20% from the previous year.  
First grade benchmark levels increased by 19% from the previous year.

**Weaknesses:**

Only 69% of second grade students reached benchmark levels in 2011.

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

**Alabama Direct Assessment of Writing (ADAW):**

**Strengths:**

ADAW was not administered in 2011.

**Weaknesses:**

NA

**ACCESS for English Language Learners (ELLs):**

**Strengths:**

No ELL students enrolled in 2011.

**Weaknesses:**

NA

**EducateAL or other Professional Evaluation Profile Information:**

**Strengths:**

EducateAlabama is being fully implemented in 2011-2012.

**Weaknesses:**

NA

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

The average ACT score for 2011 graduates of our school was above the state average in English, Math, Reading, and Science.  
91% of 2011 graduates were considered College-Ready in English Composition.  
Graduation Rate for 2011 was 95%.  
Our school made all AYP goals for 2010-2011.

**Weaknesses:**

Only 17% of 2011 graduates were considered College-Ready in English Composition, Algebra, Social Science, and Biology.

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

65% of 5th grade students and 74% of 10th grade students scored at or above benchmark levels on the initial STAR Math screening in Fall 2011.  
68% of 1st grade students and 66% of 3rd grade students scored at or above benchmark levels on the initial STAR Reading screening in Fall 2011.

**Weaknesses:**

64% of 1st grade students, 79% of 4th grade students, 62% of 6th grade students scored below benchmark levels on the initial STAR Math screening in Fall 2011.  
51% of 4th grade students, 59% of 7th grade students, and 51% of 8th grade students scored below benchmark levels on the initial STAR Reading screening in Fall 2011.

**Career and Technical Education Program Data Reports:****Strengths:**

Our school has strong career and technical programs on campus. We also have a high percentage of students who are enrolled in career and technical courses at the Cherokee County Career and Technical Center.

**Weaknesses:**

none noted at this time

**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:**

A majority of all students have zero discipline referrals.  
In 2010-2011, no students were expelled from school and only three incidents required alternative school placements.

**Weaknesses:**

In the past school year there were 66 incidents that warranted out of school suspension.

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

**Strengths:**

Our school achieved a 95% graduation rate for 2010-2011.

**Weaknesses:**

There are a small number of dropouts not accounted for in last year's graduation rate.

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

**Strengths:**

The faculty of Spring Garden High School is a well-educated, experienced one overall. Presently there are only two teachers on staff with less than four years experience.

**Weaknesses:**

Presently, there are two teachers with classes not in their field of certification.

**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:**

Our ADA for 2011 was 96.54% for an ADM of 559.9 students.

**Weaknesses:**

There seems to be a pattern of tardiness for multiple students in all grade levels.

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

**Strengths:**

**Weaknesses:**

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

**Strengths:**

Student survey indicates an overall feeling of safety while at school.

**Weaknesses:**

64.4% of students indicate that teachers do not communicate progress to parents.

**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:**

[Redacted]

**Weaknesses:**

[Redacted]

**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:**

[Redacted]

**Weaknesses:**

[Redacted]

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

**Strengths:**

[Redacted]

**Weaknesses:**

[Redacted]

## **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. ARMT+ Math**

**Description:**

Increase the number of students scoring in Levels III and IV on the Math portion of the ARMT+.

**Data Results on which goal is based:**

On average 59% of our students in grades 3-8 scored in Levels III and IV. This is a decrease of 9%.

**Target Grade Level(s):** Grades 3-8

**Target Content Area(s):** Math

**ARMT:** Math

**Additional Academic Indicators:**

STAR Math assessment indicates a high number of students in need of Tier II math instruction, especially in grades 4, 6 and 7.

Target Student Subgroup(s):

Grade 4, Grade 6, Grade 7

Courses of Study:

All Math Course of Study objectives

**Strategies:**

**S1.1 Tiered Instruction**

Description:

Tier II instruction will be implemented for individual students with identified needs/deficiencies.

**Action Steps:**

**AS1.1.1 Professional Development**

Description:

Teachers will be trained on proper techniques for Tiered Instruction.

Benchmarks:

Classroom observations; student achievement

Interventions:

Students who do not progress will move to Tier III instruction as per the RTI process.

Resources:

NA

**G2. ARMT+ Reading**

Description:

Increase the number of students scoring in Levels III and IV on the Reading portion of the ARMT+.

Data Results on which goal is based:

An average of 78% of students in grades 3-8 scored in these levels in 2010-2011.

Target Grade Level(s): Grades 3-8

Target Content Area(s): Reading

ARMT: Reading

Additional Academic Indicators:

STAR Reading assessments indicate that several students in these grade levels need Tier II instruction.

Target Student Subgroup(s):

All students in Grades 3-8

Courses of Study:

All Reading Course of Study objectives

**Strategies:**

**S2.1 Tiered Instruction**

Description:

Tier II instruction will be provided for students scoring below benchmark levels.

**Action Steps:**

**AS2.1.1 Professional Development**

Description:

Teachers will be trained on proper techniques for Tiered Instruction.

Benchmarks:

Classroom observations; student achievement

Interventions:

Students who do not progress will move into Tier III instruction.

Resources:

NA

**G3. Graduation Rate**

Description:

Improve our graduation rate.

Data Results on which goal is based:

Seventeen current seniors have not passed one or more portions of the Alabama High School Graduation Exam.

Target Grade Level(s): Grades 10-12

Target Content Area(s): Other -

ARMT: Reading

Additional Academic Indicators:

Students have dropped out of school since entering the ninth grade.

Target Student Subgroup(s):

NA

Courses of Study:

All AHSGE objectives

**Strategies:**



**S3.1 Tiered Instruction****Description:**

STAR assessments will be administered in grades 1-10 to identify students performing below benchmark levels. Tiered instruction will be given to those students in an effort to increase achievement levels.

**Action Steps:****AS3.1.1 Tutoring****Description:**

Tutoring sessions will be offered before and after school in preparation for the graduation exam.

**Benchmarks:**

Graduation Exam results

**Interventions:**

Progress monitoring will occur every two weeks in order to identify students who need additional help beyond Tier II instruction.

**Resources:**

NA

**G4. AHSGE****Description:**

Increase the number of students passing all portions of the Alabama High School Graduation Exam by the end of the eleventh grade year.

**Data Results on which goal is based:**

49% of 2011-2012 juniors have not passed the Social Studies portion of the graduation exam. Only 43% of current juniors passed all portions of the graduation exam by the end of their 10th grade year.

Target Grade Level(s): Grade 10-11

Target Content Area(s): Other - All

ARMT: Social Studies

**Additional Academic Indicators:**

STAR assessments; promotion/retention

**Target Student Subgroup(s):**

all students

**Courses of Study:**

All AHSGE standards/objectives

**Strategies:****S4.1 Tiered Instruction**

Description:

Tiered instruction will be delivered to students performing below grade level prior to grade eleven.

**Action Steps:**

**AS4.1.1 Progress Monitoring**

Description:

STAR assessments will be used to monitor progress of students before they reach grade 11.

Benchmarks:

STAR assessments; practice tests; promotion/retention rates

Interventions:

Progress monitoring will be used to determine which students are improving and which are needing additional help beyond Tier II instruction.

Resources:

NA

### 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. ELL**

Description:

All ELL students will perform at a proficient level within three years.

Data Results on which goal is based:

ACCESS for ELL students

Target Grade Level(s): Grades K-12

Target ELP Language Domain(s): Comprehension

WIDA Standards:

**Strategies:**

**S1.1 Tiered Instruction**

Description:

Tier II instruction will be used for ELL students below proficiency levels.

**Action Steps:**

**AS1.1.1 Action**

Description:

Benchmarks:

Interventions:

Students who do not progress will move into Tier III instruction.

Resources:

NA

## 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. ELL

Description:

All ELL students have withdrawn from our school at this time.

Strategies:

#### S1.1 ELL

Description:

Strategies will be implemented upon enrollment of ELL students.

Action Steps:

#### AS1.1.1 Action

Description:

Strategies will be implemented upon enrollment of ELL students as per system guidelines.

Benchmarks:

We will follow system guidelines.

Interventions:

as per system plan

Resources:

NA

**S1.2 ELL****Description:**

Strategies will be implemented upon enrollment of ELL students.

**Action Steps:****AS1.2.1 ELL****Description:**

Tiered instruction

**Benchmarks:**

STAR assessments/progress monitoring

**Interventions:**

as per system plan

**Resources:**

NA

## 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)**

New and/or inexperienced teachers are assigned a mentor each year. Mentors provide support by meeting with the new teacher on a regular basis to offer suggestions on classroom management, technology issues, student achievement, and morale. Meetings are on a daily basis for the first two weeks of school, then weekly for the following three weeks, then monthly or as needed throughout the school year.

### 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.**

There are several monetary sources that are integrated and coordinated into the financial management and instructional planning of Spring Garden High School (K-12).

+ State Foundation Program: 31.16 earned teacher units, 1 administrator unit, 1 assistant principal unit, 1.5 counselor units, 1.5 librarian units.

+ Title I: Our school's current allocation of Title I funds is \$105,056.74. These funds are used to supplement our regularly funded program. For the current year, these funds are used to provide one teacher unit, approximately one teacher aide, one RTI instructor, as well as materials & supplies. We also have \$1320.70 in Parent Involvement funds.

+ Other federal funds are used to supplement our school program (Title II, IV, VI) and are coordinated at the system level.

### 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.**

Our school serves grades K through 12 on one campus with one administration team. Therefore, transitions issues are minimal after entering Kindergarten. We do provide training for parents of pre-school children to help them prepare for entering Kindergarten.

### 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.**

All teaching positions posted for our school require Highly Qualified status.

All teachers in our school hold valid teaching certificates. Currently, we have two teachers who teach classes which are not in their certification area.

Nine staff members (teachers/administrators) hold degrees above the Master's level. One staff member holds a doctorate degree.

Thirty staff members hold at least a Master's degree.

**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.**

Monthly faculty meetings are held with the principal. Grade level meetings are coordinated by the school reading coach for elementary teachers. Also, teachers with common planning periods collaborate regularly.

**Special Populations:**

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

Our school follows procedures for these groups as set forth by the board of education.

**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**

Our school follows procedures for these groups as set forth by the board of education.

**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.**

After school tutoring is provided two days per week for students needing additional help. Tier II instruction is provided for students not meeting benchmark levels on STAR assessments in Reading and Math.

## **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.**

A meeting is held within the first nine weeks of each school year for this purpose. All parents are invited to attend.

**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.**

Parent conferences and/or workshops are provided at mandatory extended work days for faculty members. Conferences may also be scheduled during teachers' planning times throughout the school year.

Parental input is always welcome regarding the planning, review, and improvement of our Title I program. Parent Advisory Council members are invited to attend meetings to discuss the Title I program in detail.

Parental Involvement funds are used provide mailings to parents, conduct parent workshops, provide newsletters and parenting tips.

**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.**

School-Parent Compacts are sent home with every student at the beginning of each school year. Weekly folders are used in elementary grades. Progress reports are sent to all students every four and one half weeks. Parents are given a course syllabus for each course in which their child is enrolled.

**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 School-Parent Compact is reviewed in detail each year at the annual Title I parent meeting. The Title I committee also reviews the compact each year.

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

Parental input is always accepted regarding the CIP. Parents may voice comments/dissatisfaction at the annual meeting, via email, via phone, or in writing. Comments may also be made on our annual parent survey sent home at the beginning of each school year.

**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)**

Diligent efforts are made to communicate all information to parents through a variety of methods (student folders, SchoolCast messages, digital marquee, flyers, newsletters, etc.). A meeting is held for all parents of 8th grade students. Workshops are provided for parents of preschool children. Other workshops are provided from time to time.

**(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)**

Parent workshops are provided throughout the year on various topics.

**(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)**

This is emphasized at monthly faculty meetings as well as on daily communications with teachers.

**(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)**

Every effort will be made to integrate parental involvement programs and activities with other federal programs. Regular communication with central office staff members and outside agencies will assist in this area.

**(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)**

Communications will be sent in languages understood by parents in the home.

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

Input and ideas are always welcomed. Parent survey data will provide guidance in this area.

**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.**

We will communicate information in a variety of ways and work to ensure that all parents are reached.

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

**Learning Activities:**

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

**What types of professional learning will be offered?**

**When will the session be delivered?**

**What are the expected outcomes of professional learning?**

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

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

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

**Tiered Instruction**

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

Tiered instruction in Reading and Math.

**What types of professional learning will be offered?**

On site training.

**When will the session be delivered?**

September 28, 2011

**What are the expected outcomes of professional learning?**

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

Teachers will gain a better understanding of Tier II Instruction and how to use it in their classrooms.

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

EducateAlabama; student achievement levels on STAR assesments, ARMT+, AHSGE

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

NA

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

**What types of professional learning will be offered?**

**When will the session be delivered?**

**What are the expected outcomes of professional learning?**

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

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

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

**Part VIII - Coordination of Resources/Comprehensive Budget**

**I. State Foundation Funds**

	<b>FTEs Earned</b>	<b>Units Placed</b>	<b>Total Salaries</b>
FTE Teacher Units	31.16	31.16	1,563,228.26
Administrator Units	1	1	83,793.60
Assistant Principal	1	1	57,726.09



Counselor	1.5	1.5	90,003.21
Librarian	1.5	1	52,737.00
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			0
Library Enhancement			0
<b>Total of All Salaries:</b>			<b>\$1,847,488.1</b>

**II. Federal Funds**

**Title I: Improving the Academic Achievement of the Disadvantaged**

**Provide a brief explanation and a breakdown of expenses.**

Instruction=\$103,198.37  
 Improvement of Instructional Services=\$1,858.37  
 Parental Involvement=\$1,320.70

**Total :** 106,377.44

**Title I: ARRA Funds**

**Provide a brief explanation and a breakdown of expenses.**

NA

**Total :** 0

**Title II: Professional Development Activities**

**Provide a brief explanation and a breakdown of expenses.**

\$6,888.04 (salary & benefits for professional development technology trainer)  
 \$788.70 (professional development travel)  
 \$291.43 (professional development substitutes)

**Total :** 7,968.17

**Title III: For English Language Learners**

**Provide a brief explanation and a breakdown of expenses.**

NA

**Total :** 0

**Title IV: For Safe and Drug-free Schools**

**Provide a brief explanation and a breakdown of expenses.**

NA

**Total :**

**Title VI: For Rural and Low-income Schools**

**Provide a brief explanation and a breakdown of expenses.**

\$1,996.81 (salary/benefits for pre-k teacher)

\$1,033.21 (salary/benefits for professional development technology trainer)

\$3,497.15 (homeless)

\$1,413.36 (library)

\$388.57 (professional development subs)

\$208.87 (inservice speakers)

\$714.29 (professional development travel)

\$333.33 (choice bus)

\$333.33 (PRIDE survey)

**Total :**

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

**Provide a brief explanation and a breakdown of expenses.**

Coordinated at the system level.

**Total :**

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

**Provide a brief explanation and a breakdown of expenses.**

Coordinated at the system level.

**Total :**

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

**Provide a brief explanation and a breakdown of expenses.**

NA

**Total :**

**III. Local Funds (if applicable)**

**Local Funds**

**Provide a brief explanation and a breakdown of expenses.**

School General Fund 2012 Budget=\$34,500

**Total :**