

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 principal was involved in district-level meetings regarding the development of the plan, and brought back information to the school faculty. A committee of three attended training CIP update in April. The principal and faculty worked together to revise the plan for the coming year. During the coming year, teachers will meet at least monthly to discuss the implementation of the plan and make necessary adjustments.

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)**

Dennis D. Duncan (Principal)
 Ana Belle Lee (Counselor)
 Charles Elam (Faculty)
 Kendel Johnson (Faculty)

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).

Each student who attends the Bibb County Career Academy is a student enrolled at either Bibb County High School or West Blocton High School. Our plan attempts to synthesize the needs of the students enrolled in each of these two high schools as we do not know exactly which of these students will attend the Career Academy.

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.

Each teacher at the Career Academy meets the certification requirements set forth for his or her technical area of instruction, thereby meeting HQ requirements.

Number and percentage of teachers Non-HQT:

0 (0%)

Number and percentage of Classes Taught by Non-HQT:

0 (0%)

Alabama High School Graduation Exam (AHSGE):

Strengths:

BCHS

Reading

66% of students tested mastered Obj. I-3: Follow Directions; 67% of students tested mastered Obj. IV-4: Demonstrate Reference Material Usage

Math

48% of students tested mastered Obj. IV-1 Find Perimeter, Circumference, Area and Volume:

WBHS

Reading

79% of 10th grade students mastered Obj. I-3 Follow Directions; 74.3% of 10th grade students mastered Obj. IV-4 Demonstrate Reference Material Usage; 72.4% of 10th graders mastered Obj. II-2 Draw Conclusions

Math

59.6% of 10th grade students mastered Obj. IV-1 Find Perimeter, Circumference, Area and Volume; 53.2% of 10th grade students mastered Obj. IV-2 Find Distance, Midpoint and Slope

Weaknesses:

BCHS

Reading

Bibb County High School has not met AYP in at least one subgroup (except through concessions of Confidence Interval or Safe Harbor) in Reading in the last four years. Proficiency levels (III or IV) for the 11th grade Black subgroup have not been higher than 70% over the last three years.

Math

95% non-mastery of Obj. I-3 Multiplying Polynomials

97% non-mastery of Obj. VI-1 Translate Verbal/Symbolic: Graph Equations/Inequalities:

97% non-mastery of Obj. VII-8 Solve Problems: Algebraic Concepts

WBHS

Reading

86.7% of 10th grade students did not master Objective III-1 Recognize Logic and Arguments

79.0 % of 10th grade students did not master Obj. II-1 Identify Main Idea

74.3% did not master Obj. II-5 Recognize Summary Statements

The same objectives showing a high amount of non-mastery in the 10th graders resulted in at least 85% non-mastery in the 11th graders as well.

Math

97.9% of 10th grade students did not master Obj. VI-1 Translate: Verbal/Symbolic: Graph: Equations/Inequalities

95.7% of 10th grade students did not master Obj. I-3 Multiplying Polynomials 95.7% of 10th grade students did not master Obj. II-2 Solving Quadratic Equations

95.7% of 10th grade students did not master Obj. V-1,4 Graph: Linear Equations; Common Equations

The 11th grade students who were tested in the spring also performed poorly in the same areas as the 10th graders with all of the same objectives having at least 90% non-mastery.

Alabama Reading and Mathematics Test (ARMT):

Strengths:

N/A

Weaknesses:

N/A

Alabama Science Assessment:

Strengths:

N/A

Weaknesses:

N/A

Stanford 10:

Strengths:

N/A

Weaknesses:

N/A

Dynamic Indicators of Basic Early Literacy Skills (DIBELS):

Strengths:

N/A

Weaknesses:

N/A

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

Alabama Direct Assessment of Writing (ADAW):

Strengths:

N/A

Weaknesses:

N/A

ACCESS for English Language Learners (ELLs):

Strengths:

N/A

Weaknesses:

N/A

EducateAL or other Professional Evaluation Profile Information:

Strengths:

Career Academy teachers are making the transition to EDUCATEAlabama.

Weaknesses:

N/A

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

Strengths:

N/A

Weaknesses:

N/A

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

Strengths:

N/A

Weaknesses:

N/A

Career and Technical Education Program Data Reports:

Strengths:

During the 2010-2011 school year, six programs were re-certified through Business and Industry Certification (BIC). The Placement Rate reported for recent graduates was above the standard negotiated with the SDE. Several seniors received scholarships to local two-year colleges, and a number of graduates applied for Articulated Credit in technical programs at Shelton State Community College. Partnerships with a large number of community agencies, businesses, and industries strengthen our programs. Students have many opportunities to develop employability and career skills.

Weaknesses:

Students are only able to attend the Career Academy if they can schedule two blocks, either morning or afternoon. Enrollment numbers for some programs are lower than the average of 12 per block that is expected.

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

School Demographic Information related to student discipline (e.g. total office referrals, long- and short-term suspensions, expulsions, alternative school

placements, School Incidence Report (SIR) data, or student attendance).**Strengths:**

The majority of students at BCCA behave appropriately. During the past school year, there were no incidences of drugs or weapons at school or on the bus.

Weaknesses:

Tobacco use - especially smokeless tobacco - continues to be a major disciplinary issue. Possession/use of cell phones continues to be a problem, although fewer instances were reported during the 2010-2011 school year. With a very large number of 10th grade students in the fall, there were a large number of disciplinary issues related to their apparent immaturity.

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

N/A

Weaknesses:

N/A

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

Overall teacher attendance has been very positive. Teachers at BCCA are very good about covering classes for their colleagues when it becomes necessary. We replaced three teachers this past year with very good results.

Weaknesses:

There are very few high quality substitutes available for even one-day work.

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:**

Tardiness is not a problem since students are transported to BCCA from the two high schools. Attendance at each of the two high schools has improved, resulting in improved attendance at BCCA.

Weaknesses:

Student absenteeism continues to be higher than desired. Some parents do not seem to place a high priority on student attendance issues.

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

Articles and photos are regularly submitted to the local newspaper highlighting positive student achievements at BCCA.

Weaknesses:

The community in general still seems to perceive that Career and Technical programs are only for students with no college aspirations. Most community members continue to refer to the Career Academy as the "Trade School."

School Perception Information related to student PRIDE data.

Strengths:

N/A

Weaknesses:

N/A

School Process Information related to an analysis of existing curricula focused on helping English Language Learners (ELLs) work toward attaining proficiency in annual measurable academic objectives (AMAOs).

Strengths:

N/A

Weaknesses:

N/A

School Process Information related to an analysis of existing personnel focused on helping English Language Learners (ELLs) work toward attaining proficiency in annual measurable academic objectives (AMAOs).

Strengths:

N/A

Weaknesses:

N/A

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

Strengths:

N/A

Weaknesses:

N/A

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):

1. Reading - CTE Completers

Description:

100% of second year Career Technical Education Completers in programs at the Career Academy who are required to pass the Reading portion the AHSGE to earn a diploma will pass the Reading portion of the AHSGE by the spring of their 12th grade year.

Data Results on which goal is based:

Reading section results of the AHSGE for BCHS and WBHS

Target Grade Level(s): 11 and 12

Target Content Area(s): Reading

ARMT: Reading

Additional Academic Indicators:

N/A

Target Student Subgroup(s):

12th grade CTE Completers

Courses of Study:

All Reading objectives on the AHSGE

Strategies:

S1.1 CTE Content Areas

Description:

The faculty will develop and refine appropriate strategies to implement Reading in the CTE content areas.

Action Steps:

AS1.1.1 Meet and Discuss

Description:

The BCCA faculty will meet regularly beginning in early August to discuss and refine strategies being implemented in the classroom and to evaluate student progress in Reading.

Benchmarks:

AHSGE results in August, October, January and April Practice tests given prior to the AHSGE in September, December and March

Interventions:

The Counselor will meet with individual students to discuss strategies for success.

Resources:

None

S1.2 Remediation Pull-out

Description:

The administration will schedule junior and senior students into a classroom to work with the Reading Specialist and into Mrs. Hathcock's room for remediation and to work on JAG competencies beginning August 29, 2011.

Action Steps:**AS1.2.1 Intensive Care**

Description:

Junior and senior students will be scheduled into Mrs. Hathcock's room for remediation and to work on JAG competencies beginning Aug. 29.

Benchmarks:

AHSGE results in October, January and April Practice tests given prior to the AHSGE in September, December and March

Interventions:

Students will continue to work with the Reading Specialist and Mrs. Hathcock until all portions of the AHSGE are passed.

Resources:

JAG Specialist; JAG classroom; Reading Specialist

G2. Math - CTE Completers

Description:

100% of second year Career Technical Education Completers in programs at the Career Academy who are required to pass the Math portion of the AHSGE to earn a diploma will pass the Math portion of the AHSGE by the spring of their 12th grade year.

Data Results on which goal is based:

Math section results of the AHSGE for BCHS and WBHS

Target Grade Level(s): 11 and 12

Target Content Area(s): Math

ARMT: Math

Additional Academic Indicators:

N/A

Target Student Subgroup(s):

12 grade CTE Completers

Courses of Study:

All Math objectives on the AHSGE

Strategies:**S2.1 Remediation Pull-out**

Description:

The administration will schedule junior and senior students into Mrs. Hathcock's room for remediation and to work on JAG competencies beginning October 3.

Action Steps:**AS2.1.1 Intensive Care**

Description:

Junior and senior students will be scheduled into Mrs. Hathcock's room for remediation and to work on JAG competencies beginning October 3.

Benchmarks:

AHSGE results in January and April. Practice tests given prior to the AHSGE in December and March.

Interventions:

Students will continue to work with Mrs. Hathcock until all portions of the AHSGE are passed.

Resources:

New Century licenses already purchased

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

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

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

G1. N/A

Description:

N/A

Data Results on which goal is based:

N/A

Target Grade Level(s): N/A

Target ELP Language Domain(s): Reading

WIDA Standards: N/A

Strategies:

S1.1 N/A

Description:

N/A

Action Steps:

AS1.1.1 N/A

Description:

N/A

Benchmarks:

N/A

Interventions:

N/A

Resources:

N/A

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. Caring Learning Environment

Description:

Our students need to recognize that BCCA is a caring learning environment in which adults value the importance of building relationships with students, parents, and other faculty members.

Strategies:

S1.1.1 Mentoring

Description:

The administration will establish a structure for monthly student mentoring in order for teachers to build relationships with students.

Action Steps:

AS1.1.1 Training

Description:

All teachers will participate in mentoring training during a faculty meeting prior to the start of school.

Benchmarks:

100% of faculty members will attend the meeting and receive training.

AS1.1.2 Calendar

Description:

A specific calendar of mentor meeting dates will be created by the faculty at the initial meeting.

Benchmarks:

A calendar of dates will be distributed to each faculty member.

AS1.1.3 Agendas

Description:

The faculty will jointly develop monthly mentor activity agendas beginning with the initial meeting.

Benchmarks:

Month-specific agendas will be distributed to each faculty member and placed in a binder in the office.

AS1.1.4 Initial Meeting**Description:**

The school will conduct the first mentor meeting during September.

Benchmarks:

100% of faculty members will conduct a mentor meeting with their students as monitored by the principal.

Interventions:

The faculty will meet after the first few meetings to discuss how the process is working and will make adjustments as necessary.

Resources:

Training materials, possibly from TCTW resources (no cost).

G2. Lacking Intercoms**Description:**

There are two classrooms that lack a two-way intercom system.

Strategies:**S2.1 Install Intercoms****Description:**

Add intercom systems to the two classrooms.

Action Steps:**AS2.1.1 Installed****Description:**

Requested installation through a maintenance request.

Benchmarks:

Equipment will be installed and operational.

Interventions:

N/A

Resources:

Local school funds \$470

G3. Tobacco/Cell Phones

Description:

Too many students choose to violate the rules prohibiting tobacco use and cell phone possession and/or use.

Strategies:**S3.1 Eliminate Use**

Description:

The administration and faculty will eliminate tobacco use and cell phone use on campus.

Action Steps:**AS3.1.1 Teacher Intervention**

Description:

Teachers will provide first-line disciplinary intervention with their students.

Benchmarks:

100% of teachers will take the initial step of discipline in their classrooms except in major infractions.

AS3.1.2 Teacher Visibility

Description:

Teachers will be visible to students during break times and student arrival and dismissal times.

Benchmarks:

100% of teachers will be visible to students during student breaks/arrival/dismissal.

AS3.1.3 Project Wisdom

Description:

The Counselor will continue to utilize Project Wisdom materials each morning to emphasize character development.

Benchmarks:

We will utilize Project Wisdom materials every morning after the Pledge of Allegiance.

AS3.1.4 Principal's Encouragement

Description:

The principal will encourage student respect, responsibility and resourcefulness through intercom messages.

Benchmarks:

Principal will encourage students every morning.

AS3.1.5 Students of the Month

Description:

Beginning in October, each program will name a "Student of the Month" each month for the remainder of the year, one in the morning classes and one in the afternoon classes.

Benchmarks:

Students of the Month will be recognized every month of the school year.

Interventions:

The faculty will meet to discuss how well the action steps are working and will make adjustments as necessary.

Resources:

None

G4. Recycle**Description:**

The administration and faculty will promote and encourage recycling at BCCA.

Strategies:**S4.1 Recycle****Description:**

The administration and faculty will promote and encourage recycling of plastic bottles, paper and cardboard by our students.

Action Steps:**AS4.1.1 Purchase Containers****Description:**

The administration will utilize Alabama Recycling Coalition grant funds to purchase recycling containers.

Benchmarks:

Confirmed purchase

AS4.1.2 Encourage Participation**Description:**

The administration and faculty will encourage students to recycle through intercom announcements and general comments in the classroom.

Benchmarks:

There will be very little of the material that is targeted for recycling in the trash containers.

AS4.1.3 Purchase and Distribute T-shirts**Description:**

The administration will use ARC grant funds to purchase promotional t-shirts and hand them out to students who choose to participate in the recycling effort.

Benchmarks:

T-shirts will be purchased and handed out.

AS4.1.4 Coordinate Pick-up of Materials**Description:**

The administration will coordinate with local agencies to have recycled materials picked up from school on a regular basis.

Benchmarks:

Recycled materials will be picked up regularly.

Interventions:

Ongoing encouragement

Resources:

Alabama Recycling Coalition Grant \$1,000

Part V - Additional Components, That When Addressed, Positively Impact Student Achievement

Teacher Mentoring:

Describe teacher mentoring activities. For example, are novice teachers given support from an assigned master teacher and what does that support look like?

New teachers are assigned a mentor who provides encouragement, support, assistance, etc. The relationship is informal, so no scheduled activities are assigned or required.

Budget:

Describe the coordination of all federal, state, and local programs, including career and technical education.

Federal Perkins funds for Career Technical Education are budgeted in consultation with the Career Technical Advisory Committee, the CSFO and the Superintendent.

Transition:

Describe transition 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.

Students from BCHS and WBHS, prior to entering the ninth grade will be counseled and oriented to the dynamics of high school culture and climate during the spring of their eighth grade year. Counselors, peer counselors, faculty, and staff members from each school will meet with these students to introduce and provide information to them in the following areas:

- Four-year Plan
- Alabama High School Graduation Exam
- Course of Study
- Graduation requirements
- Athletic requirements
- Schools clubs and activities

Students will begin developing portfolios related to career choices by exploring various career possibilities throughout high school and will develop resumes they can use after graduation. All of our middle school and high school students have access to Kuder Educational Planner, a web-based program that allows them to take a career interest inventory, explore career possibilities, build a career portfolio, and explore postsecondary training options. College and job applications will be completed as well, to provide students with practical experience in these areas.

Students are given the opportunity to tour our school to introduce them to the opportunities available through the Career Tech programs. Those students who choose to attend our school

receive the benefit of teachers who assist them in career placement that is directly related to their high school training. Our CT counselor also works closely with the two high schools' counselors and with all of the students at our school to prepare them for postsecondary training and/or employment.

Seniors at BCHS and WBHS will also be offered workshops and seminars, as well as college campus tours, during the school year to prepare them for post-secondary education and employment. Counselors and recruiters will be available for seniors to discuss the following areas:

- Admission requirements
- Scholarships
- Career and technical training
- Employment skills
- Job training and co-op opportunities
- Military career opportunities

Students who are pursuing the Occupational Diploma develop portfolios, find part-time work, and participate in field trips to learn about employment opportunities. All students learn about resumes, letter writing, and communication skills in their English classes.

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.

Every teacher at our school has a valid Alabama teaching certificate, teaches in field, and participates in ongoing professional development. When teaching vacancies arise, every effort is made to hire the most qualified applicants available.

Dennis D. Duncan (30 Years)
Principal

Ana Velez Lee (14 years)
Counselor

Roger Allan Brothers (37 years)
Forestry Teacher

Steven Burt Cottingham (7 years)
Agriscience Teacher

Charles Clifton Elam (22 years)
Automotive Service Technology Teacher

Allen Franklin (19 years)
Cooperative Education Teacher/Coordinator

William Garry Holder (21 years)
Collision Repair Technology Teacher

Becky Horton (3 years)
Cosmetology Teacher

Kendal Elaine Johnson (4 years)
Business, Management & Administration Teacher

Cayla Anne Lamar (1st year)
Family and Consumer Sciences Teacher

Robert Scott Lightsey (1 year)
Welding Teacher

Barbara Lynne Terry (1 year)
Health Science Teacher

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.

Teachers meet together about once per month to discuss student achievement and the overall instructional program.

Special Populations:

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

N/A

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.

Students who are members of any of the Special Populations are strongly encouraged to participate in programs at the Career Academy.

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.

Our school does not provide any after-school programs, as each student returns to his/her home school at the end of each school day. Teachers do work with students in their respective Student Organizations after hours and on weekends as they prepare for competitions.

Part VI – School Parental Involvement Plan**Parental Involvement:**

Describe how the school will communicate information about the Parent Involvement Plan and, to the extent practicable in a language they can understand, how parents can have access to descriptions of the school's curriculum, assessments, and student achievement expectations, and opportunities for regular meetings to review and assist in improving student progress.

Resources such as the Automated Call System, the school and system websites, the local newspaper, teacher phone calls, and informational newsletters will be utilized. Descriptions of the school's curriculum are available on the Alabama Career and Technical Education website at http://alcareertech.org/stu_pro.html.

Describe how parents, the school staff, and students share responsibility for improved student academic achievement for students.

Parents, students and school staff are all viewed as stakeholders in the educational process. Each party must accept responsibility for its share in the responsibility for attaining the goal of improving student performance.

Describe procedures to allow parents to submit comments of dissatisfaction with the School Parent Involvement Policy.

Parents may send written correspondence via letter or email to the school principal at any time.

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.

Parents are invited to participate in two yearly Parent Visitation days, are encouraged to visit the school throughout the year, serve on committees to represent our school, and serve on program advisory committees.

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.

All parents will be included in communication regarding our school.

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:

ACTE Summer Conference

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

Content area and general Career Technical learning

What types of professional learning will be offered?

Career Technical Education Summer Conference

When will the session be delivered?

July 11 – 13, 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 be better prepared to deliver CT content

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

Documentation in lesson plans; observation by principal

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

Carl Perkins federal Career Tech allocation, \$3,000, Alabama Career Technical Education

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

Caring Learning Environment

What types of professional learning will be offered?

Training to become mentors to their students

When will the session be delivered?

The first faculty meeting prior to the start of school in August 2011

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

Teachers will be better prepared to mentor, advise and relate to their students, building positive relationships with them

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

Documentation in lesson plans and check sheets marked by principal on meeting dates

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

No costs are anticipated

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

Content area and general Career Technical learning

What types of professional learning will be offered?

Face-to-face training; webinars; seminars

When will the session be delivered?

Throughout the school year and during the summer

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 be better equipped to meet the needs of their students

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

Principal observation

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

Carl Perkins federal Career Technical Education allocation \$3,408

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

Math

What types of professional learning will be offered?

Face-to-face training

When will the session be delivered?

October 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?)**

Staff will be able to utilize an additional source for student Math remediation

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

Principal observation

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

None

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

Reading

What types of professional learning will be offered?

Face-to-face

When will the session be delivered?

October 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 be better prepared to apply Reading strategies in their classrooms on a day-to-day basis

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

Principal observation

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

None

Part VIII - Coordination of Resources/Comprehensive Budget

I. State Foundation Funds

	FTEs Earned	Units Placed	Total Salaries
FTE Teacher Units	10	10	597,136.00
Administrator Units	0	0	0
Assistant Principal	0	0	0
Counselor	0	0	0
Librarian	0	0	0
Career and Technical Education Administrator	1	1	77,409.00
Career and Technical Education Counselor	1	1	53,189.00
Technology			0
Professional Development			0
State ELL Funds			0
Instructional Supplies			0
Library Enhancement			0
Total of All Salaries:			\$727,734.00

II. Federal Funds

Title I: Improving the Academic Achievement of the Disadvantaged

Provide a brief explanation and a breakdown of expenses.

N/A

Total : 0

Title I: ARRA Funds

Provide a brief explanation and a breakdown of expenses.

N/A

Total : 0

Title II: Professional Development Activities

Provide a brief explanation and a breakdown of expenses.

N/A

Total : 0

Title III: For English Language Learners

Provide a brief explanation and a breakdown of expenses.

N/A

Total : 0

Title IV: For Safe and Drug-free Schools

Provide a brief explanation and a breakdown of expenses.

N/A

Total : 0

Title VI: For Rural and Low-income Schools

Provide a brief explanation and a breakdown of expenses.

N/A

Total : 0

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

Provide a brief explanation and a breakdown of expenses.

Career Technical Program equipment upgrades \$40,000
Career Technical student credentialing/assessment \$2,000
Professional Development/Travel \$6,408

Total : 48,408.00

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

Provide a brief explanation and a breakdown of expenses.

N/A

Total : 0

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

Provide a brief explanation and a breakdown of expenses.

N/A

Total : 0

III. Local Funds (if applicable)

Local Funds

Provide a brief explanation and a breakdown of expenses.

N/A

Total : 0