

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 CIP Instructional Leadership Team members along with faculty, staff, and stakeholders at Randolph Elementary School met together to analyze achievement data and survey results for the 2010-2011 school year. Needs were identified and suggestions were presented to the RES faculty and stakeholders for discussion and possible revisions. After revisions were made by the CIP Instructional Leadership Team Members, the CIP was resubmitted to the faculty members and stakeholders and given approval.

A Title I Annual Meeting was held after the beginning of the school year to inform the public of the improvement goals for Randolph Elementary School for the 2011-12 school year. The process of continuous monitoring of the CIP goals stated in the plan will take place throughout the year by the Instructional Leadership team members, committee members, faculty, staff, and stakeholders.

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)**

Louise Johnson-Principal
 Gretchen Filgo-Media Specialist
 Lisa Forssander-Counselor
 Hollie Tillery-Reading Coach
 Melanie Worrell-4th Grade Teacher
 Sharon Hope-Special Education Teacher
 Kathy Smith-3rd/4th Grade Teacher
 Rachel Norris-Parent
 Heather Fletcher-Parent
 Lori Pate-Parent
 Tessa Tryon-Student
 Jacob Tucker-Student

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 planning process began in May, 2011 with a CIP meeting of all faculty to begin analyzing results from last year's plan and analyzing data for identifying needs for 2011-2012. CIP committees met during the month to finish needs assessment, establish goals, strategies, and action steps, and to plan for professional development based on identified needs. Needs and goals for CIP were presented to faculty for approval in May, 2011. The CIP committee will revise plan, if needed, as more information becomes available in the August, 2011. Then we reconvened in August when test results were returned in order to disaggregate the data.

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.

RES is in 100% compliance with NCLB requirements for HQ teachers. 10 out of 10 of classroom teachers and one special education teacher are AMSTI trained. All RES teachers are certified by State of Alabama and participate in continuous professional development. All teachers are ARI certified. Personnel staffing decisions are made on the basis of certification in a specific area, individual area of expertise, and level of experience in order to ensure that instruction is provided by the most highly qualified teacher to address student needs.

Number and percentage of teachers Non-HQT:

0 and 0% of teachers are

Number and percentage of Classes Taught by Non-HQT:

0 and 0% of classes are t

Alabama High School Graduation Exam (AHSGE):

Strengths:

Randolph Elementary School is a feeder school to Centreville Middle School which is a feeder school for Bibb County High School. It is understood by faculty and staff that all goals and action steps taken at Randolph Elementary School will have an impact upon performance on the AHSGE.

Weaknesses:

Any weaknesses outlined on other assessments given at RES are considered weaknesses in preparation for future performance on the AHSGE and will be addressed in goals, strategies, and action steps.

Alabama Reading and Mathematics Test (ARMT):

Strengths:

Reading 2010-2011:
3rd-There was a 12% increase in proficiency on how to apply advanced phoenetic awareness to multiple-syllabic words including consonants. Over the past 4 years students in 3rd grade have scored above 75% proficiency in demonstrating reading vocabulary knowledge of compound words.

4th-Over the past 4 years students have increased by 30% in proficiency in using strategies to comprehend literary and recreational materials. Over the last 3 years students have scored above 70% proficiency in demonstrating reading vocabulary knowledge.

5th-Over the past 4 years the mean % correct increased from 64% to 78% in demonstrating reading vocabulary knowledge,including recognition of multiple meaning words.Over the past 4 years, the mean % correct increased from 53% to 62% in using strategies to comprehend literary and recreational materials.

6th-17 out of 20 students tested scored a Level III or IV, achieving proficiency or exceeding it. Over the past 3 years students have increased by 11% in being proficient interpreting literary elements and devices.

Math 2010-11

3rd-Over the last 4 years students have scored 75% mean percent correct in comparing, ordering, and expanding whole numbers. Over the last 4 years students have scored at least 70% mean percent correct in measuring length and metric units.

4th-Over the last 3 years students have scored at least 80% correct in writing money amounts in words, dollar, and cent notation. Over the last 3 years students have increased by 13% to exceed proficiency in adding and subtracting fractions with common denominators.

5th-Over the past 3 years students have improved from 45% to 55% in comparing, ordering, rounding, and expanding whole numbers. Over the past 3 years students have increased from 43% to 55% in solving problems involving basic operations of whole numbers.

6th-In the last 2 years students have increased by 23% mean correct, to exceed proficiency in classifying angles as acute, obtuse, right or straight. Over the last 3 years students have scored at least 70% in identifying two and three dimensional figures.

Weaknesses:

Reading 2010-2011

3rd-Over the past 4 years students have consistently scored below 60% proficiency in using a wide range of strategies to comprehend literary and recreational materials. Over the past 4 years students have consistently scored below 65% proficiency in using strategies to comprehend functional and textual reading materials.

4th-Over the past 4 years students have not scored above 55% mean correct in using strategies to comprehend functional and textual/informational materials. Over the past 4 years students have not scored above 62% mean correct in identifying literary elements and devices in literary and recreational materials.

5th-Over the past 2 years students have decreased from 61% to 56% in recognizing literary elements and devices from various text forms. Over the last 2 years students decreased from 63% to 57% in using strategies to comprehend functional, textual, and informational materials.

6th- Over the last 4 years students have not exceeded 55% proficiency in applying strategies to comprehend textual, informational, and functional materials. In 2010 student achievement was 28% below proficiency in interpreting literary elements and devices.

Alabama Science Assessment:

Strengths:

Out of 29 students tested, 23 students met or exceeded standards and scored in Level III or IV.

Weaknesses:

According to the school summary report for RES, the mean percent correct for content standards covering physical science was 57% with the greatest weakness being 49% mean percent correct in comparing effects of gravitational force on earth, on the moon, and within space.

Stanford 10:

Strengths:

Reading

3rd-80% of students scored average or above average in reading comprehension of informational texts, functional texts, and interpretation.

4th-90% of students scored average or above average in all reading vocabulary clusters. 90% of students scored average or above average in reading comprehension of informational texts and critical analysis.

5th-84% of students scored average or above average in critical analysis of reading comprehension.

6th-85% of students scored average or above average in reading vocabulary synonyms, multiple meaning words, and context clues.

Math

3rd-77% of students scored average or above average in mathematics procedures of number facts.

4th-93% of students scored average or above average in all mathematics procedures clusters.

5th-88% of students scored average or above average in mathematics problem-solving in estimation.

6th-95% of students scored average or above average in geometry and measurement.

Weaknesses:

Reading

3rd-50% of students scored below average in structural analysis of word study skills.

4th-Only 67% of students scored average in reading comprehension strategies.

5th-34% of students scored below average in the areas of reading comprehension of literary texts and interpretation.

6th-30% of students scored below average in reading vocabulary thinking skills.

30% of students scored below average in reading comprehension in the areas of interpretation and thinking skills.

Math

3rd-50% of students scored below average in number sense and operations.

4th-Only 8% of students scored above average in the areas of geometry and measurement.

5th-50% of students scored below average in the area of mathematics problem-solving thinking skills.

6th-50% of students scored below average in computation and symbolic notation.

40% of students scored below average in mathematics procedures.

Dynamic Indicators of Basic Early Literacy Skills (DIBELS):

Strengths:

* Kindergarten:100% benchmark on phoneme segmentation fluency

*Kindergarten: 96% benchmark on nonsense word fluency.

*Kindergarten: 96% benchmark on letter naming fluency

*First Grade: 97% benchmark in nonsense word fluency

*First Grade: 97% benchmark on Phoneme segmentation fluency

*First Grade: went from 25% to 21% "some risk"

*Second Grade: 91% benchmarked on NWF at beginning of year.

Overall: "at-risk" at the end of year was down by 8%

Weaknesses:

- *First Grade: 25% were still at "some risk" at the end of the year in ORF.
- *Second Grade: increased 16% to 24% for "at risk" in ORF at the end of the year.
- *Third Grade: increased 13% to 15% for "at risk" in ORF at the end of the year.
- *Fourth Grade: 19% were "at risk" in ORF at the end of the year.

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:

No ELL students are currently enrolled.

Weaknesses:

No ELL students are currently enrolled.

EducateAL or other Professional Evaluation Profile Information:

Strengths:

Strengths: Standard/Content Knowledge 1.5 – Provides instructional accommodations, modifications, and adaptations to meet the needs of each individual learner.

Standard 3 – Literacy 3b1: Uses instructional strategies appropriate to learners and content area to improve skills in fluency, vocabulary, and comprehension.

Weaknesses:

Weaknesses: Standard 2: Teaching and Learning 2b1: Develops challenging standards based academic goals for each learner using knowledge of cognitive, social, and emotional development.

Standard 3: Literacy – 3c1: Teaches problem solving which requires mathematical skills within and across subject areas using a variety of strategies to verify and interpret results, and draw conclusions.

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

Strengths:

RES has interactive whiteboards, projectors, and/or ELMOS for kindergarten through 6th grade classes. A mobile NEO lab w/ 30 student laptops for AR testing, word processing, writing, and student responses, have been purchased. A new computer lab of 30 computers was added during the 2010-11 school year.

Weaknesses:

60% of students rarely have the opportunity to do a presentation in front of peers using technology.

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

Strengths:

Fountas & Pinnell Benchmark Assessment, DIBELS Progress Monitoring, Harcourt Reading Theme Assessments, Pearson SuccessNET AMSTI end-of-unit assessments for math, and End of Month Assessments in all other content areas are being utilized to drive instruction. Data and professional development meetings are held weekly.

Weaknesses:

Teachers need additional time to analyze data to drive instruction. Full-time intervention teacher would be beneficial to meet at-risk needs in grades k-6th.

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:

No expulsions and no alternative school replacements.

Weaknesses:

There were 87 bus referrals to the principal's office for the 2010-11 school year. There was an increase in the number of referrals to the principal for inappropriate behavior. There were 59 on-campus referrals and 87 bus referrals for a total of 156 referrals for the 2010-11 school year.

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

Strengths:

Randolph Elementary participates in Bibb County's early warning truancy program to identify patterns of frequent absences. The school counselor, principal and teachers will encourage the importance of school attendance in classroom guidance sessions, and by providing incentives. These measures are in place to improve attendance habits in the future as RES is a feeder school for Centreville Middle School and then to Bibb County High School.

Weaknesses:

Lack of parental support in adhering to board attendance policies.

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

Strengths:

Low teacher turnover.

Weaknesses:

Lack of qualified substitutes to cover detached duty for teacher training to prevent loss of instruction.

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:

The average daily attendance for the 10-11 school year was 95%, but still needs improvement.

Weaknesses:

Tardies increased from 878 (08-09) school year to 1107 (09-10) school year, then to 1,274 for (10-11) school year.

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

Strengths:

Majority of parents surveyed reported receiving information and offerings of workshops including DIBELS interpretation, Reading Tips for Parents, STI Home, The Importance of Children Getting Exercise, Parental Involvement Meetings, Tips For Helping Your Child Succeed in School.

Weaknesses:

Lack of parent attendance at offered workshops.

School Perception Information related to student PRIDE data.

Strengths:

N/A

Weaknesses:

N/A

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

Strengths:

We currently have no ELL students enrolled at RES. There is a district-wide ELL aide we can have access to if a need should arise.

Weaknesses:

We currently have no ELL students enrolled at RES.

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:

We currently have no ELL students enrolled at RES.

Weaknesses:

We currently have no ELL students enrolled at RES.

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

Strengths:

As a District, we now use pacing guides based on State standards. As a school, curriculum frameworks for science and social studies have been developed for each grade. Within our work at RES, we refer to national standards, Best Practice and our Vision, Beliefs and Mission when making decisions. We provide RTi instruction using research-based programs for at-risk students.

Weaknesses:

As a district, math is an overall weakness for grades 3-8.

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. Reading /Language Arts Goal

Description:

For the 2011-2012 school year, students in 3rd grade will increase from 58% mean correct to 63% , 4th grade will increase from 54% mean correct to 60%, 5th grade will increase from 57% mean correct to 62% , and 6th grade will increase from 64% mean correct to 69% in the area of using strategies to comprehend functional and textual, informational materials.

Data Results on which goal is based:

n/a

Target Grade Level(s): 3rd-6th

Target Content Area(s): Reading

ARMT: Reading

Additional Academic Indicators:

n/a

Target Student Subgroup(s):

No target subgroups.

Courses of Study:

3rd- Standard 4 4th- Standard 3 5th- Standard 4 6th- Standard 4

Strategies:

S1.1 Storytown Rtl

Description:

Provide general instruction from Harcourt Reading Series and place more recreational and informational texts in teacher-created literacy bags to be utilized in small-group instruction.

Action Steps:

AS1.1.1 Vocabulary Lessons and Data Meetings

Description:

Teachers will teach explicit vocabulary lessons from Story Town Harcourt Reading Series. Teachers will monitor vocabulary section of weekly Story Town Assessments. Teachers will use data during bi-monthly reading data meetings to drive instruction as modeled in ARI training.

Benchmarks:

-Mini lessons in vocabulary materials -Monitor weekly reading assessments -Harcourt Benchmark Tests (winter & spring) -Fountas and Pinnell benchmark (winter & spring)

Interventions:

-remedial instruction through small group / individual instruction in at risk areas -provide at-risk students additional opportunities to practice skills identified as non-mastered by master teacher within the classroom. -Provide at-risk students Tier III explicit instruction to address identified needs. -Daily 5 -First 20 Days

Resources:

-Harcourt Reading Series -Data from formal and informal assessments -Daily 5 -First 20 Days -District funding was used to purchase texts and resources for literacy bags.

G2. Math Goal I

Description:

3rd grade students will increase from 55% mean correct to 60% in the area of modeling equivalent forms of fractions in the area of using fractions to solve mathematical problems. 4th grade students will increase from 35% mean correct to 45% in the area of recognizing equivalent forms of fractions and decimals. 5th grade students will increase from 45% mean correct to 55% in the area of adding and subtraction fractions with common and uncommon denominators. 6th grade students will increase from 25% mean correct to 405 in the area of solving problems involving decimals, percents, fractions, and proportions.

Data Results on which goal is based:

ARMT

Target Grade Level(s): 3rd-6th

Target Content Area(s): Math

ARMT: Math

Additional Academic Indicators:

n/a

Target Student Subgroup(s):

No target student subgroup(s)

Courses of Study:

Grade 3 Standard 15 Grade 4 Standard 12 & 13 Grade 5 Standard 11 & 12 Grade 6 Standard 4

Strategies:

§2.1 Education City / AMSTI Investigation

Description:

Students in grades k-6 will utilize web based and research based Education City program for math intervention. Teachers will use Education City to enhance math instruction daily. Students in grades k-6 will receive explicit and systematic instruction through daily research based AMSTI investigations. Teachers will use these investigations to enhance their mathematical pedagogy.

Action Steps:

AS2.1.1 Education City / AMSTI Investigations Action Step

Description:

Students will utilize web based program Education City to enhance their knowledge of using fractions to solve mathematical problems. Students will receive daily, systematic, and explicit AMSTI research-based instruction using AMSTI investigations to enhance mathematics instruction.

Benchmarks:

Teachers will participate in bi-monthly data meetings where results from Education City Assessments and AMSTI unit assessments from Pearson SuccessNET will be analyzed to drive whole group and small group instruction.

Interventions:

Teachers will have bi-monthly data meetings where results from Education City and AMSTI Pearson SuccessNET unit assessments will be analyzed to drive instruction during small group and whole group math instruction.

Resources:

One Year subscription to web based program-Education City...\$1,000.00 AMSTI-grade level specific investigations books / supplies Pearson SuccessNET web based assessment tool-Exam View

§3. Math Goal II

Description:

3rd grade students will increase from 48% to 58% in the area of recognizing data as categorical or numerical. 4th grade students will increase from 45% to 55% in the area of representing categorical and numerical data using tables and graphs. 5th grade students will increase from 45% to 55% in the area of data analysis and probability. 6th grade students will increase from 37% to 47% in the area of interpreting information from bar graphs, line graphs, and circle graphs.

Data Results on which goal is based:

ARMT

Target Grade Level(s): 3-6th

Target Content Area(s): Math

ARMT: Math

Additional Academic Indicators:

No additional academic indicators.

Target Student Subgroup(s):

No target subgroups.

Courses of Study:

3rd Grade Standard 18 4th Grade Standard 20 & 22 5th Grade Standard 16 & 22 6th Grade Standards 11, 13, 20, 25, 26

Strategies:

S3.1 Everyday Counts Calendar Math / Daily Data Books

Description:

Everyday Counts Calendar Math will be utilized through Education City on a daily basis. Bellringer activities will be taught using everyday counts calendar math. Students will use daily data notebooks to record daily data gleaned from amsti investigations.

Action Steps:

AS3.1.1 Everyday Counts Calendar Math / Daily Books

Description:

Students will use Education City, Everyday Counts Calendar Math on a daily basis to enhance student ability to analyze data. Students will also receive explicit, systematic, research-based AMSTI instruction on a daily basis to enhance their ability to analyze data and understand probability.

Benchmarks:

Bi-monthly math data meetings will be conducted. During these meetings teachers will analyze data from Education City and AMSTI end of unit Pearson SuccessNET assessment results to drive whole group and small group instruction.

Interventions:

Teachers will participate in bi-monthly data meetings and analyze data from education city and AMSTI Pearson SuccessNET unit assessments through exam view. Results will drive instruction for small and whole group lessons.

Resources:

Education City Calendar Math Program Data Notebooks for each student AMSTI investigations resources Pearson SuccessNET web based assessment program

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

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

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

G1. N/A

Description:

N/A

Data Results on which goal is based:

N/A

Target Grade Level(s): N/A

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

WIDA Standards: N/A

Strategies:

S1.1 n/a

Description:

n/a

Action Steps:

AS1.1.1 n/a

Description:

n/a

Benchmarks:

n/a

Interventions:

n/a

Resources:

n/a

Part IV - STRATEGIES TO ADDRESS SCHOOL SAFETY, CLASSROOM MANAGEMENT/DISCIPLINE, RtI FRAMEWORK AND BUILDING SUPPORTIVE LEARNING ENVIRONMENTS

Part IV - STRATEGIES TO ADDRESS SCHOOL SAFETY, CLASSROOM MANAGEMENT/DISCIPLINE, AND BUILDING SUPPORTIVE LEARNING ENVIRONMENTS Strategies developed to address improving school safety, classroom management /discipline, and building supportive learning environments should be related to the weaknesses or program gaps identified in the data summary (e.g., parental/community involvement, teacher collaboration, student/teacher motivation). The LEA and school must develop a timeline for multiple reviews of continuous improvement efforts.

G1. School Security

Description:

Security issues due to school building layout and front entrance orientation to school office.

Strategies:

S1.1 School Security

Description:

Update school security system

Action Steps:

AS1.1.1 Front Door Security

Description:

Reconfigure office area to assure that front entrance can be monitored.(as funding allows)

Benchmarks:

Checklists

Interventions:

Daily checks to ensure security systems are functioning properly. Periodically have maintenance checks on security surveillance system.

Resources:

Principal Security Monitors Surveillance System/ Employees Secretary

G2. Daily Attendance

Description:

Maintain Average Daily Attendance at 96% or above through classroom and school-wide attendance program.

Strategies:

S2.1 Attendance

Description:

Provide students with attendance motivation by initiating classroom and school-wide attendance incentive programs.

Action Steps:

AS2.1.1 Attendance

Description:

-Revise RES tardy policy -Purchase prizes, schedule assemblies, print STI Reports, -Implement Early Warning Truancy Program set forth by Bibb County BOE -Attendance letters to parents -Calls to parents over crisis communication system for attendance alerts.

Benchmarks:

Attendance reports every 9 weeks

Interventions:

Review plan when needed and make revisions and adjustments.

Resources:

Attendance Reports Student Incentives Continued use of Crisis Communication System

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)

Newly hired teachers are assigned a mentor teacher for their first year to help them with decision-making, goal setting, and strategies for effective teaching throughout the year. New teachers are required to attend new teacher workshops at the beginning, during, and at the end of the school year to help support and guide them. They will be given new teacher handbooks.

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.

Title I funds will be used with Title II, local school general fund, and ARI State Funds to address survey results, student assessment data, teacher professional development plans, ARI Intervention Plan, and the RES Professional Development Plan and correlation with the system professional development plan. Resources will focus in the areas of specialized student materials for different learning styles, instructional materials for intensified learning, professional development, consultants, technology and training to enhance student learning, and to provide substitutes for teacher observation visits at other schools. Rtl technology programs for reading and math.

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.

Preschool children will be introduced to the elementary school program through kindergarten registration during which children and parents will meet teachers, register, complete vision/hearing screening, share in story time and tour the facility. A kindergarten orientation will be held several days prior to the opening day of school to give parents an overview of school programs, procedures, and to collect school supplies. Open House for all students will be held before school starts. Outgoing six-graders take a field trip in May to the Centreville Middle School for a student tour and pre-orientation session.

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.

RES is in 100% compliance with the requirements for hiring highly qualified teachers. Qualified candidates are interviewed by the RES principal and a panel of faculty members. Consideration is given to candidates who display qualities that would help RES in the achievement of continuous improvement goals and to those who meet highly qualified standards as required by the No Child Left Behind Act.

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.

RES teachers are included in assessments from implementation to interpretation. The members of the RES faculty developed an Intervention Plan that is currently in effect in the school. This plan relies on academic assessments in identifying struggling students. All decisions relating to intervention, curriculum sequencing, and grouping of students are based on the results of assessments. Teachers work collaboratively to decide which assessment instrument will be utilized during the school year in order to provide continuity between grade levels. All teachers participate in bi-monthly math and reading grade level meetings to discuss results and future strategies and course of instruction.

Special Populations:

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

Students who fall into the "special populations" category are assessed on an individual basis and assigned an individualized learning program and monitored frequently for progress. RES at-risk students have access to all programs and activities offered to the regular population and to services offered by an intervention reading coach, a reading resource teacher, at-risk aides, an ELL instructional aide, and a guidance counselor. If needed services are not offered on-site, the guidance counselor seeks services from outside resources to help meet needs.

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

Students who fall into the "special populations" category are assessed on an individual basis and assigned an individualized learning program and monitored frequently for progress. RES at-risk students have access to all programs and activities offered to the regular population and to services offered by an intervention reading coach, a reading resource teacher, at-risk aides, an ELL instructional aide, and a guidance counselor. If needed services are not offered on-site, the guidance counselor seeks services from outside resources to help meet needs.

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.

Students are assigned homework on a daily basis and are required to read a minimum of 15 minutes a night and record this in their reading logs. Students have access to the RES Extended Day program for after-school tutoring (as funding allows), homework help, and enrichment activities.

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.

RES holds an annual meeting at the beginning of the school year in conjunction with the first PTO meeting. A meeting time is also scheduled during the school day for flexibility. An explanation is given to RES parents, in a language they can understand, about the Title I Program. A power point presentation and meeting agenda helps parents to understand how parental involvement funds are utilized at RES, describes the RES curriculum, assessments, and achievement expectations, explain their right to be involved in the education of their child through regular meetings.

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.

RES holds an annual meeting at the beginning of the school year in conjunction with the first PTO meeting. A meeting time is also scheduled during the school day for flexibility. An explanation is given to RES parents, in a language they can understand, about the Title I Program. A power point presentation helps parent to understand how parental involvement funds are utilized at RES, describes the RES curriculum, assessments, and achievement expectations, explain their right to be involved in the education of their child through regular meeting. Parents are given multiple opportunities to have input into their child's educational program through parent conferences, Annual Meetings, Parent Involvement Meetings, PTO meetings, and parent-requested meetings. Parents are notified through fliers, web site, and Annual Meeting when the Continuous Improvement Plan is under review and given an opportunity to have input.

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.

RES holds an annual meeting at the beginning of the school year in conjunction with the first PTO meeting. A meeting time is also scheduled during the school day for flexibility. An explanation is given to RES parents, in a language they can understand, about the Title I Program. A power point presentation helps parents to understand how parental involvement funds are utilized at RES, describes the RES curriculum, assessments, and achievement expectations, explain their right to be involved in the education of their child through regular meetings. Parents are given multiple opportunities to have input into their child's educational program through parent conferences, Annual Meetings, Parent Involvement Meetings, PTO meetings, parent day activities, and parent-requested meetings.

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).

Parents are given the opportunity during Parent Involvement Meetings jointly develop and annually review the RES school compact for achievement. The compact is the means by which the

school and parents will build and develop a partnership to help students achieve with the help of the principal, the teacher, the parents, and the student. It is reviewed and updated annually to fit changing needs.

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

RES will provide parents of Title I students with the opportunity to express verbal / written comments on RES Parental Involvement Plan. Parents are invited to take part in Parental Involvement Planning meetings held during the school year. When verbal / written comments are received they are addressed at the local school level if possible. If an agreement about changes to the plan can't be reached the local level, then comments will then be presented to the district level Federal Programs liaison for further consideration.

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)

The school will conduct in-service programs, focusing upon the National Education Goals, state content and performance standards, state and local assessments, and Title I requirements. Information will be offered in an effort to assist parents in understanding how these performance/assessment standards impact upon their child's education. This information will be offered through practical suggestions and activities for utilization in the home. Additionally, individual conferences regarding these areas will be offered to parents who request more information and/or to parents who may be recommended for such assistance by professional staff members.

(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 school shall compile and make available to parents a list of adult literacy training agencies as well as providing materials and training through parent workshops and community education opportunities to assist parents toward improving their child's 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)

The school shall schedule an annual in-service session to explain the importance of working with parents as equal partners for each of the following groups: parents, teachers, teaching assistants, principals, counselors, secretaries, bus drivers, custodians, cafeteria workers, and any other staff member. Materials and facilities will be provided for each of these sessions. Parents may be trained and utilized to lead portions of this training and they will be available to assist this effort through its follow-up activities.

(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)

Leaders for Head Start, Home Instruction Programs for Preschool Youngsters, Parents as Teachers Program, and other public preschool programs located in our community will be contacted by the school and a plan will be developed to better coordinate and integrate the school's parental involvement program with the program efforts of such agencies. Interaction with these agencies will be ongoing and responsive to the needs and desires of parents and their children.

(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)

The local community-based organizations and business will be encouraged by the school to form partnerships through communications and interactions. The involvement of these organizations and businesses in working with the LEA to foster parental involvement could take the form of:

*Phone calls to local business to donate prizes for parenting meetings to encourage parents to attend meetings.

- *Volunteer tutors from various organizations and businesses.
- *Recruit community members and solicit community support.
- *Provide for a healthy dose of recognition.

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

Parents will be provided various opportunities to learn about child development and child rearing through the provision of in-service programs and the distribution of various materials. These programs will assist parents in understanding the physical, intellectual, and emotional needs of their child, beginning at birth. These programs will also explain strategies which parents can utilize to assist the healthy physical, intellectual, and emotional development of their child. Various agencies and resources in the community will be utilized to assist this effort. The total development of the child and the healthy maintenance of the child's development will be emphasized in an effort to assist the child's success at school.

In addition, a parent resource center may be developed to house relevant curriculum materials to complement school-to-home instruction. The teachers and parental involvement specialist will be responsible for making contacts within the home environment and implementing home-based education to reinforce the classroom program. The staff will also be responsible for the coordination of parent activities within the school's parent resource center.

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.

Randolph Elementary School, with the assistance and support of the LEA, will ensure provision of full opportunities 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, to the extent practicable, in a language that parents can understand.

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:
Recreational, Literary, & Info. Text Strategies**

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

Students scoring non-proficient in ARMT Reading in the area of recreational, informational, and literary text comprehension

What types of professional learning will be offered?

-Teachers/Principal will analyze spring -10 ARMT/SAT 10 data -Data Analysis of weekly Storytown Assessments and Storytown Theme Assessments -Implementation of the Storytown Reading Series -new hires will received ARI training from reading coach -District Level Mentoring program for new faculty -Teacher will review revised pacing guides and Storytown Assessment Calendar to plan for instruction -Education City Training -ARMT PLUS training

When will the session be delivered?

Sessions will be offered throughout the 2011-2012 school year beginning in August, 2011 and ending in May, 2012. Sessions will be on-going and can occur weekly and bi-monthly.

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?)**

Increase students to proficient level on ARMT in the area of comprehending recreational, informational, and literary text

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

-Bi-Monthly Data Meetings -Weekly / Theme Assessment Data -Intervention Group Participation -Whole / Small Group Instruction ARMT results -lesson plans Walkthroughs ARI Team PST Walkthroughs Observations by Reading Coach

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

-Substitutes on an "as needed" basis to cover classes for data meetings and other pd training that will occur during school hours @55.00 a day. -All other resources related to these activities are covered by district level funding.

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

Students working below grade level in math computation with decimals on SAT 10

What types of professional learning will be offered?

Continue AMSTI Training and support throughout school year. Teachers will take part in a book study-Number Talks Teachers will implement ARMT Standards in instruction. Math Data Meetings

When will the session be delivered?

Throughout the 2011-2012 school year beginning in August, 2011 and ending in May, 2012. Sessions will include visits,model lessons, and support from AMSTI personnel. Teachers will be involved in one math data meeting each 9-week period and discuss Number Talks book during book study.

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?)**

Increase number of students scoring at or above grade level on ARMT math

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

-Lesson Plan Documentation -whole /small group instruction -SAT 10/ARMT Scores -Pacing Guide Documentation -End of Month Testing

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

Title II-\$1,598.00-Purchase books for teacher book study-Number Talks

Education City / AMSTI Investigations Training

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

Students not achieving proficiency on ARMT math portion relating to data analysis, probability, and computation with fractions.

What types of professional learning will be offered?

Teachers will receive training on various components of the Education City web based program. AMSTI consultants will conduct training and address teacher's needs in implementing AMSTI teaching strategies for investigations.

When will the session be delivered?

Education City training will occur in September and October of 2011. AMSTI training will ongoing. Consultants will be in attendance for monthly data meetings and offer job-embedded professional development "as needed" per teacher/principal request.

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?)

Students will increase math proficiency in areas of need due to teacher knowledge and implementation of AMSTI strategies and Education City training.

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

-AMSTI Pearson SuccessNET assessment results -Education City Assessment Results / student progress reports -Walkthroughs conducted for PST -Attendance and participation in bi-monthly data meetings -Weekly lesson plans

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

Education City Subscription-TI-\$1,000.00 AMSTI Resources and Consultants are paid by state funds.

Part VIII - Coordination of Resources/Comprehensive Budget

I. State Foundation Funds

	FTEs Earned	Units Placed	Total Salaries
FTE Teacher Units	12.17	12.17	527,033.59
Administrator Units	1.0	1.0	57,500.00
Assistant Principal	0	0	0
Counselor	0.5	0.5	25,506.00
Librarian	0.5	0.5	25,506.00
Career and Technical Education Administrator	0	0	0
Career and Technical Education Counselor	0	0	0
Technology			0
Professional Development			1,507.75
State ELL Funds			0
Instructional Supplies			4,308.91

Library Enhancement

0

Total of All Salaries:

\$641,362.25

II. Federal Funds

Title I: Improving the Academic Achievement of the Disadvantaged

Provide a brief explanation and a breakdown of expenses.

A portion of these funds pays for 0.17 of a classroom teacher salary.

Total : 46,120.20

Title I: ARRA Funds

Provide a brief explanation and a breakdown of expenses.

15 Teachers will receive \$287.00 for classroom supplies.

Total : 4,308.91

Title II: Professional Development Activities

Provide a brief explanation and a breakdown of expenses.

Pay for substitutes for teachers to participate in professional development
Pays .35 of a teacher unit.

Total : 1,507.75

Title III: For English Language Learners

Provide a brief explanation and a breakdown of expenses.

n/a

Total : 0

Title IV: For Safe and Drug-free Schools

Provide a brief explanation and a breakdown of expenses.

n/a

Total : 0

Title VI: For Rural and Low-income Schools

Provide a brief explanation and a breakdown of expenses.

n/a

Total : 0

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

Provide a brief explanation and a breakdown of expenses.

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.

School Budget-\$20,000.00

Wal-Mart Grant-\$1,000.00

Total :