

## 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 Continuous Improvement Instructional Leadership Team in collaboration with faculty, parents, and stakeholders met on several occasions to develop the Continuous Improvement Plan for 2011-2012. These meetings included discussions of state academic assessment data, including DIBELS, ARMT, and SAT-10. Additionally, the comprehensive review of data involved many faculty and staff in the CIP process. Discussions of student data and improvement goals among faculty and staff occurred during grade level meetings.

### 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)**

Mechelle Hollifield - Principal  
 Assistant Principal  
 Nancy Cook - School Improvement Coordinator & Reading Coach  
 Jill Chambers - Title I Chairperson, Phys. Ed. Teacher, K & 3rd Grade Parent  
 Jenny Hobson - 4th Grade Teacher, Professional Development  
 Jason Leach-Federal Programs, 3rd Grade Teacher, 3rd Grade Parent  
 Janis Sprewell - 2nd Grade Teacher  
 Angela Parker - 3rd Grade Teacher  
 Melissa Rinehart - SACS, Prof. Development, 2nd Grade Teacher, 4th Grade Parent  
 Lacey Mitchell - Positive Behavior Support Team, 2nd Gr. Teacher, 1st/3rd Parent  
 Carrie Hetzel - CAST Director & SPED Representative  
 Sumer Leach - PST Coordinator, 1st Grade Teacher, 3rd Grade Parent  
 Elizabeth Burroughs - Positive Behavior Support Team, K Teacher, 2nd Parent  
 Janet Jackson - Paraprofessional, CAST, At-Risk Students  
 Connie Johnson - School Counselor, ELL Coordinator, Parental Inv., 3rd Parent  
 Willie Dunn - President, First United Security Bank of Brent  
 Sandy Young - 4th Grade Parent  
 Greg Hyche - 1st Grade Parent, & 3rd Grade Parent  
 Jenny Watts - PTO President, 3rd Grade Parent  
 Sandra Campos - 4th Grade Parent  
 Dennis Stripling - Mayor of Brent

Mistie Burkes - 2nd Grade Parent  
Jimmy and Annie Martin - 4th Grade 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).

- The CIP Instructional Leadership Team members met during the planning process to review and discuss the strengths and weaknesses of the instructional program. Data from the 2010-2011 school year was reviewed in order to determine goals and identify any gaps in the instructional program. Copies of the CIP were distributed to all Leadership Team members for review. Corrections, additions, and deletions were made as necessary. Finally, the CIP was distributed to the faculty for review and discussion.

### 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.

Applications are received at the Bibb County Board of Education. These applications are reviewed to ensure that applicants are highly qualified. After this screening, applicants of interest are sent to local schools for principals to review again and begin the interviewing process.

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

100% of the certificated fe

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

0%

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

#### Strengths:

BES faculty is required to submit lesson plans that state specific course of study/objectives. These lesson plans include intervention for struggling students in the areas of math and reading. Quarterly tests are administered to assure mastery of objectives.

#### Weaknesses:

Bibb County High School is in year five alert. BES is a feeder school to BCHS. Therefore BES shares the responsibility for student achievement/failure.

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

#### Strengths:

Third Grade  
3rd grade reading section reflected 42% of students scoring at Level III and 39% scoring at Level IV revealing 81% of the students meeting or exceeding standards.

The number of students scoring partially meeting standards (II) or not meeting standards(I) has decreased from 25% of the students tested in 2004-2005 to 19% of the third graders tested in 2010-2011.

3rd grade mathematics reflected a 32% of the students scoring at Level III and 31% scoring at level IV making 63% meeting or exceeding standards.

#### Fourth Grade

On the fourth grade level, Reading was a strength with 51% of the students scoring at level III and 39% at level IV, totaling 90% of the students meeting or exceeding standards.

In mathematics, 37% of the students were at level III and 38% at level IV earning a total of 75% of the students meeting or exceeding standards.

### Weaknesses:

#### Third Grade

Percentage of students scoring at level IV (exceeds Standards) in mathematics has decreased from 34% in 2008-2009 to 31% in 2010-2011.

The number of students scoring at Level I (does not meet standards) in the area of mathematics has risen from 2% in 2005-2006 to 11 % in 2009-2010 to 12% in 2010-2011.

The number of students that partially met the standards(II) or did not meet the standards(I) in reading has increased from 13 % in Spring of 2010 to 19% in Spring 2011.

The number of students that partially met the standards(II) or did not meet the standards(I) in math was 37% in Spring of 2011.

#### Fourth Grade

21% of the students tested did not meet standards or partially met standards in the area of mathematics in the 2009-2010 school year and increased to 26 % in the Spring of 2011.

### Alabama Science Assessment:

#### Strengths:

NA

#### Weaknesses:

NA

### Stanford 10:

#### Strengths:

##### Third Grade

Of the 3rd graders tested, 85% were average or above average in Word Study-Phonetic Analysis-Consonants, 76% were average or above average in comprehension- literary, 77% were average or above average in comprehension- functional, 82% were average or above average in comprehension- initial understanding, 84% were average or above average in comprehension- informational, 84% were average or above average in comprehension- thinking skills and 74% above average in comprehension- strategies.

Of the 3rd graders tested, 84% of the students were above average in problem solving- communication & representation, 75% were above average or average in problem solving-data statistics & probability, 80% were above average or average in procedures-number facts, and 75% were above or average in problem solving- mathematical connections.

##### Fourth Grade

Of the 4th graders tested, 92% were above average in vocabulary- thinking skills, 91% were above average in comprehension-function, and 88% were above average in comprehension- interpretation, 89% were average or above average in comprehension-critical analysis and 88% were average or above average in comprehension-context clues.

All reading categories reflected 78% or more students average or above.

Of the 4th graders tested, 92% of the students scored average or above average in procedures-computation with decimals, 90% of the students scored average or above average in the area of problem solving-communication & representation, 94% of the students scored average or above in procedures-computation with fractions, 94% scored average or above in problem solving-patterns/relationships/algebra, and 86% of the students scored average or above average in problem solving- thinking skills, and 84% scored average or above in procedures-computation in context and procedures-thinking skills.

**Weaknesses:**

## Third Grade

Of the 3rd graders tested, 47% were below grade level in word study-structural analysis, 35% were below grade level in word study, 24% below grade level in phonetic analysis- vowels, 15 % below grade level in phonetic analysis- consonants, 27% below grade level in vocabulary-multiple meanings, 29% below grade level in vocabulary- thinking skills, 29 % below grade level in vocabulary-context clues and 28% were below grade level in vocabulary-synonyms.

Of the 3rd graders tested, 50% were below grade level in procedures- computation with decimals, 37% were below grade level in problem solving- reasoning & problem solving, 32% were below grade level problem solving- thinking skills, 28% were below grade level in procedures- symbolic notations, 38% were below grade level in procedures-computation in context & thinking skills, and 32% below grade level in problem solving and measurement.

## Fourth Grade

Of the 4th graders tested, 26% scored below average in problem solving- patterns/relationships/algebra, 25% were below average in problem solving- estimation, 25% were below average in procedures- computation with decimals and 24% below average in problem solving-reasoning & problem solving.

Of the 4th graders tested. 22% were below average in reading vocabulary- multiple meaning words, 19% were below average in reading comprehension-literary, 14% were below average in reading vocabulary- synonyms, and 15% were below average in comprehension-thinking skills.

## Special Education

72 % special Education students tested scored below grade level in Word Study- Structural Analysis, Phonetic Analysis- Vowels; Reading Vocabulary- Thinking Skills: Reading Comprehension.

88% of the special education students tested were below grade level in Math Problem Solving- Reasoning & Problem Solving, Thinking Skills, and Computation/Symbolic Notation.

83% of special education students tested were below grade level in Math Procedures- Computation with Decimals.

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

Spring 2011 DIBELS data indicate that first grade exceeded ARI goals of 80% benchmark, 15% strategic and 5% intensive in two areas: in Phoneme segmentation fluency (PSF) first students scored 99% benchmark, 1% strategic and 0% intensive, in the area of nonsense word fluency (NWF) students scored 88% benchmark, 9% strategic and 3% intensive.

**Weaknesses:**

Spring 2011 DIBELS data indicate that 15 % of fourth graders, 13% of third graders, 19% of second graders, and 15% of first graders scored at-risk in oral reading fluency which is above the 5% ARI goal. First through Fourth grades indicated an increased number of At Risk students: First grade increased from 11% to 13%, Second grade increased from 16% to 19%, Third grade increased from 11% to 13% and fourth grade from 8% to 15%.

**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:**

A total of ten students were assessed using ACCESS for English Language Learners. A total of four students were rated overall as developing. One student was rated as expanding overall.

**Weaknesses:**

A total of ten students were assessed using ACCESS for English Language Learners. One student was rated overall as beginning.

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

Many teachers had their classes actively engaged throughout the entire lesson. Lesson activities gave each student the opportunity to be successful by allowing them to share their individual knowledge. Small group reading instruction was evident, as well as the implementation of the reading program. The teachers will also participate in coaching cycles with the reading coaches throughout the school year in order to enhance reading instruction.

**Weaknesses:**

There is a need for more hands-on student involvement and engagement in math. Teachers need more training on math intervention strategies. There is also a need for additional training in building collaborative relationships among faculty, staff, student, parents, and community members. Additional training and support in classroom management and strategies for positive behavioral support is needed. Continued training and support in implementation of research based strategies for reading, math, science, and social studies. There were limited opportunities for students to utilize written communication skills and training in the writing process would also benefit school.

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

Six 3rd and 4th grade students at BES were assessed using the AAA during the 10-11 school year. Of the six students one made a III on the mathematics section of the test.

BES has a good supply of available hardware and software for effective implementation of the Alabama Technology Course of Study. Each classroom has a minimum of two computers, often three or more computers, with internet access available. Three "SMART" boards, eight interactive whiteboards, three projectors, seven Ebeams, and ten digital cameras are available in the library and computer labs for teacher check-out. One laptop cart is also available for teacher checkout. "Student Response Systems" were purchased for the computer lab. Two regular computer labs are utilized for remediation and instruction in all content areas, as well as the existing computer lab in the library used for internet study, assessment, and the Accelerated Reader program. This year, students will receive weekly technology instruction and enrichment. Projectors were purchased and installed for individual fourth grade classrooms. Projectors were also purchased for individual third grade classrooms. Teachers received training from the BES Technology Coach on how to implement "SMART" boards and projectors in classroom instruction, as well as the "Student Response Systems".

**Weaknesses:**

Of the six students tested using the AAA, One student scored a I in reading and four students scored a II in both reading and math.

Although a variety of technology and software is available for teacher and student use, it is often under-utilized. Teachers primarily use existing hardware and computers for clerical, administrative tasks, such as attendance and grades. Students primarily use the computer for Accelerated Reader Testing and academic enrichment/games. Classroom teachers rarely utilize technology-based learning projects, citing limited preparation time and knowledge as major factors.

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

A variety of school level assessments are administered to monitor progress of students and to provide appropriate instruction/remediation. These include the Fountas and Pinnell Reading Benchmark Assessment, Harcourt Benchmark Assessments, and DIBELS Progress Monitoring. Each grade level has an assessment plan which is followed for reading instruction. Reading data is shared across grade levels through a reading folder. Mathematics, Science and Social Studies content mastery assessments were developed in conjunction with newly created pacing guides. Grade levels have monthly math data meetings.

**Weaknesses:**

This data is most often used to guide daily instructional decisions and is, therefore, not analyzed as a school.

**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:**

Average daily attendance at BES is 592 students present or 96%. The district truancy officer handled 37 parental truancy violation cases during the school year, accounting for less than 7% of the students at BES.

The incidents of corporal punishment at BES decreased from 144 in to 136 during the school year due to the administrative office enforcing accurate documentation of referrals from the staff. SIR data indicates a decrease of the student population receiving suspensions from 4% in 07-08 to only 2% during the school year. Total office referrals decreased from 331 in the school year to 294.

**Weaknesses:**

Total office referrals for the school year were 294. There were 16 suspensions and 136 corporal punishment incidents included in the total office referrals. SIR data indicate 43% of all corporal punishment instances and 81% of all suspensions are black male students. Of those students receiving corporal punishment, approximately 57% involve black students.

The incidents of corporal punishment at BES decreased from 144 during the 2007-2008 to 136 during the school year due to the administrative office enforcing accurate documentation of referrals from the staff.

Approximately 553 students had 3,714 tardies for the school year

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

Although the drop-out rate does not apply at the elementary level, BES believes in providing a strong foundation for students in all academic areas. Therefore, BES faculty is required to submit lesson plans that state specific course of study/objectives. These lesson plans include intervention for struggling students in the areas of math and reading.

**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:**

During the 2009-1010 school year, BES employed two Curriculum Coaches, and one Technology teacher. BES also employed one new classroom teachers, one transfer teacher, one paraprofessional. This has the potential to strengthen the instructional program, as new faculty members are required to implement new initiatives and strongly encouraged to attend professional development seminars and training. Eight faculty members are currently pursuing a higher degree. This represents 16% of our total faculty. One teacher has earned National Board Teacher Certification.

**Weaknesses:**

During the 2009-2010 school year, BES employed two Curriculum Coaches, and one Technology Coach.

During the 2009-2010 school year, certified faculty at BES incurred 743 absences. Of these absences 22% were detached duty, 6% were personal days and 73% were employee sick days. This includes one extended leaves for maternity. 42% of all certified faculty were absent less than 10 days.

**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:**

Average daily attendance at BES is 592 students present or 96%. The district truancy officer handled 37 parental truancy violation cases during the 2008-2009 school year, accounting for less than 7% of the students at BES.

**Weaknesses:**

During the 2009-2010 school year there have been 22 students to enroll and 39 students to withdraw during the school year. In addition there were four occurrences of reentry into the school.

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

**Strengths:**

Parental surveys indicate an appreciation for BES's "open-door" policy. The school sponsors two parental involvement days each year that include workshops on strategies for how parents can assist their children in reading and math skills.

**Weaknesses:**

Parental surveys indicate parental involvement is limited by work schedules, time, childcare, and transportation. Parents also indicated most were unable to assist their child with homework due to educational levels, work schedules, and other factors.

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

**Strengths:**

NA

**Weaknesses:**

NA

**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:**

During the 2008-2009 school year, the ten ELL students did not show evidence of needing extra remediation. BES will provide intervention as needed through programs such as Read Well.

**Weaknesses:**

None

### **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:**

Each teacher at BES utilizes small group reading and math instruction for at-risk students, including ELL students. In addition, the district provides an ELL tutor on a bi-weekly basis for those ELL students in need of additional support.

#### **Weaknesses:**

The ELL tutor provides support in English only.

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

#### **Strengths:**

BES continued to implement pacing guides for all areas of the curriculum. Quarterly assessments were used to assess progress toward mastery of mathematics, science and social studies standards. Quarterly reading and math data meetings were held to analyze student progress and plan appropriate instruction. The school utilizes the practices and principles of the Alabama Reading Initiative. The school continued to utilize the Harcourt Mathematics program. BES also adopted and implemented a new reading program-StoryTown by Harcourt. The BES CAST program provides after-school homework support on a daily basis. In addition, two Curriculum Coaches were hired in order to assist teachers in analyzing data and recommending instructional strategies to meet the individual needs of at risk students.

#### **Weaknesses:**

Pacing guides need to be revised and adjusted for the upcoming school year. Content mastery tests need to be revised and reviewed to ensure validity and reliability. Teachers need additional time to develop, score, and analyze mathematics assessments.

## **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. Mathematics**

##### **Description:**

- Increase the number of third and fourth grade students scoring in the proficient range (Levels III or IV) to 80% in mathematics as measured by the ARMT/SAT-10 administered

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

ARMT, SAT-10

Target Grade Level(s): TARGET GRADE LEVEL(S): 3rd , 4th

Target Content Area(s): Math

ARMT: Math

**Additional Academic Indicators:**

NA

**Target Student Subgroup(s):**

Black, Free &amp; Reduced, ELL, Migrant, Homeless, Neglected/Delinquent

**Courses of Study:**

All Alabama Course of Study Standards for Mathematics (K-4)

**Strategies:****S1.1 Alignment of Mathematics Curriculum****Description:**

S1. Ensure alignment of mathematics curriculum by revising the existing curriculum pacing guide for the Alabama Course of Study for Mathematics as needed.

**Action Steps:****AS1.1.1 Content Mastery Tests****Description:**

S1-AS1. Teachers will continue to develop and revise content mastery tests using the Alabama Course of Study, ARMT Specifications, and SAT-10 in June 2011/throughout the year.

**Benchmarks:**

Content Mastery Assessments will be administered on a monthly basis following grade level pacing guides.

**AS1.1.2 Grade Level Meetings****Description:**

S1-AS2. Teachers will participate in quarterly grade level meetings to analyze content mastery assessment data, discuss progress, and plan intervention strategies.

**Benchmarks:**

Data Meetings: August 2011 – May 2012 End of the Month Assessments: monthly

**Interventions:**

Develop a student action plan with SBR instructional interventions.

**Resources:**

Release Time for Teachers Miscellaneous Materials: file folders, sticky-notes, index cards, highlighters

**S1.2 Uninterrupted Math Block****Description:**

S2. Provide a 60-90 minute Math block to ensure uninterrupted math instruction daily.

**Action Steps:**

**AS1.2.1 Investigations Mathematics Series**

## Description:

S2-AS1. Teachers will implement the Investigations Mathematics series in alignment with the mathematics pacing guide throughout the year.

## Benchmarks:

Walk-Throughs August 2011-May 2012

**AS1.2.2 AMSTI Philosophy and Manipulatives**

## Description:

S2-AS2. Teachers will utilize manipulatives and Alabama Mathematics, Science, and Technology Initiative (AMSTI) methods to enhance student engagement.

## Benchmarks:

Lesson Plans August 2011-May 2012

**AS1.2.3 Test-Taking Procedures**

## Description:

S2-AS3. Teachers will utilize Successnet.com tests to familiarize students with test-taking procedures throughout the school year.

## Benchmarks:

Lesson Plans Content Mastery Unit Assessments August 2011-May 2012

**AS1.2.4 Professional Development**

## Description:

S2-AS4 Teachers will participate in AMSTI professional development provided by the Alabama State Department of Education. Professional Development will take place during a two week summer institute, workshops throughout the year and on-going modeling and support.

## Benchmarks:

Sign-In Sheets July 2011-May 2012 Lesson Plans August 2011- May 2012

## Interventions:

-Provide intervention during the Math block to students who are not mastering Alabama Course of Study Standards for Mathematics. -Provide smaller classes -Utilize instructional support and/or tutoring. -Utilize Investigations manipulatives and websites. -Refer students who consistently score below 60% mastery on content assessments to the Problem Solving Team.

## Resources:

Collaborate with other schools who are currently implementing a Math block Title I Teacher Units \$54,000.00 Title II Release time for teacher observation Substitutes 6 @ \$60 per day is \$360.00 + \$28.04 (SS, Med, Unem) = \$388.04 Instructional Aides Professional Development – Harcourt Technology Component per Computer Teacher Computers, Software Resources/Materials for Test-Taking Procedures Title II Workshop Consultant \$150.00

**S1.3 AMSTI Training**

## Description:

S4. Teachers will attend a week-long AMSTI math training in July

**Action Steps:**

**AS1.3.1 Model lessons**

Description:

Model lessons will be provided during the 2011-2012 school year.

Benchmarks:

observation, lesson plans

**AS1.3.2 Lesson plans**

Description:

Lesson plans will reflect AMSTI philosophy.

Benchmarks:

observations, lesson plans, data meetings

**AS1.3.3 Data Meetings**

Description:

Grade level math data meetings will be held during the year.

Benchmarks:

data meetings

Interventions:

Teachers will incorporate intervention strategies learned in AMSTI training.

Resources:

Travel and training \$1,000.00 Staff training and supplies \$1,556.96 Registration fees \$900.00

**S1.4 Brain Based Strategies**

Description:

Teachers will use advances in neuroscience to enhance classroom engagement.

**Action Steps:**

**AS1.4.1 Professional Development**

Description:

Teachers will attend neuroscience workshops/institutes.

Benchmarks:

Agendas July 2011-2012

**AS1.4.2 Brain Based Strategies****Description:**

Teachers will include brain friendly strategies including music, art appreciation and physical education to enhance mathematical reasoning.

**Benchmarks:**

Lesson Plans and Mastery Schedules August 2011-2012

**Interventions:**

Tutoring will be provided for students.

**Resources:**

Title II Professional Development Money \$3,000. Title I music and art instructors \$16,000. Tutoring %10,000

**G2. Math Scores for SPED****Description:**

- Increase the number of third and fourth grade special education students scoring in the proficient range (Levels III or IV) by 10% in mathematics as measured by the ARMT/SAT-10 administered in the spring.

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

ARMT, SAT-10

Target Grade Level(s): 3rd , 4th

Target Content Area(s): Math

ARMT: Math

**Additional Academic Indicators:**

NA

**Target Student Subgroup(s):**

Special Education

**Courses of Study:**

All Alabama Course of Study Standards for Mathematics(K-4)

**Strategies:****S2.1 Align Math Curriculum with IEP****Description:**

S1. Alignment of mathematics curriculum by revising the existing curriculum pacing guide for the Alabama Course of Study for Mathematics as needed and framing it within individual student' IEP.

**Action Steps:****AS2.1.1 Content Mastery Tests**

**Description:**

S1-AS1. Teachers will continue to develop and revise content mastery tests using the Alabama Course of Study, ARMT Specifications, and SAT-10 in June 2011/throughout the year.

**Benchmarks:**

Content Mastery Assessments will be administered following each unit according to grade level pacing guides. August 2011-May 2012

**AS2.1.2 Quarterly Grade Level Meetings****Description:**

S1-AS2. Teachers will participate in quarterly grade level meetings to analyze content mastery assessment data, discuss progress, and plan intervention strategies.

**Benchmarks:**

Content Mastery Assessments will be administered on a quarterly basis following grade level pacing guides.

**Interventions:**

-Provide 20-30 minutes of additional, small group intervention instruction 3-5 times per week. -Utilize interactive math websites including sites provided through the BES math webpage and manipulatives to support student engagement.

**Resources:**

Supplementary Materials & Manipulative Resources for Mathematics Instruction Release Time for Teachers Miscellaneous Materials: file folders, sticky-notes, index cards, highlighters Smartboard, projector, powerpoint, Ebeam

**S2.2 Math Intervention****Description:**

S2 Teachers will use math intervention with students according to skill weakness.

**Action Steps:****AS2.2.1 Identification of Students****Description:**

S2-AS1 Teachers will identify the special education students that scored below average according to SAT10.

**Benchmarks:**

Data Meetings: August 10 – May 2011

**AS2.2.2 Small Group Instruction****Description:**

S2-AS2 Teachers will work with small skill groups to address needs.

**Benchmarks:**

Lesson Plans

**AS2.2.3 Research Based Programs**

**Description:**

S2-AS3 Teachers will utilize the following research based programs to meet students needs: Investigations, Addition and Subtraction the Fun Way, Multiplication the Fun Way, Number Words and VMath.

**Benchmarks:**

Lesson Plans

**AS2.2.4 Math Problem Solving****Description:**

S2-AS4. Teachers will teach Math Problem Solving at least twice a week.

**Benchmarks:**

-Content Mastery Assessments:quarterly -Lesson Plans

**Interventions:**

Provide 20-30 minutes of additional, small group intervention instruction 3-5 times per week.

**Resources:**

NA

**G3. Reading****Description:**

- Maintain a 95% of all fourth grade students in the proficient range (Level III or IV) in reading as measured by the ARMT/SAT-10 administered in the spring.
- Increase to 86% of all third grade students scoring in the proficient range (Levels III or IV) in reading as measured by the ARMT/SAT-10 administered in the spring.
- Increase DIBELS Oral Fluency in first, third, and fourth grades to 80% benchmark and second grade to 70% benchmark, while decreasing students scoring intensive to 5% by the spring DIBELS Assessment.
- Maintain 90% of kindergarten students scoring at benchmark on DIBELS Phoneme Segmentation Fluency and 80 % Nonsense Word Fluency by the spring DIBELS Assessment.

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

ARMT, SAT-10, DIBELS

Target Grade Level(s): K, 1st, 2nd, 3rd , 4th

Target Content Area(s): Reading

ARMT: Reading

**Additional Academic Indicators:**

NA

**Target Student Subgroup(s):**

Black, Free & Reduced, ELL, Migrant, Homeless, Neglected/Delinquent

**Courses of Study:**

All Alabama Course of Study Standards for English Language Arts (K-4)

**Strategies:****S3.1 Utilize State/Local Assessments**

## Description:

S1. Utilize state/local assessments in order to monitor progress toward goals and to plan instruction.

**Action Steps:****AS3.1.1 SAT-10/ARMT Data**

## Description:

S1-AS1. Teachers/Reading Coach/Administrators will identify at risk students based on SAT-10/ARMT data in August 2011.

## Benchmarks:

SAT-10/ARMT data from Spring 2012

**AS3.1.2 DIBELS Results**

## Description:

S1-AS2. Teachers/Reading Coach will identify at risk students based on DIBELS results in the Fall/Winter/Spring.

## Benchmarks:

DIBELS data (Fall/Winter/Spring)

**AS3.1.3 Identify and Plan**

## Description:

S1-AS3. Teachers and Reading Coach will identify at risk students based on monthly DIBELS Progress Monitoring data and plan intervention strategies

## Benchmarks:

DIBELS/DIBELS Progress Monitoring will be reviewed monthly at data meetings.

**AS3.1.4 Progress Monitoring**

## Description:

S1-AS4. Teachers will administer DIBELS Progress Monitoring materials every two weeks (Intensive), every three weeks (Strategic), or monthly (Benchmark) basis

## Benchmarks:

DIBELS data (Fall/Winter/Spring)

**AS3.1.5 Fountas and Pinnell**

## Description:

S1-AS5. Teachers will administer Fountas and Pinnell Reading Benchmark assessments at least twice a year (Dec./May).

## Benchmarks:

## Fountas and Pinnell Reading Benchmark

**AS3.1.6 Student/Teacher Ratio**

## Description:

S1-AS6. Lower Teacher-Student Ratios with an additional classroom teacher.

## Benchmarks:

Spring ARMT Results

## Interventions:

-Develop a student action plan with SBR instructional interventions. -Reading Coach will provide extra intervention when available. -Paraprofessionals/Tutors will provide extra intervention when available.

## Resources:

Release Time for Teachers Central Office DIBELS: 4 substitutes X 3 days X 3days a year 36 substitute daysX \$60.00 per substitute = \$2,160.00 yearly  
Teacher Funds: Miscellaneous Materials: file folders, sticky-notes, index cards, highlighters \$300.00 Title I Teacher/Tutor (amount listed previously) Ink, Paper, and toner for data analysis and reports \$458.00 Classroom Teacher (1.34 units) \$76,580.03 Instructional Aide for Reading Intervention \$26,650.10

**S3.2 Uninterrupted Reading Block**

## Description:

S2. Provide 90 minutes of uninterrupted reading instruction daily.

**Action Steps:****AS3.2.1 Research-based reading strategies**

## Description:

S2-AS1. Teachers will utilize research-based reading strategies daily to teach the five components of reading (Phonemic Awareness, Phonics, Fluency, Vocabulary, & Comprehension). \*Making Meaning (K-4) \*Harcourt Reading (K-4) \*Read Well (K-4) \*NAEP Lessons (3-4) \*The Daily Five (K-4)

## Benchmarks:

Scheduling/Lesson Plans August 2011-May 2012

**AS3.2.2 Daily opportunities for appropriate leveled text**

## Description:

S2-AS2. Teachers will provide daily opportunities for students to read/reread appropriately leveled text at school and at home.

## Benchmarks:

Walk-thrus Small Group Lesson Plans August 2011-May 2012

**AS3.2.3 Additional reading assessments**

## Description:

S2-AS3. Teachers will use additional reading assessments to address reading comprehension throughout the year.

**Benchmarks:**

Lesson Plans August 2011-May 2012 Fountas & Pinnell Benchmark: Dec./May Harcourt Reading Program: weekly

**Interventions:**

-Refer students who score intensive and have other factors that indicate they are struggling readers to the Building Based Student Support Team. -Utilize research-based computer software for remediation (i.e., Earobics I & II, Lexia). -Provide homework assistance in the after-school program. -Use research-based curriculum resources to provide appropriate reading practice (i.e., Harcourt, Read Naturally, Benchmark Fluency Cards, Benchmark Reader's Theater Scripts).

**Resources:**

CAST Tutoring Services

**§3.3 Professional Development****Description:**

S4. Teachers will participate in professional development opportunities to effectively implement research-based reading strategies

**Action Steps:****AS3.3.1 Research-Based Programs Training****Description:**

S4-AS2. Reading Coach/District will provide teachers with appropriate training on researched based programs and strategies to incorporate throughout the year.

**Benchmarks:**

August 2011-May 2012 Harcourt Training

**AS3.3.2 Brain-Based Strategies Workshop****Description:**

S4-AS3. Key teachers will attend a neuroscience and learning Brain-Based Strategies workshop to learn how to effectively differentiate instruction and make meaning for connections.

**Benchmarks:**

Summer 2012 Agendas

**AS3.3.3 Professional Literature Workshops****Description:**

Reading Coach will provide teachers with professional literature/workshops throughout the year as needed. Daily Five Words Their Way Making Small Groups Work

**Benchmarks:**

Agendas Lesson Plans

**Interventions:**

NA

**Resources:**

Title II Workshop Consultant \$150.00 Registration, Travel and Training \$3,000 Professional Literature \$800.00

**G4. Reading for SPED Students****Description:**

- Increase special education students scoring in the proficient range (Levels III or IV) in reading as measured will increase by 10 % the ARMT/SAT-10 administered in the spring.
- Increase DIBELS Oral Fluency in first, third, and fourth grades to 5% by the spring DIBELS Assessment.

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

ARMT, SAT-10, DIBELS

Target Grade Level(s): K, 1st, 2nd, 3rd , 4th

Target Content Area(s): Reading

ARMT: Reading

**Additional Academic Indicators:**

NA

**Target Student Subgroup(s):**

Special Education

**Courses of Study:**

All Alabama Course of Study Standards for English Language Arts (K-4)

**Strategies:****S4.1 Reading Support****Description:**

S1. Provide 30-60 minutes of reading support according to IEP.

**Action Steps:****AS4.1.1 Research-Based Reading Strategies****Description:**

S1-AS1. Teachers will utilize research-based reading strategies daily to teach the five components of reading (Phonemic Awareness, Phonics, Fluency, Vocabulary, & Comprehension). \*Making Meaning (K-4) \*Harcourt Reading Tier II (K-4) \*Read Well (K-4) \*NAEP Lessons (3-4) \*The Daily Five (K-4) \* Edmark(AAA) \* Read Naturally

**Benchmarks:**

Lesson Plans August 2011-May 2012 Walk-throughs Small Group Lesson Plans August 2010-May 2011

**AS4.1.2 Appropriate Leveled Text****Description:**

S1-AS2. Teachers will provide daily opportunities for students to read/reread appropriately leveled text at school and at home.

Benchmarks:

Walk-thrus Small Group Lesson Plans August 2011-May 2012 Lesson Plans August 2010-May 2011

**AS4.1.3 Additional Reading Assessments**

Description:

S1-AS3. Teachers will use additional reading assessments to address reading comprehension throughout the year.

Benchmarks:

Fountas & Pinnell Benchmark: Dec./May Harcourt Reading Program: weekly

Interventions:

-Utilize research-based computer software for remediation (i.e., Earobics I & II, Lexia). -Utilize small intensive instruction according to skill deficiency. - Provide homework assistance in the after-school program. -Use research-based curriculum resources to provide appropriate reading practice (i.e., Harcourt, Read Naturally, Benchmark Fluency Cards, Benchmark Reader's Theater Scripts).

Resources:

CAST Tutoring 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. na**

Description:

na

Data Results on which goal is based:

na

Target Grade Level(s): na

Target ELP Language Domain(s): Reading

WIDA Standards: na

**Strategies:**

**S1.1 na**

Description:

na

**Action Steps:**

**AS1.1.1 na**

Description:

na

Benchmarks:

na

Interventions:

na

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. School-wide Plan for Communication with Parents**

Description:

BES will strive to increase communication with the parents. Working together will improve the academic success of our students.

**Strategies:**

**S1.1.1 Positive Communication with Parents**

Description:

BES will strive to communicate with the parents of our students. Working together will be in the best interest of all children involved.

**Action Steps:**

**AS1.1.1 Parental Involvement Workshops**

Description:

Provide Parental Involvement Workshops at varying times (morning, afternoon, and evening) to accommodate work schedules (October & February)

Benchmarks:

na

**AS1.1.2 Provide Resources**

## Description:

Provide resources for parents to utilize at home with students for additional support

## Benchmarks:

na

**AS1.1.3 Conferences for At-Risk Students**

## Description:

Conduct parent-teacher conferences for at-risk students at least once each nine weeks and submit non-responsive parent referrals to the administration (each 9 weeks period for at-risk students)

## Benchmarks:

na

**AS1.1.4 STI Home Options**

## Description:

Offer STI Home option to parents to facilitate communication regarding attendance, grades, and homework

## Benchmarks:

na

**AS1.1.5 Tuesday Folders**

## Description:

Home-School folders will be sent home each week on Tuesday to inform parents of grades and behavior of their child

## Benchmarks:

na

**AS1.1.6 CAST**

## Description:

BES CAST homework support is available

## Benchmarks:

na

**AS1.1.7 School News**

## Description:

School news/information is published in the local newspaper and on the BES website

## Benchmarks:

na

**AS1.1.8 Technology**

Description:

Utilize technology to facilitate parent communication (i.e., e-mail, webpage, STI Home)

Benchmarks:

na

**AS1.1.9 Technology at Home**

Description:

Utilize technology to provide additional academic support at home (local school math website)

Benchmarks:

na

**AS1.1.10 Activities**

Description:

Increase activities that involve both teacher and parents

Benchmarks:

na

**AS1.1.11 Behavior Plan**

Description:

Revise Positive Behavioral Plan

Benchmarks:

na

**AS1.1.12 Crisis Communication System**

Description:

Utilize the Crisis Communication System to provide information/updates to parents

Benchmarks:

na

**AS1.1.13 Lunch Menus**

Description:

Lunch menus include important dates/events

Benchmarks:

na

Interventions:

na

Resources:

na

**G2. Responsibility and Respect**

Description:

Increase personal and social responsibility and respect among students

**Strategies:**

**S2.1 Character Building Curriculum**

Description:

Continue to expand the exposure of all studnets to character building curriculum

**Action Steps:**

**AS2.1.1 Caring School Community**

Description:

Continue the implementation of the "Caring School Community" emphasizing personal responsibility of each student

Benchmarks:

na

**AS2.1.2 Bullying Policy**

Description:

Revise and implement a school wide bullying policy

Benchmarks:

na

**AS2.1.3 Student Recognition and Awards Programs**

Description:

Revise procedures for student recognition and awards programs

Benchmarks:

na

**AS2.1.4 Community Partnerships**

Description:

Seek partnerships with the community

Benchmarks:

na

**AS2.1.5 Music and Art**

Description:

Utilize music and art appreciation to help develop academics, social skills, and other transferable life skills

Benchmarks:

na

Interventions:

na

Resources:

na

**G3. Teacher Collaboration**

Description:

Increase teacher collaboration

**Strategies:**

**S3.1 Structured Communication and Learning for Faculty**

Description:

na

**Action Steps:**

**AS3.1.1 Grade Level Meetings**

Description:

Bi-monthly grade level meetings (Data, Professional Development, Curriculum)

Benchmarks:

na

**AS3.1.2 Professional Learning Communities**

Description:

Professional learning communities (academic & learning culture goals)

Benchmarks:

na

**AS3.1.3 Participation in Development of School Policies**

Description:

Participate in the development of school-wide policies and plans (parent-teacher communication)

Benchmarks:

na

**AS3.1.4 New Teacher Mentoring**

Description:

New Teacher Mentoring Program

Benchmarks:

na

**AS3.1.5 Professional Development in Autism**

Description:

Participate in professional development in the area of autism and collaborate among colleagues to gather effective strategies to meet student needs

Benchmarks:

na

Interventions:

na

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)**

The school district assigns new teachers with mentors. Whenever possible, mentees and mentors are of the same grade level and/or subject matter and share a common planning time. Mentors provide guidance to novice teachers in instructional planning and programs, as well as administrative duties. The district offers workshops throughout the school year to assist new teachers in acclimating to the district and the teaching profession. The Alabama Teacher Mentoring Program is also available.

**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.**

BES coordinates Title I funds to provide teachers and students with reduced class size, instructional resources, and professional development that align with our designated goals. Title I funds are used to reduce class size, thus enabling teachers to provide more intensive intervention and instruction to all students. In addition, BES utilizes Title I funds to hire a highly trained

faculty and staff to provide additional intervention support to students.

### **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.**

In order to make the kindergarten year a positive experience for children, a registration is held during the spring. At this registration parents are given information about upcoming workshop and the summer pre-kindergarten program. A kindergarten orientation is held prior to the start of school. For other students making the transition from grade to grade, an orientation is held prior to the first day of school. Fourth grade students visit Centreville Middle School during the spring of the year preceding their advancement to fifth grade. Teachers from all grade levels meet in the spring to provide continuity of information and to ease the transition from year to 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.**

All teachers at BES are highly qualified and ARI trained. Efforts are made to recruit and retain high quality teachers by improving working conditions and valuing the work of teachers. The school supports new teachers through weekly grade level meetings and assistance from mentors and reading coaches. Additionally, the school and district provide resources, materials, and meaningful professional development to support new and inexperienced teachers.

### **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.**

The faculty and staff at BES meet monthly to analyze progress toward our reading and mathematics goals. A variety of formal and informal assessments are used to identify strengths and areas of needed improvement. These assessments include, but are not limited to, DIBELS, Mathematics Mastery Assessments, Fountas & Pinnell Reading Benchmarks, and Harcourt Benchmarks.. During monthly reading and mathematics data meetings, progress monitoring data is charted and specific interventions are discussed. In the fall, teachers meet to discuss ARMT/SAT-10 data as grade levels and an entire faculty. This information is then distributed to parents, including limited English proficiency families, and placed in students' cumulative folders. Individual Student Profiles are distributed to parents following each administration of the DIBELS assessment.

### **Special Populations:**

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

Students from special populations will be referred to the Building Based School Support Team for individual interventions. In addition, these students will receive instruction and intervention from their classroom teacher using appropriate instructional strategies. Specific reading interventions may include the use of the Read Well program, Earobics I & II, Read Naturally, StoryTown reading program, and audio-assisted reading materials. The Harcourt Mathematics program will be used with all student populations, however, the program provides additional instruction and remediation for students in need of additional intervention.

### **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.**

BES is a 21st Century Community Learning Center and is able to offer the CAST program to students. The CAST program is in operation during the school year and summer months. The CAST program offers students the opportunity to participate in academic and enrichment activities. The CAST program offers daily homework support to students by certified teachers and program assistants. Efforts are made to work with families to find an acceptable rate and schedule for payment. Along with academic support, students are also given the opportunity to participate in many enrichment activities. These include art, music, science lab, gardening, computer lab, dance, gymnastics, karate, and recreation and games. Through a Learn and Serve grant, students will have the opportunity to attend "R Camp" during the summer (July 6-24). This three week camp provides students with environmental learning opportunities through math, reading, and hands on experiences.

## **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.**

Parents will be notified of the annual Title I meeting and other Title I offerings by phone and in writing.

**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.**

Meetings will be held on more than one occasion at varying times of day (morning and evening) to accommodate parent work schedules. Parents will have the opportunity to voice concerns and provide input during such meetings or in written form. Parental Involvement funding will be used to provide materials for reading and math workshops for parents, to create and disseminate a school newsletter, and to purchase additional resources to check-out for home use. Efforts will be made to provide all written communications and materials in a language that is easily understood by parents of ELL students.

**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.**

BES recognizes the importance of communicating and working with parents. Such communication will occur through PTO, conferences, Easy Call messages, workshops, and staff development. BES encourages parent involvement through monthly PTO meetings, parent visitation days in October and February, and weekly home folders. Parents may voice concerns or suggestions as part of the regularly scheduled meetings or may submit them in writing.

**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 annually by a group of school stakeholders, including parents, teachers, and community members. Parents are given the opportunity to provide feedback at this meeting or in written form. The School-Parent compact is used to assure parental, teacher, and student commitment to the educational process.

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

BES parents are given opportunities, upon request, to make suggestions and participate as appropriate, in decisions relating to the education of their children, and respond to any suggestions as soon as possible. In the fall, BES notifies all parents that the policy/plan is under review and of their right to give input on the BES Continuous Improvement Plan. Parents are notified of their right to submit their concerns in writing to the school if they find that the CIP is unsatisfactory upon finalization and approval. The school will, in turn, submit their concerns to the central office at the same time the plan is submitted.

**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)**

BES offers two Parenting Days during the regular school year. Parents will be provided with flyers and brochures describing parenting day activities. Parents will be encouraged to visit in their child's classroom, conference with the teacher, and attend parental workshops. These parental workshops are usually in the areas of math, reading, and technology. In the spring, BES offers a SAT-10 workshop for parents of third and fourth graders. Also, the reading coach is available for assisting parents in understanding DIBELS reports and providing intervention strategies to use at home. Teacher/parent conferences are also conducted throughout the school 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 two Parenting Days offered during the regular school year provide parents with the opportunity to attend workshops. These workshops provide parents with free reading material, websites, strategies, etc. in order to help parents improve their children's achievement. The Technology Coach also provides workshops for parents on using technology such as free websites/tutorials that foster student achievement.

**(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)**

PTO meetings are held on a monthly basis in which parents, faculty/staff, and other members of the community meet in order to discuss a variety of topics such as PTO projects, parental involvement, budget, etc. Parental attendance/input is welcomed and encouraged. Parent volunteers are also utilized during the school year for various school projects and programs. The use of the Easy Call system also provides a means of communication between the school and parents. Email is another resource teachers/parents use to converse with one another. Weekly/Daily folders are sent home by the students. These folders include announcements, classwork/homework information, grades, etc. STI Home is also available to parents for a nominal fee. This technology program allows parents to view their child's grades, attendance, classwork/homework information. In addition, parents are notified and encouraged to attend awards programs throughout the year. Also, BES will invite grandparents to visit and eat lunch with their grandchild on "Grandparents' Day".

**(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)**

BES CAST program offers parents/students with homework help five days a week during the school year. During the spring, Head Start is invited to visit and tour our campus to help prepare these students for entry into kindergarten. The school district also offers workshops to parents of preschool students to assist them in preparing their child for the upcoming school year. In addition, the school district will provide a Pre-Kindergarten program for BES students this summer to help students make the transition to the public school setting. A school-wide orientation is held prior to the beginning of school, in addition to the annual "Open House." Parent resources are also available for check-out through the school's reading coach and counselor.

**(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)**

BES, to the extent practicable, provides opportunities for the participation of parents with limited English proficiency and parents with disabilities. BES currently has ten ELL students; therefore, all notices of parent meetings/school newsletters are sent to parents of these children in their native language. At this time, BES has no migrant students.

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

Efforts are made to provide reasonable support to all parents when needed. These efforts include the use of telephone conferences and home visits to accommodate work schedules and transportation issues. In addition, BES tries to ensure adequate medical care for families. BES has facilitated the transportation of students and families for medical care and provided vouchers for vision and dental care when needed. BES will continue to provide any other reasonable assistance and support to families upon request

**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.**

BES, to the extent practicable, provides opportunities for the participation of parents with limited English proficiency and parents with disabilities. BES currently has ten ELL students; therefore, all notices of parent meetings/school newsletters are sent to parents of these children in their native language. At this time, BES has no migrant students. Every effort is made to accommodate parents with disabilities. BES is a handicapped-accessible building.

## **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:**

#### **AMSTI Training**

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

Mathematics

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

Summer Institute AMSI Workshops Classroom Modeling

**When will the session be delivered?**

Summer 2011 and 2012 Throughout the School Year

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

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

Following the workshops, teachers are expected to incorporate engaging lessons including investigations with the use of manipulatives.

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

Walk-Throughs Lesson Plans

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

NA

**Professional Literature Book Studies**

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

Educational Centers

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

Book Study Groups for Teachers

**When will the session be delivered?**

During Intervals during the Fall/Winter 2011 and Spring 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?)**

Teachers will strengthen the Math and reading centers they provide for small group work.

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

Walk-Throughs Lesson Plans

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

\$800.00 for Professional Literature \$300.00 Consultant Fee

**Neuroscience and Learning**

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

Holistic Strenghtening of Students

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

Opportunity for a small group of teachers to attend brain based learning workshops to come back for turn-around training.

**When will the session be delivered?**

September 2011-July 012

**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 implement Brain-Based Learning strategies in individual 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?**

Walk- Throughs Lesson Plans

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

Title II \$3,000.00

## Part VIII - Coordination of Resources/Comprehensive Budget

### I. State Foundation Funds

	FTEs Earned	Units Placed	Total Salaries
FTE Teacher Units	38.87	38	1,704,898.76
Administrator Units	1	1	79,500.00
Assistant Principal	0	1	63,195.00
Counselor	1	1	47,721.00
Librarian	1.25	1	56,780.00
Career and Technical Education Administrator	na	na	0
Career and Technical Education Counselor	na	na	0
Technology			0
Professional Development			0
State ELL Funds			0
Instructional Supplies			0
Library Enhancement			0
<b>Total of All Salaries:</b>			<b>\$1,952,094.7</b>

### II. Federal Funds

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

Provide a brief explanation and a breakdown of expenses.

Salaries for teachers, aides, art and music instruction and instructional materials.

**Total :** 129,070.20

#### 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.

Travel, Training and Registration \$ 3,823.25

Professional Literature Books \$800.00

Total : 4,523.25

**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 : 0

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

Provide a brief explanation and a breakdown of expenses.

NA

Total : 0

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

Provide a brief explanation and a breakdown of expenses.

NA

Total : 0

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

Provide a brief explanation and a breakdown of expenses.

NA

Total : 0

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

Provide a brief explanation and a breakdown of expenses.

The general cost of running the program includes the following personnel administrative, instructors, group leaders workers and janitorial support. Materials for after school and summer activities and basic supplies are purchased through this grant.

Total : 150,000

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

**Local Funds**

Provide a brief explanation and a breakdown of expenses.

NA

Total : 0