

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 process is on-going throughout the school year. A central office administrator leads monthly data meetings with all faculty members. The leadership team attended training to prepare for the development of the revised document. The school counselor provides data from assessments to teachers as these are made available to the school. Parents have the opportunity to provide input through school surveys and open house. Parents are invited and encouraged to participate in drafting the CIP and Parent/student Compacts.

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)**

Dr. Douglas Milligan- Principal
 Mr. Terry Lawley- Assitant Principal
 Mr. Robert Kee- Science Dept. Chair
 Mr. Tommy Harris- History Dept. Chair
 Ms. Tiffany Dodd- English Dept. Chair
 Ms. Patricia Elmore- Math Dept. Chair
 Ms. Amy Elmore- Special Education
 Mr. Judson Locke- Registrar
 Mr. Bryan Filgo- Federal Programs Contact
 Kendal Hubbard-Senior Level Student
 Lori Amason - Parent
 Tracie Hanson- Parent
 Allen Kendrick - Parent
 Michelle Harrell - Parent
 Tonya Carroll - 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).**

A committee made up of faculty members, administrators, and the counselor gathered and reviewed applicable data as outlined in the CIP. Then, the information was analyzed for strengths and weaknesses as perceived by the committee. In cases where it was deemed appropriate, specific departments reviewed applicable data to provide input on the issues as perceived by the committee.

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 School system seeks to hire highly qualified, well-trained teachers for all positions. Attempts are made to locate and recruit highly qualified teachers when positions become available. In cases where hiring a highly qualified teacher for a position becomes impossible at the time, the school system is diligent to do whatever it can to facilitate obtaining highly qualified status for that teacher.

Number and percentage of teachers Non-HQT:

1 teacher--teaching for 1/2

Number and percentage of Classes Taught by Non-HQT:

2 classes; 0.03%

Alabama High School Graduation Exam (AHSGE):**Strengths:**

Math-59.6 of 10th grade students mastered IV-1 (find perimeter, circumference, area and volume) 53.2% of 10th grade students mastered IV-2 (find distance midpoint and slope)

Reading-79% of 10th grade students mastered I-3(following directions, 74.3% of 10th grade students mastered IV-4 (demonstrate reference material usage), 72.4% of 10th graders mastered II-2 (draw conclusions)

Weaknesses:

Reading- 86.7% of 10th grade students did not master objective III-1 (recognize logic and arguments), 79.0 % of 10th grade students did not master II-1 (identify main idea), and 74.3% did not master II-5 (recognize summary statements).

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

Math- 97.9% of 10th grade students did not master VI-1 (Translate: verbal/symbolic: graph: equations/inequalities), 95.7% of 10th grade students did not master I-3 (multiplying polynomials) 95.7% of 10th grade students did not master II-2 (solving quadratic equations) 95.7% of 10th grade students did not master V-1,4 (graph: liner equations; common equations)

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

Alabama Reading and Mathematics Test (ARMT):**Strengths:**

From West Blocton Middle--

Trends throughout grades 5-8 have shown growth in most areas. In 5th grade, 2% of the students scored at level I. 14%of the students scored at level II and 84% of the students scored Level III and IV. Sixth grade had 0% at Level I and only 11% scoring at Level II. 89% of the students scored at Level III and Level IV. Seventh grade has 2% at Level I and 16% on Level II. 82% scored at Level III and IV. Eighth grade has 3% scoring Level I and 33% scoring at Level II. 65% of the eighth grade scored at Level III and Level IV. Strengths over time in all grades include but are not limited to: Applied Strategies, Comprehension, identifying textual/informational, and functional materials. Fifth grade showed strength in: reading vocabulary and strategies to

comprehend literary/recreational materials. Sixth grade's strongest scores were comprehending literary/recreational materials and recognizing test elements in textual and functional materials. Seventh grade reading scored high in applying strategies to comprehend literacy/recreational materials. Eighth grade showed strength in distinguishing among subcategories of poetry based on their characteristics.

Mathematics: Scores have shown improvement over the past four years in 5th-7th grades. Fifth grade has shown improvement in 5 out of 15 skills. Sixth grade has increased in 9 out of 11 skills tested.

Weaknesses:

From West Blocton Middle--

Reading: Weakness for WBMS across all grades (5th-8th) in Reading ARMT proficiency scores are in the Special Education and African American student subgroups. As a whole, the lowest standard was "Use a wide range of strategies and skills to comprehend functional and textual/informational reading materials."

Math: Conversion of units of measurement, geometry, probability and interpreting charts and graphs are weak in most grade levels. Math scores have shown a decline this year in several areas. Eighth grade math has shown improvement from last year in 6 out of 14 skills but most areas show a decline over the past five years.

Alabama Science Assessment:

Strengths:

n/a

Weaknesses:

n/a

Stanford 10:

Strengths:

From West Blocton Middle--

Reading: Stanines 1-3 for 5th grade have decreased in Reading Vocabulary from 18 to 13 over the past seven years and in Reading Comprehension from 16-13 over time.

6th grade Stanines 1-3 have decreased in Reading Vocabulary from 27-16 over the past seven years and Reading Comprehension from 26-

Math: The gains in 7th grade math continue to be strong. 8th grade math has shown improvement in all skill levels this year.

Weaknesses:

From West Blocton Middle--

Reading: Longitudinally, weaknesses continue in interpretation and thinking skills. Thinking skills 5th through 8th grades continues to be weaker than other skills.

Math: Although gains have been made in most skill areas, some math percentages still remain.

Dynamic Indicators of Basic Early Literacy Skills (DIBELS):

Strengths:

West Blocton Elementary:

Fall DIBELS benchmark 2011:

78% of 1st grade students scored Low-Risk on Nonsense Word Fluency

4% of 2nd grade students scored At Risk on Oral Reading Fluency

Woodstock Elementary:

Kindergarten

ISF – 84% benchmark compared to 81% prior year

ISF – 0% at-risk compared to 3% prior year

LNF - 84% benchmark compared to 88% prior year

LNF - 10% at risk compared to 6% prior year

PSF - 93% benchmark compared to 98% prior year
 PSF - 3% at-risk compared to 2% prior year
 NWF - 87% benchmark compared to 92% prior year
 NWF - 8% at-risk compared to 2% prior year
 1st Grade
 PSF - 100% benchmark compared to 100% prior year
 PSF - 0% at-risk compared to 0% prior year
 NWF - 92% benchmark compared to 94% prior year
 NWF - 1% at-risk compared to 1% prior year
 ORF - 80% benchmark compared to 80% prior year

Weaknesses:

West Blocton Elementary:
 Fall DIBELS benchmark 2011:
 68% of kindergarten students scored Low-Risk on Initial Sounds Fluency
 48% of 4th grade students scored Low-Risk on Oral Reading Fluency

Woodstock Elementary:
 1st Grade
 ORF - 8% at-risk compared to 3% prior year
 2nd Grade
 ORF - 72% benchmark compared to 74% prior year
 ORF - 14% at risk compared to 10% prior year
 3rd Grade
 ORF - 61% benchmark compared to 63% prior year
 ORF - 13% at-risk compared to 12% prior year
 4th Grade
 ORF - 57% benchmark compared to 75% prior year
 ORF - 23% at-risk compared to 9% prior year

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

Alabama Direct Assessment of Writing (ADAW):

Strengths:

This assessment is no longer administered.

Weaknesses:

This assessment is no longer administered.

ACCESS for English Language Learners (ELLs):

Strengths:

n/a

Weaknesses:

n/a

EducateAL or other Professional Evaluation Profile Information:

Strengths:

Indicators: Strengths

- 1.1 Demonstrates deep knowledge of subject-matter content and an ability to organize related facts, concepts, and skills
- 1.4 Designs instructional activities based on state content standards
- 1.5 Provides instructional accommodations, modifications, and adaptations to meet the needs of each individual learner
- 2.1 Designs a classroom organization and management system built upon sound, age-appropriate expectations and research-based strategies for promoting positive behavior
- 2.2 Creates a positive climate that promotes respect and responsibility
- 2.3 Creates a safe, orderly, and stimulating learning environment that nurtures responsibility, motivation, and engagement of learners
- 5.4 Promotes professional ethics and integrity

Weaknesses:

Indicators: Areas of Improvement (Added to PLP)

- 2.7 Creates learning activities that optimize each individual's growth and achievement within a supportive environment
- 2.8 Uses formative assessments to provide specific and timely feedback to assist learners in meeting learning targets and to adjust instruction
- 2.9. Uses summative assessments to measure learner attainment of specific learning targets
- Development of Reading Skills and Accessing K-12 Literary Resources
- 3.3 Uses age-appropriate instructional strategies to improve learners' skills in critical literacy components
- 3.4 Integrates narrative and expository reading strategies across the curriculum
- Development and Application of Mathematical Knowledge and Skills across Content Areas
- 3.5 Solves mathematical problems across subject areas using a variety of strategies to verify and interpret results and to draw conclusions
- 3.6 Communicates mathematical concepts, processes, and symbols within the content taught
- Utilizing Technology
- 3.7 Identifies and integrates available emerging technologies into the teaching of all content areas

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

No students were tested using AAA this year.

Weaknesses:

No students were tested using AAA this year.

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

WBHS administered its own culture survey to teachers at the end of the 2010-2011 school year. According to the survey, the strength in the school culture is in "creating an atmosphere of professionalism."

Weaknesses:

According to the WBHS culture survey for teachers (2010-2011), a weakness in culture is a lack of data-driven instruction.

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:

Total number of office referrals decreased from the previous school year. The number of Class III and IV infractions was also reduced. Tobacco use decreased from the previous year.

Weaknesses:

Incidences of defiant behavior (specifically repeated cell phone, dress code and other minor violations) increased over the previous school year. Minor classroom distractions often interfere with instructional time.

Infraction Summary for Report Instances Demerits Remaining

** No Description Listed ** 1

Cat I-Other Violations 11

Cat II-Other Violations 6

Cat III-Other Violations 2

Defiance Authority 9

Defiance Of Authority 17

Disobedience 6

Disobedience 1

Disorderly Conduct 1

Disruptive Demonst 2

Dress Code Violation 42

Drugs-Illegal 3

Electronic Pagers 35

Electronic Pagers 102

Excessive Distraction 13

Excessive Tardiness 9

Failure To Follow Instr 12

Fighting 9

Fighting 10

Harassment 5

Inapp Display Of Affection 22

Loitering 5

Other Incidents 4

Other Incidents 1

Other Incidents 1

Profanity or Vulgar 3

Profanity/Vulgarity 10

School Bus Problem 11
 Sexual Offenses 1
 Terrorist Threat/Intimidation 1
 Threat/Intimidation 3
 Tobacco 7
 Tobacco, Use 3
 Truancy 5
 Truancy/Unauth Abs 255
 Weapon, Possession 1
 Total Infractions for Report 635

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

Strengths:

Graduation rate has shown a slight improvement each year. The school made AYP in graduation rate this year.

Weaknesses:

Students dropping out of school continues to be a problem. Even though the school made AYP in graduation rate, Uniform Averaging had to be applied to show improvement. The school's graduation rate was 86%.

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

Strengths:

Faculty attendance rates are high, and the school has a large number of experienced teachers.

Weaknesses:

The school lost three teacher units because of funding and enrollment issues.

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 attendance rate for the senior class of 2011 remained high. The overall attendance rate for the school met the system's goal of 95%. The school made significant progress in getting unexcused absences cleared.

Weaknesses:

There was a small group of repeat offenders for truancy. Tardies were a significant issue during the school year. Total absences were skewed by the number of repeat offenders. There were a total of 255 excessive absence discipline referrals.

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

Strengths:

There was a high percentage of parents attending special events such as 9th grade Orientation and the Award's Banquet at the end of the school year. The athletic booster clubs are very strong and involved.

Weaknesses:

Parents are not involved in the school on a regular basis.

School Perception Information related to student PRIDE data.

Strengths:

n/a

Weaknesses:

n/a

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

Strengths:

n/a

Weaknesses:

n/a

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

Strengths:

n/a

Weaknesses:

n/a

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

Strengths:

To promote best practice instructional strategies as well as help improve reading comprehension, the school is participating in strategic teaching training as provided by our regional ARI staff.

Weaknesses:

Because of the configuration of the ARI training (the initial training group was made up of 4 teachers who will become mentors for the rest of the faculty), it is not likely to produce immediate results. Its true benefit will be revealed over time.

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 AHSGE 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 11 and 12 on Spring AHSGE to 11th grade (75%– 95%) and 12th grade (to achieve 100%).

Data Results on which goal is based:

AHSGE Reading results from spring 2011

Target Grade Level(s): All grades

Target Content Area(s): Reading

ARMT: Reading

Additional Academic Indicators:

Graduation Rate

Target Student Subgroup(s):

All students White students Free/Reduced Lunch Students

Courses of Study:

All Alabama Course of Study standards for reading comprehension, specifically addressing AHSGE reading weaknesses for each grade

Strategies:**S1.1 Strategic teaching for reading comprehension****Description:**

ARI strategic teaching strategies will begin in the following departments and courses: English department, Social Studies department, Science department, and Spanish courses.

Action Steps:**AS1.1.1 ARI training for teachers****Description:**

ARI training will be broken down into sections to be used during monthly data meetings to train all teachers.

Benchmarks:

100% of teachers will be trained

AS1.1.2 Classroom Observations**Description:**

Teachers who completed strategic teaching training last year will open their classrooms for observations by fellow teachers.

Benchmarks:

100% of teachers will be observed and observe each other as appropriate.

Interventions:

Extra training sessions with individual teachers.

Resources:

Substitutes for monthly data meetings

§1.2 Increase volume of student reading.

Description:

English and elective course teachers will focus on increasing the amount of reading done by students.

Action Steps:

AS1.2.1 English department and “Blocton Books”

Description:

English teachers will incorporate the “Blocton Books” project into their curriculum as a way of promoting student interest in contemporary adolescent literature.

Benchmarks:

100% of the English teachers will participate in “Blocton Books” project

AS1.2.2 “Blocton Books” and “X-Block”

Description:

The English department will coordinate with teachers who teach elective courses during “X-Block” to plan appropriate activities related to the “Blocton Books” project as a way of promoting student interest in reading.

Benchmarks:

100% of applicable “X-Block” courses will participate.

Interventions:

Meeting with English department to discuss how to revise or strengthen the program

Resources:

“Blocton Books” grant to purchase books

§1.3 Provide extra help

Description:

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

Action Steps:

AS1.3.1 Intervention/Remediation courses and “pull-outs”

Description:

Intervention/remediation courses and “pull-outs” will be provided during the school’s new “X-Block” or during other appropriate courses including individualized instruction, where appropriate and required.

Benchmarks:

100% of 11th and 12th grade students who failed the Reading portion of the AHSGE will be scheduled into at least one extra help session. Appropriate 10th grade students will be scheduled into extra help sessions as space is available.

AS1.3.2 Progress Monitoring**Description:**

Academic improvement for students receiving extra help will be tracked in order to determine if the intervention and remediation strategies are successful and to help decide when new strategies should be implemented.

Benchmarks:

STAR Enterprise Reading and/or Math progress monitoring tools will be used to determine if students are achieving at an acceptable rate.

Interventions:

Meeting with teachers providing extra help to examine instruction; encourage students to take advantage of supplemental services

Resources:

N/A

S1.4 Address weakest AHSGE reading standards**Description:**

Use longitudinal data to address weakest reading standards in all English classes. Social Studies courses will also address weakest reading standards as applicable.

Action Steps:**AS1.4.1 Determine weakest standards****Description:**

English Department will meet by August 2011 to determine weakest reading standards based on most recent graduation exam data.

Benchmarks:

100% of English Department will attend meeting to determine weakest reading standards

AS1.4.2 Targeted approach for weakest standards**Description:**

The English department will develop a bellringer calendar to guide instruction for addressing the weakest AHSGE Reading Objectives. The social studies department will also address applicable reading objectives as specified by a modified version of the bellringer calendar.

Benchmarks:

100% of English department and social studies department will use calendar in planning

Interventions:

Meeting to evaluate instruction used to re-teach weakest standards; encourage students to take advantage of supplemental services

Resources:

AHSGE data

1.5 Vocabulary Instruction

Description:

Increase vocabulary development by providing direct instruction in all English and history Classes

Action Steps:**AS1.5.1 Identify Vocabulary**

Description:

During October 2011, English and history teachers will meet together to specific vocabulary and academic language to be addressed through direct instruction

Benchmarks:

100% of English and history teachers will agree upon Vocabulary/Academic Language to be taught

AS1.5.2 Determine Plan for Instruction

Description:

The English and history teachers will develop and then implement a plan for direct instruction of vocabulary and academic language in their classes.

Benchmarks:

100% of English and History teachers will comply with agreed upon plan

Interventions:

Meet with applicable teachers to re-evaluate vocabulary weaknesses

Resources:

Internet-based vocabulary program with license for all students/vocabulary workbooks (\$2000.00)

2. Improving AHSGE Math results

Description:

By the end of the 2011-2012 school year, we will increase the number of students scoring proficient in math for grades 11-12 on the Spring AHSGE to 11th grade (82%-91%) and 12th grade (to achieve 100%).

Data Results on which goal is based:

AHSGE results

Target Grade Level(s): 9th-11th grades

Target Content Area(s): Math

ARMT: Math

Additional Academic Indicators:

Graduation Rate

Target Student Subgroup(s):

Free and reduced lunch; all students; special education students

Courses of Study:

AHSGE Math Standards: VI-1 Translate: Verbal/Symbolic Graph: Equations/Inequalities VII-8 Solve problems: Algebraic concepts II-2 Solve Quadratic Equations I-3 Multiply Polynomials V-1, 4 Graph: Linear Equations; Common Relations VII-2 Apply Pythagorean Theorem I-4 Factor Polynomials III-2 Find the range of functions II-4 Solve multi-step inequalities I-2 Add and Subtract polynomials

Strategies:**§2.1 Mathematics Remediation Services****Description:**

Description of Strategy: Remediation services will be provided during the school day based on math proficiency needs.

Action Steps:**AS2.1.1 Remediation Scheduling****Description:**

The administration, counselor, registrar, and math department will collaborate to schedule students who have not passed the math portion of the AHSGE into math remediation/intervention classes. Priority will be given to seniors for the fall.

Benchmarks:

100% of students needing remediation will be scheduled.

AS2.1.2 Remediation**Description:**

Students enrolled in remediation classes will be provided with math remediation in areas of need as specified by group and/or individual student results sheets from the AHSGE.

Benchmarks:

All teachers will receive student profile sheets where applicable and provide appropriate instruction based on student needs.

Interventions:

In the event that attending the career tech center conflicts with remediation scheduling, the counselors from both schools will work to ensure that remediation takes place at the BCCTC. Students will be rescheduled into a remediation/intervention class if they fail to pass the math portion of the AHSGE again. Students will be encouraged to take advantage of supplemental services.

Resources:

Resources: -Spring 2011 AHSGE reports, teacher unit used for remediation Spring and Fall -Mathematics Item Specifications for the AHSGE book and other ALSDE materials, such as practice exams and Math Pathways 7-12; paper, ink for copies

§2.2 Create and Utilize bell ringers**Description:**

AHSGE mathematics skills will be reviewed utilizing bell ringers in math and science courses where students are enrolled who have not passed the math portion of the AHSGE.

Action Steps:

AS2.2.1 Bell Ringer Calendar Planned and Created

Description:

The math department will meet to plan bellringers. Bellringer calendars will be created for both terms.

Benchmarks:

Calendars will be created for each month of the 2011-2012 school year.

AS2.2.2 Bell Ringer Calendar Implementation

Description:

Mathematics and science teachers will review AHSGE standards each day according to the bellringer calendar. Teachers will do this in classes where students are enrolled who have not passed the math portion of the AHSGE.

Benchmarks:

At the end of the term, 100% of math and science teachers will have implemented bell ringers in targeted classes.

Interventions:

Calendars will be revised as needed. Students not passing the math portion of the AHSGE will be enrolled in a remediation class at the earliest opportunity.

Resources:

-Calendar making software, AHSGE Items Specifications -Mathematics Item Specifications for the AHSGE and other ALSDE materials, such as practice exams and Math Pathways 7-12 -Digital projector and replacement bulbs, dry erase markers, erasers, cleaner -copy paper, ink

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

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

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

G1. n/a

Description:

n/a

Data Results on which goal is based:

n/a

Target Grade Level(s): n/a

Target ELP Language Domain(s): Reading

WIDA Standards: n/a

Strategies:**S1.1 n/a**

Description:

n/a

Action Steps:**AS1.1.1 N/A**

Description:

n/a

Benchmarks:

n/a

Interventions:

n/a

Resources:

n/a

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

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

G1. Data Driven Instruction

Description:

66% of surveyed teachers indicated that data should drive instructional and cultural decisions within the school

Strategies:**S1.1 Focus on Data Driven Instruction**

Description:

Use Alabama High School Graduation Exam (AHSGE) data to implement instructional strategies that focus on non-mastered objectives in reading and math.

Action Steps:**AS1.1.1 Disbursement and interpretation of data**

Description:

Counselor will provide all teachers with applicable AHSGE group non-mastery summaries for the areas of reading and math. Each department will

meet to interpret and review data specific to that department.

Benchmarks:

100% of core instructional teachers will meet to review data with their department

AS1.1.2 Integration of Data

Description:

Each department will create a plan to integrate non-mastered objectives into daily classroom lessons.

Benchmarks:

100% of core instructional teachers will integrate non-mastered objectives into their daily lessons.

AS1.1.3 Measure Success

Description:

Each department will measure success of data-driven instruction as evidenced by the spring 2012 AHSGE scores in reading and math.

Benchmarks:

Improve proficiency index in reading by 10% as indicated on the 2012-2013 AYP accountability report. Improve proficiency index in math by 8% as indicated by the 2012-2013 AYP accountability report

Interventions:

Principal will monitor and ensure that teachers post non-mastery summary. Teachers who are struggling at mid-year will be assisted by a teacher who is successfully implementing the strategies.

Resources:

AHSGE data, poster maker

G2. Student Academic Motivation

Description:

Struggling to meet graduation rate and AYP for 11th graders indicates that the school exhibits a lack of student academic motivation

Strategies:

S2.1 Improve student academic motivation

Description:

WBHS will provide student recognition for academic performance in order to promote student motivation to achieve further.

Action Steps:

AS2.1.1 Publicize Honor Roll

Description:

Each 9 weeks the Honor Roll will be published in the Centreville Press and posted in prominent locations throughout the school.

Benchmarks:

Copies of the Honor Roll for all four 9-week grading periods will be publicized.

AS 2.1.2 Academic Awards Banquet**Description:**

The academic achievements of students throughout the year will be celebrated in May at an Academic Awards banquet. Parents will be invited and dinner will be provided.

Benchmarks:

The Awards Banquet will be held in May.

Interventions:

Revise plan; Survey students for suggestions

Resources:

Award certificates and funding for materials and incentives

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)

Alabama mentoring program. New teachers are assigned a mentor. New teachers attend new teacher workshops throughout the school year for support as well.

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 and Title II monies have been budgeted to participate in High Schools That Work intervention and improvement strategies and staff development.

Title I and Title II monies have been budgeted for embedded staff development in Time to Teach classroom management strategies.

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.

Vertical teaming meetings with West Blocton Middle school take place. The registrar and counselor will meet with 8th graders to discuss 4 year plan several times during the 2010-2011 school year in preparation for the following school year.

Highly Qualified Teachers:

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

All teachers except one are highly qualified in field. The one teacher who is not highly qualified in field is a HQ science teacher who is teaching Algebra I this year. This teacher is scheduled to take the Praxis in math this fall.

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.

Bi-monthly data meetings will focus on specific indicators of student achievement including EOM tests, AHSGE results, ADAW results, PSAT results, and individual teacher data for each class. A data team of several teachers has been formed and a teacher with strong research skills has been assigned as a data coordinator as their specific duty.

Special Populations:

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

System provided after school intervention programs are provided at no cost to students. Special education students' IEPs are regularly reviewed.

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

System provided after school intervention programs are provided at no cost to students. Special education students' IEPs are regularly reviewed.

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.

System provided after school intervention programs are provided at no cost to students. Special education students' IEPs are regularly reviewed.

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.

CIP and Annual Meeting (Title I discussions) at Open House and Parent Visitation days each semester.

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.

Open House and Parent Visitation.

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.

Mail-outs, automated calling system, local media,

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).

Parent school compact, integrate V.I.P. in development.

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

CIP and Title I discussions at Open House and Parent Visitation days each semester. Parents have opportunity for input on the Continuous Improvement Plan.

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)

Hold an orientation session for parents before the school year begins and an annual meeting during the first few months of school to provide information on the Title I program as well as information about state and local assessments as well as the curriculum.

(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)

Provide newsletters on Parent Visitation days with helpful hints on improving student academic achievement and provide workshops as requested and needed.

(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)

Parental involvement professional development opportunities will be provided through system-wide in-service programs when available and monthly faculty meetings when needed

(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)

This CIP ensures that all school programs work together to accomplish the same goals.

Hold multiple parent involvement meetings, both morning and evening hours, and provide parents with a calendar of events listing school programs and activities.

(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)

Utilize Home Language Surveys to determine the language of parents

When feasible, attain translated copies of newsletters, forms, announcements, etc.

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

Will provide training for parents in understanding such topics as the State's academic content standards and student achievement standards, 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. Will accomplish much of this through its annual parents' meeting and open house held at the beginning of the school year. Parents can request other parental involvement activities through interest surveys and title I discussions throughout the year.

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.

Will 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.

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:

Training in Strategic Teaching (ARI)

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

Strategic teaching instructional strategies will help to improve students' reading comprehension across the curriculum; therefore, improving AHSGE Reading scores.

What types of professional learning will be offered?

Strategic teaching training will be broken down into manageable parts in order to train teachers in how to narrow daily outcomes, use best practice instructional strategies, and assess student learning.

When will the session be delivered?

The session will be delivered monthly during a portion of the teachers data meeting time.

What are the expected outcomes of professional learning?

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

Teachers in the English, social studies, science, and foreign language departments will begin to use the strategies immediately.

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

Evidence will be seen in lesson plans and walk-throughs

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

Funding for 1-2 substitutes on data meeting days

Classroom Observations

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

Improving students' reading comprehension through the use of strategic teaching

What types of professional learning will be offered?

Instruction for improving reading comprehension across the curriculum will be modeled by those teachers who were trained last year in strategic teaching.

When will the session be delivered?

Classrooms will be observed during a portion of data meeting time each month beginning in October.

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?)**

The strategies being observed will begin to be implemented by the teachers observing.

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

Evidence will be shown in lesson plans and seen in walk-throughs

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

1-2 subs. for data meetings

English and social studies department meeting**What weakness or need identified in academic (including ell amaos) or school culture goals will the professional learning address?**

AHSGE reading scores, utilization of non-mastery reports, reading comprehension, volume of student reading

What types of professional learning will be offered?

Teachers will meet to discuss AHSGE non-mastery group reports, the bellringer calendar, remediation materials, explicit vocabulary instruction, and the English department will develop the "Blocton Books" program Mr. Tommy Harris will assist with the training.

When will the session be delivered?

1/2 day of release time during the school day

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?)**

Non-mastery objectives will be taught in classes, the bellringer calendar will be utilized, and the "Blocton Books" project will generate student interest in reading

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 plans will reflect use, library circulation records will show increased interest in reading, STAR tests will show increase in reading skills

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

Title II funding for substitutes

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

AHSGE reading scores, utilization of non-mastery reports for mathematics

What types of professional learning will be offered?

Teachers will meet to discuss AHSGE non-mastery group reports, the bellringer calendar, and remediation materials. Ms. Tish Elmore will assist with this training.

When will the session be delivered?

1/2 day of release time during the school day

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?)

Non-mastery objectives will be taught in classes, the bellringer calendar will be utilized, AHSGE math scores will show 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?

Lesson plans will reflect instruction on the non-mastered objectives and the bellringer calendar will be utilized in planning instruction each day.

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

Title II funding for 1/2 day substitutes

Using INOW for lesson plans

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

Planning for effective lessons

What types of professional learning will be offered?

District staff will instruct teachers on best methods for lesson planning using INOW; Training can then be turned-around within departments as needed.

When will the session be delivered?

Afterschool

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?)

Lesson planning will be more effective for teachers

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

Complete, clear lesson plans will serve as evidence

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

None expected

SAMs

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

ALSDE specified school improvement topics

What types of professional learning will be offered?

Training session for school administrators and other personnel, as applicable

When will the session be delivered?

2 meetings during the school year

What are the expected outcomes of professional learning?

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

Knowledge gained will be taken back to entire faculty and utilized appropriately

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

Successful implementation should be seen in day-to-day operation of the school.

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

Training is provided by the ALSDE

Data Meetings

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

Using data driven instruction

What types of professional learning will be offered?

Data meetings will be held at appropriate times throughout the school year (approximately one per month) to discuss applicable data and plans to address findings.

When will the session be delivered?

During the school day

What are the expected outcomes of professional learning?

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

Teachers will become more comfortable with using data to drive their instruction.

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

Could be seen in lesson plans or discussed during data meetings

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

Title II for subs.

Rtl workshop

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

Providing extra support for struggling students

What types of professional learning will be offered?

Participants will learn how to best help struggling students using the Rtl model, determining Tier I, Tier II, and Tier III students

When will the session be delivered?

during the school day

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?)

individualized attention and instruction will be provided to struggling students

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

Evidence may be seen in lesson plans, walk-throughs, and Rtl meetings

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

Title II for workshop registration

Part VIII - Coordination of Resources/Comprehensive Budget

I. State Foundation Funds

| | FTEs Earned | Units Placed | Total Salaries |
|--|--------------------|---------------------|-----------------------|
| FTE Teacher Units | 23.95 | 23.70 | 1,259,788.83 |
| Administrator Units | 1 | 1 | 82,283 |
| Assistant Principal | 0.5 | 1 | 58,282 |
| Counselor | 1 | 1 | 44,898 |
| Librarian | 1.25 | 1 | 47,721 |
| 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: | | | \$1,492,972.8 |

II. Federal Funds

Title I: Improving the Academic Achievement of the Disadvantaged

Provide a brief explanation and a breakdown of expenses.

Funding will be used for salaries. Ten percent is set aside for professional development. The majority of the parental involvement funds will be spent for training materials for Parent's Day and/or small incentive items (ribbons, certificates, etc.) for a student/parent Awards Banquet.

Total : 83,940.34

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.

Title II professional development funds will be spent primarily for materials and supplies required for teacher training sessions, as well as for substitutes for data meetings.

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.

Total :

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

Provide a brief explanation and a breakdown of expenses.

Total :

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

Provide a brief explanation and a breakdown of expenses.

Total :

III. Local Funds (if applicable)

Local Funds

Provide a brief explanation and a breakdown of expenses.

Total :