

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 Plan Planning Committee will meet periodically throughout the summer and school year to update and evaluate the components of Centreville Middle School's Federal Programs Plan. Various sub-committees will meet to address data analysis, information collection and program evaluations. Each member of the faculty will participate on a minimum of one sub-committee. Parents will also be involved in the planning process. All meetings will be open to any parent and all faculty members to insure adequate input from all groups.

The CIP will be presented to the faculty for approval. Faculty members will be asked to read, review and discuss any changes or additions they wish to have made to the CIP. The plan will be voted on for approval by the faculty members and parents on the CIP Team. The CIP will be reviewed, revised, updated and evaluated in an ongoing manner. State testing results will be utilized to assess yearly progress.

A copy of the CIP will be made available to any parent of community member who would like to have one.

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)**

Earnie J. Cutts -Principal
 Alan G. Ray -Assistant Principal
 Eric Rhine -Counselor
 Susan Barry -Teacher
 Kenina Lynch -Teacher
 Carey L. Cottingham -Teacher
 Lakida Hill -Teacher
 Courtney Underwood -Teacher
 Beth Downs -Teacher
 Karen Sessoms -Parent
 William Lockett -Parent
 Samantha Lockett -Parent
 Margaret Norris -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).

Given the past year and the past few years the school still improved its overall composite proficiency. However, all pieces of data merged with the fact that Centreville Middle School did not meet expected growth in certain subgroups. The Continuous Improvement Plan Planning Committee will meet periodically throughout the summer and school year to update and evaluate the components of Centreville Middle School's Federal Programs Plan. Various sub-committees will meet to address data analysis, information collection, and program evaluation. Each member of the faculty will participate on a minimum of one-subcommittee. Parents will also be involved in the planning process. All meetings will be open to any parent and all faculty members to insure adequate input from all groups. The plan will be presented to the faculty for approval. Faculty members will be asked to read, review and discuss any changes or additions they wish to have made to the School-wide/SACS Plan. The plan will be voted on for approval by the faculty members and parents on the Federal Programs Committee. The Federal Programs Continuous Improvement Plan will be implemented for the 2011-2012 school year. It will be reviewed, revised, updated and evaluated in an ongoing manner. State testing results will be utilized to assess yearly progress. Additionally, the Continuous Improvement Plan will be presented at the Annual Title I Meeting in October 2011. Copies will be made available to any parent who would like to have one.

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.

The Bibb County Board of Education, in conjunction with the principal of Centreville Middle School attempts to hire only personnel who are highly qualified. Candidates for hire are recruited from surrounding accredited colleges and universities. Applicants must provide adequate documentation and credentials supporting their high qualified status. One hundred percent of our faculty is highly qualified. Faculty members are assigned duties in their fields of expertise. Various opportunities for professional development are offered to employees of the Bibb County School System. Faculty members attend conferences and concentrated on and strategies are developed and implemented to meet the needs of the students.

Number and percentage of teachers Non-HQT:

N/A

Number and percentage of Classes Taught by Non-HQT:

N/A

Alabama High School Graduation Exam (AHSGE):

Strengths:

N/A

Weaknesses:

N/A

Alabama Reading and Mathematics Test (ARMT):

Strengths:

All Grade Levels scored proficient in reading and math.
5th Grade scored 86.0% proficiency in reading. 83.0% proficient in math.

6th Grade scored 92.0% proficiency in reading. 72.0% proficient in math.
 7th Grade scored 75.0% proficiency in reading. 63.0% proficient in math.
 8th Grade scored 67.0% proficiency in reading. 65.0% proficient in math

Weaknesses:

5th Grade Special Education Subgroup scored 60.5% in reading. 55.3% in math.
 6th Grade Special Education Subgroup scored 72.5% in reading. 70.0% in math.
 7th Grade Special Education Subgroup scored 60.0% in reading. 53.1% in math.
 8th Grade Special Education Subgroup scored 50.0% in reading. 67.9% in math.

Alabama Science Assessment:

Strengths:

The Alabama Science Assessment was administered to 5th and 7th Grade Students.
 5th Grade scored 48% proficiency in Level III.
 5th Grade scored 30% proficiency in Level IV.
 7th Grade scored 41% proficiency in Level III.
 7th Grade scored 14% proficiency in Level IV.

Weaknesses:

5th Grade 21% partially met standards.
 5th Grade 1% did not met standards.
 7th Grade 45% partially met standards.

Stanford 10:

Strengths:

5th Grade Reading
 5th Grade scored 76% proficiency with Synonyms in Reading Vocabulary.
 5th Grade scored 65% proficiency with Context Clues in Reading Vocabulary.
 5th Grade scored 61% proficiency with Informational in Reading Comprehension.
 5th Grade scored 62% proficiency with Interpretation in Reading Comprehension.
 5th Grade Mathematics
 5th Grade scored 73% proficiency with Data, Statistics, and Probability in Mathematics Problem Solving.
 5th Grade scored 68% proficiency with Geometry and Measurement in Mathematics Problem Solving.
 5th Grade scored 59% proficiency with Estimation in Mathematics Problem Solving.
 5th Grade scored 61% proficiency with Computation Decimals and Fractions in Mathematics Procedures.
 6th Grade Reading
 6th Grade scored 65% proficiency with Context Clues in Reading Vocabulary.
 6th Grade scored 69% proficiency with Literary in Reading Comprehension.
 6th Grade scored 68% proficiency with Strategies in Reading Comprehension.
 6th Grade scored 66% proficiency with Functional in Reading Comprehension.
 6th Grade Mathematics
 6th Grade scored 69% proficiency with Patterns, Relationships, and Algebra in Mathematics Problem Solving.
 6th Grade scored 64% proficiency with Data, Statistics, and Probability in Mathematics Problem Solving.
 6th Grade scored 64% proficiency with Computation with Whole Numbers in Mathematics Procedures.
 7th Grade Reading
 7th Grade scored 69% proficiency with Multiple Meaning Words in Reading Vocabulary.
 7th Grade scored 60% proficiency with Interpretation in Reading Comprehension.
 7th Grade scored 59% proficiency with Critical Analysis in Reading Comprehension.
 7th Grade Mathematics

7th Grade scored 76% proficiency with Geometry and Measurement in Mathematics Problem Solving.
 7th Grade scored 64% proficiency with Patterns, Relationships, and Algebra in Mathematics Problem Solving.
 7th Grade scored 83% proficiency with Computation with Decimals in Mathematics Procedures.
 7th Grade scored 67% proficiency with Computation and Symbolic Notation in Mathematics Procedures.
 8th Grade Reading
 8th Grade scored 67% proficiency with Multiple Meaning Words in Reading Vocabulary.
 8th Grade scored 77% proficiency with Critical Analysis in Reading Comprehension.
 8th Grade scored 69% proficiency with Initial Understanding in Reading Comprehension.
 8th Grade Mathematics
 8th Grade scored 57% proficiency with Communication and Representation in Mathematics Problem Solving.
 8th Grade scored 56% proficiency with Mathematical Connections in Mathematics Problem Solving.
 8th Grade scored 66% proficiency with Computation with Decimals in Mathematics Procedures.
 8th Grade scored 61% proficiency with Thinking Skills in Mathematics Procedures.

Weaknesses:

5th Grade Mathematics
 33% of 5th Grade students scored below average in Numbers and Operations.
 29% of 5th Grade students scored below average with Thinking Skills in Mathematics Problem Solving.
 26% of 5th Grade students scored below average with Reasoning and Problem Solving in Mathematics Problem Solving.
 26% of 5th Grade students scored below average with Computation with Whole Numbers in Mathematics Procedures.
 6th Grade Reading
 27% of 6th Grade students scored below average with Thinking Skills in Reading Vocabulary.
 6th Grade Mathematics
 29% of 6th Grade students scored below average with Computation with Decimals in Mathematics Procedures.
 7th Grade Reading
 35% of 7th Grade students scored below average with Thinking Skills in Reading Vocabulary.
 31% of 7th Grade students scored below average with Context Clues in Reading Vocabulary.
 33% of 7th Grade students scored below average with Informational in Reading Comprehension.
 34% of 7th Grade students scored below average with Thinking Skills in Reading Comprehension.
 7th Mathematics
 41% of 7th Grade students scored below average in Number Sense and Operations in Mathematics Problem Solving.
 35% of 7th Grade students scored below average in Communication and Representation in Mathematics Problem Solving.
 35% of 7th Grade students scored below average in Thinking Skills in Mathematics Problem Solving.
 35% of 7th Grade students scored below average in Computation with Integers in Mathematics Procedures.
 8th Grade Reading
 40% of 8th Grade students scored below average with Context Clue in Reading Vocabulary.
 37% of 8th Grade students scored below average with Thinking Skills in Reading Vocabulary.
 35% of 8th Grade students scored below average with Interpretations in Reading Comprehension.
 34% of 8th Grade students scored below average with Thinking Skills in Reading Comprehension.
 8th Grade Mathematics
 31% of 8th Grade Students scored below average with Number and Sense in Mathematics Problem Solving.
 31% of 8th Grade students scored below average with Estimation in Mathematics Problem Solving.
 33% of 8th Grade students scored below average with Reasoning and Problem Solving in Mathematics Problem Solving.
 41% of 8th Grade students scored below average with Computation with Fractions in Mathematics Procedures.
 43% of 8th Grade students scored below average with Computation with Symbolic Notation in Mathematics Procedures.

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:

English Language Learners (ELL) who have deficiencies ad determined by ACCESS data will receive push-in and/or pull-out instruction based on World Class Instructional Design and Assessment (WIDA) standards.

Weaknesses:

Lack of ELL support staff with proficiency in a second language.

No full time ELL teacher or aide.

EducateAL or other Professional Evaluation Profile Information:

Strengths:

Through EducateAL, the Centreville Middle School Faculty will become better skilled at and held accountable for improved instruction through more effective short-term and long-term lesson planning. A school-wide focus on curriculum design to increase student achievement through better alignment, increased rigor, and more engaging learning activities. Feedback provided from EducateAL will support the need to identify and implement this goal.

Weaknesses:

Working collaboratively in department and content areas to manage and monitor student progress.

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

Strengths:

All 8th Grade students met levels of proficiency in both reading and math.

One 6th grade student was proficient. Two of the 6th grade students were partially proficient in reading and proficient in math.

Weaknesses:

Three of the fifth grade AAA students were partially proficient in reading. Two of the three AAA students were partially proficient in math.

Other needs of technology is always apparent.

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

Strengths:

Math teachers will be trained on New Century and provide after or before school tutoring at least once per week. Samples of student work will be posted in classes and the hallways.

Enrichment opportunities will be provided for all students.
 Rtl strategies will be used to monitor and motivate progress of failing students.

Weaknesses:

N/A

Career and Technical Education Program Data Reports:

Strengths:

N/A

Weaknesses:

N/A

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:

Attendance Calls are performed daily if a student is absent from class.
 Truancy officer will meet parents and students when absences reach more than required number.
 Guidance and teachers coordinate perfect attendance incentives including; Certificates, prizes, ice cream parties.
 Failure to abide by the compulsory attendance law will result in a citation for a court appearance in a state court in Bibb County.
 Several Behavioral intervention are implemented before suspension

Weaknesses:

Insufficient local tax revenue to fund School Resource Officer.

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:

Faculty is actively involved in ongoing professional development activities throughout the year.
 Faculty willingly volunteers to provide extended day instruction for at-risk students.
 Incentives are given for perfect attendance. Teacher of the Month is recognized with a special parking, gift card to recognize attendance.

Weaknesses:

Many teachers must leave early to drive to the University to further their education.

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:

95% of the students were in attendance reflecting reaching the goal that was required.

Weaknesses:

N/A

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

Strengths:

N/A

Weaknesses:

N/A

School Perception Information related to student PRIDE data.

Strengths:

The PRIDE Data were generated from Centreville Middle School's 6-8 Grade students. The strengths listed were the followings:

- 48% lives with both parents
- 71% of the fathers have a full time job
- 52% of the mothers have a full time job
- 74% of fathers graduated from high school and either attended college and/or graduated from college
- 84% of mothers graduated from high school and either attended college and/or graduated from college
- 50% of 6-8 Grade students are involved in extra curricula activities
- 66% of students stated that the school sets clear rules on bullying
- 63% of students stated that parents sets clear rules for them
- 89% of students reported that they have never been in trouble with the police
- 72% of students reported that the school sets clear rules on using drugs at school
- 90% of students reported that they have not had 5 or more glasses of beer, coolers, breezers, or liquor within a few hours
- 80% of students reported in the past year that they have not received out-of-school suspension
- 51% of students reported that they trust their teachers
- 88% of students reported that they have not smoked marijuana
- 78% of students reported that they have not drunk hard liquor

Weaknesses:

- 12% of students drink beer, wine, or hard liquor at a friend's house
- 21% of students drink beer, wine, or hard liquor on the weekend
- 56% of students do not take part in community activities such as scouts, recreation teams, youth clubs, etc
- 24% of students reported that they have changed school in the past

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:

Tier WIDA Access is used in order to provide information on students Tier of Learning. Follow the school district's ELL Policy.

Weaknesses:

Students enrolling with language barriers.

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:

School district's follows the policy of ELL students. Personnel is on staff to support ELL students.

Weaknesses:

Language Barrier

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

Strengths:

Teachers use the district design of pacing guides in covering the state curriculum standards. Students are provided opportunities to participate in after school remediation. All students are allowed remediation incorporated into the daily lesson plans.

Weaknesses:

The efforts to remediate students after school poses problems with transportation for many students that need to stay after school.

Part II - GOAL TO ADDRESS ACADEMIC NEEDS

Part II - GOAL TO ADDRESS ACADEMIC NEEDS – All components to support improving academic achievement, INCLUDING SCHOOL CULTURE CONSIDERATIONS, should be related to the weaknesses identified in the data summary. Use the SMART Goals format to address areas of need.

CONTINUOUS IMPROVEMENT GOALS (SHOULD ADDRESS IDENTIFIED WEAKNESSES AND GAPS):

G1. Increase ARMT math scores

Description:

By the end of the 2011-2012 school year, we will increase the number of students scoring proficient in math for grades 5-8 on the ARMT. Improvement will be 5th grade (83%-92%); 6th grade (72%-93%); 7th grade (63%-89%); 8th grade (66%-84%).

Data Results on which goal is based:

ARMT math results from spring 2011

Target Grade Level(s): 5-8

Target Content Area(s): Math

ARMT: Math

Additional Academic Indicators:

Attendance

Target Student Subgroup(s):

All students, special education

Courses of Study:

Alabama Course of Study Standards: 5th grade will

Strategies:

§1.1 Strategic Teaching in Math

Description:

Math teachers will use strategic teaching to provide engaging best practices in instruction.

Action Steps:

AS1.1.1 Strategic Teaching Implementation

Description:

All teachers will implement specific information learned during the following week.

Benchmarks:

100% of math teachers will demonstrate use of the strategic teaching material

Interventions:

Administrative monitoring of lessons (weekly), Scheduled common planning time among Departments, Schedule time of once per month for Data Meetings during faculty meetings. Assessment tools such as teacher made tests, projects, journals and portfolios to measure academic progress.

Resources:

N/A

§1.2 Intensive Math Instruction

Description:

Decrease percentage of students scoring a 2 in math.

Action Steps:

AS1.2.1 Identification of Students

Description:

5th and 6th grade teachers will identify all students scoring a 2 in math by evaluating test scores.

Benchmarks:

100% of all students scoring a 2 will be identified and serviced.

AS1.2.2 Intervention/Remediation Instruction

Description:

Pull-outs by 5th/6th SPED teachers and 5th/6th Para Educators using Coach and ARMT skills book.

Benchmarks:

100% pull-out for students scoring a 2 in math.

Interventions:

Increase small group/pull-out times.

Resources:

n/a

1.3 Targeted Math Instruction

Description:

Additional support will be provided to decrease the number of fifth grade students who are failing to achieve math proficiency as measured by the ARMT.

Action Steps:

AS1.3.1 Student Identification

Description:

Fifth grade teachers will identify students needing additional support utilizing ARMT test scores.

Benchmarks:

All fifth grade teachers will have a list of students who will receive additional support.

AS1.3.2 Remedial Instruction

Description:

Targeted fifth grade students will receive instruction daily from a regular classroom teacher and a collaborative teacher as needed.

Benchmarks:

100% of targeted students will receive extra help daily.

AS1.3.3 New Century Computer-Assisted Instruction

Description:

Classroom teachers will utilize New Century computer-assisted instruction to work on remedial math skills at least twice a week.

Benchmarks:

100% of targeted students will receive New Century computer-assisted instruction daily.

Interventions:

Increase small group instructional pull-outs.

Resources:

N/A

G2. Increase ARMT Reading Scores**Description:**

By the end of the 2011-2012 school year, we will increase the number of students scoring proficient in Reading for grades 5-8 on the ARMT. Improvement will be 5th grade (86%-92%); 6th grade (92%-93%); 7th grade (75%-89%); 8th grade (67%-84%).

Data Results on which goal is based:

ARMT Reading results from spring 2011

Target Grade Level(s): 5-8

Target Content Area(s): Reading

ARMT: Reading

Additional Academic Indicators:

Attendance

Target Student Subgroup(s):

All students, Special Education

Courses of Study:

Alabama Course of Study Standards: 5th grade will use a wide range of strategies to interpret, evaluate, and appreciate to construct meaning from printed material. Demonstrate literal understanding of print material. 6th grade will read with ease textual, functional, and recreational material encountered in daily life. Demonstrate literal understanding of print material. 7th grade will interpret and construct meaning by applying appropriate strategies to material across the curriculum. Read with ease textual, functional, and recreational material encountered in daily life. 8th grade will apply appropriate strategies to materials to construct meaning through interpretation and evaluation. Read with ease textual, functional, and recreational material encountered in daily life.

Strategies:**S2.1 ARI Strategic Teaching****Description:**

ARI strategic teaching strategies will be implemented in all classrooms.

Action Steps:**AS2.1.1 ARI training for teachers****Description:**

ARI training will be provided incrementally during the school year beginning in Oct. 2011 by CMS faculty members, previously trained in ARI.

Benchmarks:

100% of teachers will be trained

AS2.1.2 Strategic Teaching Implementation**Description:**

After each strategic teaching training session, all teachers will implement the specific information learned during the following week.

Benchmarks:

100% of teachers will demonstrate the use of strategic teaching material presented.

Interventions:

After school remediation, Enrichment hour, Facilitate bi-weekly collaborative planning meetings • Submit minutes from planning meetings • Provide assessment and Assessment reports • Conduct informal walk-throughs • Participate in learning walks Assistant Principal • Analyze assessment data, and student grades with Data graphing. • Design and monitor action plans • Conduct informal walk-throughs, formal observations, and learning walks Teachers • Attend collaborative planning meetings • Follow pacing of curriculum guide • Modify instruction as needed • Analyze assessment data • Attend ongoing professional development • Participate in learning walks

Resources:

Professional Development: \$2,000.00

§2.2 Intensive Reading Instruction

Description:

Decrease percentage of students scoring a 2 in reading.

Action Steps:

AS2.2.1 Identification of students

Description:

CMS teachers will identify all students scoring a 2 in reading by evaluating test scores.

Benchmarks:

100% of all students scoring a 2 will be identified and serviced.

AS2.2.2 Intervention/Remediation Instruction

Description:

Pull-outs by SPED teachers and/or Para Educators using Coach and ARMT skills book.

Benchmarks:

100% pull-out for students scoring a 2 in reading.

AS2.2.3 Intensive Reading Instruction

Description:

Pull-outs by Language Arts/Reading instructors using New Century Assisted Instruction to work on remedial reading skills.

Benchmarks:

All students scoring a 2 in reading will utilize the New Centruy Computer Lab.

Interventions:

Increase small group/pull-out times.

Resources:

n/a

2.3 Targeted Reading Instruction

Description:

Additional support will be provided to decrease the number of fifth grade students who are failing to achieve reading proficiency as measured by the ARMT.

Action Steps:

AS2.3.1 Student Identification

Description:

Fifth Grade Teachers will identify students needing additional support utilizing ARMT test scores.

Benchmarks:

All fifth grade teachers will have a list of students who will receive additional support.

AS2.3.2 Remedial Instruction

Description:

Targeted fifth grade students will receive instruction daily from a regular classroom teacher and a collaborative teacher as needed.

Benchmarks:

100% of targeted students will receive extra help daily.

Interventions:

Increase small group intervention/ pull-outs.

Resources:

N/A

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. Increase WIDA Scores with ELL Students

Description:

By the end of the 2011-2012 school year, we will increase the number of ELL students scoring proficient in the World Class Instructional Design and Assessment (WIDA).

Data Results on which goal is based:

2011 WIDA results

Target Grade Level(s): 5th through 8th Grades

Target ELP Language Domain(s): Reading, Writing, Listening, Speaking, Comprehension

WIDA Standards: Students will know and use social English as a secondary language working with grade level material.

Strategies:

S1.1 Implement Rosetta Stone

Description:

Rosetta Stone program will be used with all ELL students not achieving WIDA standards.

Action Steps:

AS1.1.1 Purchase and Use of Rosetta Stone Program

Description:

The Rosetta Stone program will be purchased and used for ELL students not proficient on the WIDA.

Benchmarks:

Testing results from Rosetta Stone program

Interventions:

ELL Monitor, Rtl

Resources:

Rosetta Stone program: Levels 2-5 - \$5,000

Part IV - STRATEGIES TO ADDRESS SCHOOL SAFETY, CLASSROOM MANAGEMENT/DISCIPLINE, Rtl 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. Under-Achieving Students

Description:

Data indicates there are students who are not performing to potential.

Strategies:

S1.1 Data Review

Description:

Students that are under-performing will be discussed by team of teachers to determine individual plans for success.

Action Steps:

AS1.1.1 Data Notebook/Meetings

Description:

Teachers will review the grades, attendance, and data of under-achieving students at monthly data meetings.

Benchmarks:

Progress reports for students

AS1.1.2 Parental Contact/Conference

Description:

Parents will be contacted regarding low-achievement, attendance, and/or behavioral issues as needed.

Benchmarks:

Parent signature on data intervention form

Interventions:

Refer to Rtl

Resources:

n/a

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)

Bibb County Board of Education has a teacher mentor program. The program orients teachers to the Bibb County School System prior to the first day of school through examining the policy and collaborating with the mentor teacher.

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.

\$0.00

Transition:

Describe strategies to assist students in transitioning from previous school to the current school and/or from the current school to the next school, including, for example, how preschool children might be prepared for entry into kindergarten or how eighth grade students are prepared for high school.

Students transitioning from a previous school to Centreville Middle School meets with the school counselor. The school counselor provides an overview of the school setting to assist the student in gaining acclimation of the school's environment. Students transitioning from their previous school will attend an orientation session at Centreville Middle School. Students will meet the principal, assistant principal, counselor, teacher, band director, and paraprofessionals. Students who are transitioning to Bibb County High School will meet the high school guidance counselors. The guidance counselors will provide an overview of the required courses, scheduling concerns, and classroom expectations. Moreover, Centreville Middle School students are grades 5-8, which eliminates entry into preschool and kindergarten.

Highly Qualified Teachers:

Describe the qualifications of teachers in the school with regard to their being highly qualified and what strategies the school, with the support of the LEA, uses to attract and retain highly qualified teachers.

Teachers of Centreville Middle School are all highly qualified. The Bibb County Board of Education actively recruit teachers throughout the year. Centreville Middle School is able to utilize TeachinAlabama's website to find highly qualified 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 use of academic assessments are used to provide the necessary assistance to teachers and students for improvements of strengths and weaknesses. The collaboration effort which is lead by the leadership team uses a series of data meetings to disaggregate and study data. Once the data have been disaggregated, strategies are employed to best provide academic assistance to students. Based on the results, teachers and support personnel are able to provide students with intensive academic interventions. For example, at-risks and struggling students will receive small group interventions. Collaborative teaching will take place with the general education and special education teacher.

Special Populations:

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

If a student is identified as Migrant, English Learner and/or Homeless students the Bibb County Board of Education will follow these procedures:

The school will contact the LEP Coordinator/Homeless Liaison at the Central Office; The Central Office designee will attempt to secure immunization/health records from student's last educational placement. Enrollment will not be denied or delayed pending the Immunization process.

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

N/A

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.

Centreville Middle in collaboration with Brent Elementary School has partnered to offer an after-school program for students grades 5-8 daily after-school. The after-school has affordability, which students are able to enroll part-time or full-time. The after-school focuses on academic issues and extra curricula activities for students.

Part VI – School Parental Involvement Plan as required by Section 1118 of NCLB

Parental Involvement:

Describe how the school will convene an annual meeting to inform parents of the school's participation in Title I and explain Title I requirements, including the 1% set-aside, and the right of parents to be involved.

The Bibb County School District will provide two Parent Visitation Days for the 2011-2012 School Year. Centreville Middle School will participate in the Parent Visitation Days. Centreville Middle School will provide a panel of school personnel to discuss various topics related to academic and social issues during the Parent Visitation Days. During the first orientation of the school, Centreville Middle School offers its first Title I meeting, which provides parents with an overview of Title I. Centreville Middle School has an open door policy, which allows parents/guardians to visit as often as possible.

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.

1). It is the goal of Centreville Middle School (CMS) to have families feel welcome on the campus. CMS host meetings at various times during the school year to encourage participation. 2). During the school's orientation meeting, parents are given the opportunity to serve on committees to provide insight in regards of the review and improvement of the Title I Program. Centreville Middle School has an on-going PTO Committee, which schedules meetings in the evenings to host community stakeholders, parents/guardians, and educators.

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.

CMS uses many vehicles to provide parents with information in a timely manner and language in layman's terms. CMS provides parents with monthly school lunch menus, parent involvement notices, calendar of events, the Student Code of Conduct, and the school's news paper. Parents are able to receive the Alabama Reading and Mathematics Test and SAT-10 Home Report with the explanation of achievement results. CMS guidance counselor will meet with parents before, during, and after school, if needed.

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 will outline how the school staff, parents, and students will share the responsibility for improved academic achievement and the means by which the school and parents will build and develop a partnership to help students achieve standards. Once the School-Parent Compact has been read to students, students are able to take it home and have parents read and sign it. Copies are made of the Compact upon return to school, and the original copy is filed in the student's permanent record. The Compact is reviewed as needed and during conferences with parents. However, it is updated annually with the needed adjustments.

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

Centreville Middle School welcomes the comments of parents whether dissatisfied or satisfied with the Continuous Improvement Plan. One of the ways Centreville Middle School is able to receive feed back from parents is from the parent survey. The parent survey provides an opportunity to receive implementation from parents. Parents are able to serve as a stakeholder on the Continuous Improvement Plan and provide insights to the effectiveness of the plan. Furthermore, a hard copy of the plan is kept on file for parents and community stakeholders to view.

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)

Centreville Middle School utilizes the Open House Meetings and Parent Visitation Day to provide important school information. Parents/guardians will be informed of their rights to be involved in their child/children's education. Centreville Middle School has an open-door policy, which welcomes parents/guardians to the school and classrooms to observe the educational progress. Parents are encouraged to attend PTO Meetings, Parent Visitation Days, Open House Meetings, and volunteer. During the Parent Visitation Days, parents/guardians are encouraged to attend to gain information about achievement standards, academic assessments, Title I, and monitoring their child's progress.

(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)

CMS will send home the school's news paper with parenting material available for checkout. Remediation and enrichment activities are offered through the CMS classes and after school programs including Prosper for strengthening families and the CAST program.

(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)

CMS personnel will discuss plans and ideas to build family support systems at faculty meetings. The staff is expected to work together to provide training sessions for parents during Parent

Visitation Days.

(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)

CMS will encourage the local community organizations and businesses through the involvement of parents to form partnerships with communications and interactions.

(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)

Centreville Middle School utilizes the school's website to post related school information to parents and community stakeholders. The school's newspaper is distributed to students with information in regards to school events. Students are provided a lunch menu, school calendar of events, and other forms of communication related to education in a language the parent can understand. EEL parents will be sent information in their spoken language if needed.

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

Centreville Middle School makes every reasonable effort to provide support for parental involvement activities; for example, Parent Surveys are conducted in the spring to gain an understanding as to what is needed for students attending Centreville Middle School.

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.

CMS has access to transcript incentives offered by the ALSDE to provide written information to parents with limited English proficiency. CMS will follow the protocol of ADA to insure parents with disabilities are accommodated. CMS will follow the Bibb County Board of education requirement to follow the policy of migratory students.

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: Instructional Strategies

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

Improve instructional strategies in all core content areas

What types of professional learning will be offered?

Math Across the Curriculum Workshops, Renaissance Place (Accelerated Math, STAR Math, Renaissance Place workshops) Differentiated Instruction Workshops Strategic Teaching Workshops Multi-Intelligence and Brain-Based Learning Workshops Collaboration Workshops Improving Student Discipline/Attendance Workshops MEGA Conference Technology Summit STI Users Conference

When will the session be delivered?

September 1, 2011 - May 31, 2012 Includes any available workshops

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 workshop attendance, teachers will share with the faculty what new strategy/teaching styles/techniques they gained by attending the workshop. The faculty will then implement the new strategy/teaching style/technique in their own classroom. In turn, student academic abilities should show an improvement.

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

Observation (in class and lesson plans) and student test results

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

Title I.....\$ Title II.....\$

Part VIII - Coordination of Resources/Comprehensive Budget

I. State Foundation Funds

	FTEs Earned	Units Placed	Total Salaries
FTE Teacher Units	26.61	27.11	1,179,404.16
Administrator Units	1.0	1.0	73,000.00
Assistant Principal	1.0	1.0	58,572.00
Counselor	1.0	1.0	48,362.00
Librarian	1.5	1.0	52,737.00
Career and Technical Education Administrator	0	0	0
Career and Technical Education Counselor	0	0	0
Technology			0
Professional Development			0
State ELL Funds			0
Instructional Supplies			0
Library Enhancement			0

Total of All Salaries:

II. Federal Funds

Title I: Improving the Academic Achievement of the Disadvantaged

Provide a brief explanation and a breakdown of expenses.

Total :

Title I: ARRA Funds

Provide a brief explanation and a breakdown of expenses.

Total :

Title II: Professional Development Activities

Provide a brief explanation and a breakdown of expenses.

\$4,390.21

Total :

Title III: For English Language Learners

Provide a brief explanation and a breakdown of expenses.

Total :

Title IV: For Safe and Drug-free Schools

Provide a brief explanation and a breakdown of expenses.

Total :

Title VI: For Rural and Low-income Schools

Provide a brief explanation and a breakdown of expenses.

Total :

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

Provide a brief explanation and a breakdown of expenses.

N/A

Total :

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

Provide a brief explanation and a breakdown of expenses.

N/A

Total :

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

Provide a brief explanation and a breakdown of expenses.

N/A

Total :

III. Local Funds (if applicable)

Local Funds

Provide a brief explanation and a breakdown of expenses.

Local funds will be used on an as-needed basis if they are available.

Total :