



ALABAMA STATE DEPARTMENT OF EDUCATION
 Joseph B. Morton, State Superintendent of Education
2007 - 2008



CONTINUOUS IMPROVEMENT PLAN
Title I Schoolwide Programs

Note: Blank copy is available on www.alsde.edu , Sections, Accountability Roundtable, Publications
 Submit plans to your system's E-GAP Document Library

NAME OF SCHOOL: Athens Elementary School				
STREET ADDRESS: 515 North Madison Street		CITY: Athens	STATE: Alabama	ZIP CODE: 35611
CONTACT: Merri Beth Bass		TELEPHONE: 256-233-6625	E-MAIL: merri.bass@acs-k12.org	
Identified for School Improvement? No <input checked="" type="checkbox"/> Yes <input type="checkbox"/> Delay Status <input type="checkbox"/> Year 1 <input type="checkbox"/> or Year 2 <input type="checkbox"/> *Submit to LEA for Board approval. Retain the original plan in the LEA. Submit the plan electronically to your system's E-GAP Document Library by November 26, 2007. Year 3 <input type="checkbox"/> or Year 4 or more <input type="checkbox"/> Submit to LEA for Board approval. <u>Mail two copies of PAGE ONE and two copies of PAGE TWO with original signatures</u> to Federal Programs, Accountability and Compliance, P. O. Box 302101, Montgomery, AL 36130-2101. Submit the plan electronically to your system's E-GAP Document Library by November 26, 2007.				
Made AYP? YES <input checked="" type="checkbox"/> NO <input type="checkbox"/> X <input type="checkbox"/> NO <input type="checkbox"/>	Made AMAOs (ELL)? YES <input checked="" type="checkbox"/> NO <input type="checkbox"/> N/A <input type="checkbox"/>	Career Tech Made AYP? YES <input type="checkbox"/> NO <input type="checkbox"/> N/A <input checked="" type="checkbox"/>	Are all federal resources (including Titles I, II, III, IV, V, and VI) used to coordinate and supplement existing services and not used to provide services that, in the absence of federal funds, would be provided by another fund source? YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>	Describe how this plan will be made available to parents and other stakeholders (example: through parent meetings or on websites): Our Continuous Improvement Plan (CIP) for Athens Elementary School will be available to parents and other stakeholders in the Title I Reading Specialists' classrooms, in the school office, and on the school website (www.acs-k12.org). This CIP will be presented at the first PTO meeting/Open House. It will be reviewed, revised, and evaluated annually at a Title I booth on Field Day.
*Board Approval: Yes <input type="checkbox"/> No <input type="checkbox"/> Board approval received on _____, 2007. Board Signature: _____				
Superintendent Signature: _____			Date: _____	
Federal Programs Coordinator Signature: _____			Date: _____	
Principal Signature: _____			Date: _____	

CONTINUOUS IMPROVEMENT PLAN DEVELOPMENT AND IMPLEMENTATION TEAM

System: Athens City Schools

Submit plans electronically to your system's E-GAP Document Library by November 26, 2007.

School: Athens Elementary School

August 2008

Directions: Insert a copy of your one-page School Status Report in this TEXT BOX. You may access this report on the web at www.Alabama AYP Accountability Reports

Not in School Improvement
Not in School Improvement
Percent
Participation
Goal = 95%
Met
Participation
Goal
Proficiency Index
Goal = 0.00
Met Proficiency

Part I - continued – DIRECTIONS: NEEDS ASSESSMENT- SUMMARY OF DATA: Indicate data sources used during planning by identifying strengths and weaknesses or program gaps. If your school did not review a particular data source, please write N/A. School improvement goals should address program gaps (weaknesses) as they relate to student achievement or AYP categories such as graduation rate or other academic indicators.

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Highly Qualified Teachers (HQT): Describe how staffing decisions ensure that instruction is provided by highly qualified, well-trained teachers and how their assignments most effectively address identified academic needs.	
Highly qualified staffing is assured through the Athens City Schools' personnel hiring process. Classroom and special area teachers hold up to date certifications by the State Department of Education and are teaching in their field of certification. All of our paraprofessionals have achieved highly qualified status and are working under the direct supervision of classroom teachers.	
Number and percentage of teachers Non-HQT: 0% of our teacher are not currently highly qualified	Number and percentage of Classes Taught by Non-HQT: 0% of our classes are taught by non-highly qualified teachers.
Alabama High School Graduation Exam (AHSGE):	
Strengths: N/A	Weaknesses: N/A
Alabama Reading and Mathematics Test (ARMT):	
Strengths: No students in 3 rd or 4 th grade scored in Level I. White, black, and poverty level students in 4 th grade all scored above 80% proficiency (Level III or IV) in Reading.	Weaknesses: Over 20% of black and poverty level students in 3 rd grade scored in Level II.
Stanford 10:	
Strengths: Third grade Total Reading increased from 40% to 53% from 05/06-06/07. Fourth grade maintained above the 50 th Percentile. In third grade, Blacks improved from 24% to 37%. Poverty level students improved from 29% to 38%.	Weaknesses: In fourth grade, Blacks fell from 51% to 42% in Total Reading. Poverty level students fell from 52% to 45%.
Dynamic Indicators of Basic Early Literacy Skills (DIBELS):	
Strengths: From Spring 2006 to Spring 2007, 3 rd grade Oral Reading Fluency (ORF) increased by 17%.	Weaknesses: Second grade ORF decreased by 7% and 4 th grade decreased by 3% from Spring 2006 to Spring 2007.

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Part I - Continued:	
Alabama Direct Assessment of Writing (ADAW):	
Strengths: N/A	Weaknesses: N/A
ACCESS for English Language Learners (ELLs):	
Strengths: 100% of 4 th grade ELL students in grade level cluster 3-5 are within the English proficiency level 5 or higher range for the language domain of Speaking. 67% of 1 st grade ELL students in grade level cluster 1-2 are within the English proficiency level 3 or higher range for the language domain of Speaking.	Weaknesses: 100% of 3rd grade ELL students in grade level cluster 3-5 scored at level 2 or below for the language domain of Writing. 66% of 4 th grade ELL students in grade level cluster 3-5 scored at level 3 or below for the language domain of Writing. Composite scores on ACCESS for ELL students in grades 3-4 have lower averages due to low writing scores. The result is fewer students reach the proficient, 4.8 composite score.
Professional Education Personnel Evaluation (PEPE) School Profile Information:	
Strengths: The Alabama Teacher Evaluation School Summary Report revealed the following areas of strength: 2.3 Develops the Lesson 4.1 Manages Class Time 5.2 Communicates High Expectations	Weaknesses: The Alabama Teacher Evaluation School Summary Report revealed the following area of weakness: 2.1 Orients students to the lesson
Additional Data Sources: (e.g., Alabama Alternate Assessment [AAA], School Technology Plan Data)	
Strengths: Only 1 student took the AAA in 06/07. This student is on roll at Athens Elementary School, but attends Tanner High School.	Weaknesses: The student who took the AAA scored at Level II in reading. That student was not administered the math section.
Local Data (e.g., LEA, school, and grade-level assessments, surveys, program-specific assessments):	

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<p>Strengths: Our LEA administers DIBELS to grades K-6, even though the state only requires testing K-3. All first grade students in our system are given the same 9 weeks reading and math assessments to determine if state standards have been met. The STAR test gives a reading level range from which students should select books in order to achieve optimal reading growth Voyager's Passport program provides for more progress monitoring opportunities for at-risk students.</p>	<p>Weaknesses: An assessment is needed to measure early literacy skills for kindergarten (i.e. STAR Early Literacy).</p>
<p>Career and Technical Education Program Improvement Plan:</p>	
<p>Strengths: N/A</p>	<p>Weaknesses: N/A</p>

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Part I - Continued:

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: In 2006/2007, there were only 9 incidents of corporal punishment and 6 suspensions issued by the principal.	Weaknesses: There is currently no in-school suspension program for elementary students.
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School Demographic Information related to drop-out information and graduation rate data.

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

Strengths: A mentoring program is being implemented for new teachers.	Weaknesses: In 2006/2007, 265 sick days were taken.
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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: A system-wide busing system has been implemented to help improve attendance and tardies. <i>Early Warning</i> has helped with unexcused absences/tardies.	Weaknesses: School records (STI) indicate that we had 143 early checkouts during the first 20 days of school.
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School Perception Information related to parent perceptions and parent needs including information about literacy and education levels.

Strengths: 100% of parents surveyed (NSSE Survey) agree or strongly agree that the education offered at our school is of high quality.	Weaknesses: 16% of parents surveyed feel that bullying is a problem.
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School Perception Information related to student PRIDE data.

Strengths: N/A	Weaknesses: N/A
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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: The ELL teacher understands how to assess ACCESS for ELL student scores, review the Athens City Schools Progressions, State Course of Study Standards, and SAT/ARMT objectives and then integrate the needs and standards into the daily educational curriculum of ELL students. Athens City Schools system had 72.6% of ELL students achieving Adequate Progress in Language Acquisition (APLA). Athens Elementary School had 76.5% of its ELL students achieving APLA.	Weaknesses: ELL and regular classroom teachers have not had proper professional development and training relating to the practical implementation of WIDA's English Language Proficiency Standards into the daily curriculum. The ELL teacher at Athens Elementary has reached maximum capacity for student to ELL teacher ratio. Some student needs are not being addressed due to overload in the number of ELL students on roll at AES.
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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: Athens City Schools The ELL teacher achieved National Board Certification in 2006. Pryor to becoming an ELL teacher, she practiced as a trained Reading Recovery Teacher for seven years. School: Athens Elementary School	Weaknesses: With only one ELL teacher in the building serving 58 students, the amount of time and number of days of some ELL classes must be cut in order to serve all classes.
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School Process Information uncovered by an analysis of curriculum alignment, instructional materials, instructional strategies, reform strategies, and/or extended learning opportunities.

Strengths: During 2006-2007, Kindergarten and First Grade teachers system-wide worked to create a Phonics Progression to align their reading and math curriculum to the Alabama Course of Study. 2 nd and 3 rd grades will engage in this process in 2007-2008. Teachers are implementing ARI Strategies.	Weaknesses: 18% of students participating in Voyager's Passport Program are not improving as desired. (11/61) We do not offer after-school learning opportunities.
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Part II - GOAL TO ADDRESS ACADEMIC NEEDS – All components to support improving academic achievement should be related to the weaknesses identified in the data summary. *DUPLICATE PAGES AS NEEDED TO ADDRESS TOP PRIORITIZED GOALS INCLUDING SACS DISTRICT GOALS, IF APPLICABLE.* Use the SMART Goals format to address areas of need.

CONTINUOUS IMPROVEMENT GOAL (SHOULD ADDRESS IDENTIFIED WEAKNESSES AND GAPS):
 Second grade students scoring Intensive or Strategic on DIBELS Oral Reading Fluency will increase in words read per minute at a minimum average of 25 words per minute from Winter to Spring.

Data Results on which goal is based: Analysis of the *Summary of Effectiveness* shows that the average growth in words per minute from Fall to Winter (2006-2007) on DIBELS ORF for Intensive and Strategic students was 28. But the average growth from Winter to Spring was only 14 wpm.

TARGET GRADE LEVEL(S): 2 nd Grade	TARGET CONTENT AREA(S): Reading	AHSGE:	Additional Academic Indicators:	TARGET STUDENT SUBGROUP(S): 2 nd Grade Intensive and Strategic Students
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COURSES OF STUDY	REFORM STRATEGIES	BENCHMARKS		INTERVENTIONS	RESOURCES	CONTINUOUS LEA REVIEW AND SUPPORT OF THE PLAN (+, -, N/A)
		WHAT <u>DATA</u> WILL BE GATHERED THROUGHOUT THE YEAR TO MEASURE PROGRESS AND <u>HOW OFTEN</u> WILL PROGRESS BE REVIEWED?	WHAT INCREASE (%) IN PROFICIENCY IS ANTICIPATED AT EACH CHECKPOINT?			WHAT IS THE TIMELINE FOR REVIEW OF IMPLEMENTATION?
WHICH COURSE OF STUDY STANDARDS, AHSGE STANDARDS/OBJECTIVES, ELIGIBLE CONTENT, OR WIDA* STANDARDS ARE LINKED TO EACH STRATEGY?	WHAT RESEARCH-BASED STRATEGIES/ACTIONS WILL BE USED TO IMPROVE STUDENT ACADEMIC PERFORMANCE? (Give specific strategies, not just programs or program names.)			HOW WILL THE SCHOOL PROVIDE TIMELY ASSISTANCE TO STUDENTS NOT MASTERING PROFICIENT OR ADVANCED LEVELS AT THESE PLANNED CHECKPOINTS?	WHAT RESOURCES AND SPECIFIC EXPENDITURES WILL BE NEEDED FOR SUCCESSFUL IMPLEMENTATION? (Ex: 6 Classroom Libraries, \$.....00)	
2007 Alabama Course of Study: English/Language Arts Standard 5: Read with fluency passages containing complex sentences.	-Incorporate content area reading strategies into the total Curriculum. -Implement explicit, intensive instruction with small groups in each 2nd grade classroom for 30 minutes, five days per week. -Implement explicit, intensive instruction for an additional 30 minutes per day five days per week for Intensive (at-risk) students. -Incorporate small group reading instruction to promote automaticity and accuracy using the 2 nd grade Phonics Progression to eliminate gaps in the percentage benchmarked at mid-year compared to the percentage benchmarked at the end of the year -Reading Coach will implement coaching cycle	Progress monitoring will be conducted weekly for Intensive students. Progress monitoring will be conducted every other week for Strategic students. Three Benchmark assessments will be administered by a testing team.	A minimum average increase of 25 words per minute on each Benchmark assessment (from August to December and December to April)	Provide additional small group or individual "second dose" times Write targeted student plans at monthly data meetings Increase time or change the "third dose" program	-Title I Reading Specialists (2), \$151,185.68 -ESL Teacher (1), \$65,555.24 -Professional Development on small group instruction and effective reading strategies (provided by reading coach) -Guided reading materials/books/quizzes for small group instruction (\$300.00) -Parent involvement activities/materials (such as fluency notebooks, books, etc.) (\$300.00)	Monthly September-March, 2008-2009

*WIDA- World-Class Instructional Design and Assessment; the consortium to which Alabama and a number of other states belong.

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Part III - GOAL TO ADDRESS ENGLISH PROFICIENCY NEEDS – Note: Refer to the ELL Data Compilation Form as part of the needs assessment in forming goals. ONLY schools not meeting Annual Measurable Achievement Objectives (AMAOs) must complete Parts I, II, III, and VII. Submit with the complete plan to your system’s E-GAP Document Library no later than November 26, 2007.

ENGLISH PROFICIENCY GOAL (SHOULD ADDRESS IDENTIFIED WEAKNESSES AND GAPS): 30% or more ELLs in grades 2-3 will perform at English proficiency level 3 or higher in the language domain of writing to increase composite scores so AMAO-A targets are met.
Data Results on which goal is based: ACCESS test analysis, weaknesses in ELL Data Compilation Form

TARGET GRADE LEVEL(S): 2-3	TARGET ELP LANGUAGE DOMAIN(S): Circle all that apply. <div style="display: flex; justify-content: space-around; margin-top: 5px;"> <u>Reading</u> <u>Writing</u> Listening Speaking Comprehension </div>
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WIDA ENGLISH LANGUAGE PROFICIENCY STANDARDS	REFORM STRATEGIES	BENCHMARKS		INTERVENTIONS	RESOURCES	CONTINUOUS LEA REVIEW AND SUPPORT OF THE PLAN (+, -, N/A)
WHICH WIDA* ENGLISH LANGUAGE PROFICIENCY STANDARDS OR DOMAINS ARE LINKED TO EACH STRATEGY?	WHAT RESEARCH-BASED STRATEGIES/ACTIONS WILL BE USED TO IMPROVE ENGLISH LANGUAGE PROFICIENCY? <small>(List specific strategies, not programs or program names.)</small>	WHAT DATA WILL BE USED THROUGHOUT THE YEAR TO MEASURE PROGRESS? HOW OFTEN WILL PROGRESS BE REVIEWED?	WHAT INCREASE (%) IN PROFICIENCY IS ANTICIPATED WITH EACH REVIEW?	HOW WILL THE SCHOOL PROVIDE TIMELY ASSISTANCE TO STUDENTS NOT MAKING ADEQUATE PROGRESS IN LANGUAGE ACQUISITION (APLA) AND OR ATTAINING ENGLISH LANGUAGE PROFICIENCY?	WHAT RESOURCES ARE NEEDED FOR SUCCESSFUL IMPLEMENTATION?	WHAT IS THE TIMELINE FOR REVIEW OF IMPLEMENTATION?
Language Domain: Writing WIDA Standards: Language Arts	Using WIDA Model Performance Indicators (CAN Dos) as a guidance for developing language objectives that focus on, but are not limited to, the language domains of reading and writing, school administrators facilitate planning and collaboration time for: -ELL teacher to coach grade level teachers on how to integrate language objectives with content objectives (e.g., provide lesson demonstrations and team teaching) -Establish an ELL Summer School program -Recruit teachers with pay -Arrange for transportation and facilities Integrate ARMT item specs and the AL Course of Study into the ELL curriculum	Progress will be measured every three weeks with progress reports and every nine weeks with report cards Progress will be measured weekly, biweekly, or monthly with progress monitoring Progress will be measured weekly during the Summer School program English Language Development Instructional Plan (ELDIP)	ELLs will increase their language proficiency by one cohort annually, making APLA APLA will increase from 82% to 85%	ESL teacher will provide individualized writing instruction in a small group setting Planning and collaboration time for ESL and content teacher will be provided to focus on areas of instructional need using the ELPAC	Professional development in ESL literacy & WIDA standards Transportation for Summer School Time allocated for teacher collaboration	Monthly reviews by school administrators to ensure CIP is being implemented correctly

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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.

WHAT CHALLENGES RELATED TO SCHOOL SAFETY, CLASSROOM/DISCIPLINE, AND SUPPORTIVE LEARNING ENVIRONMENTS HAVE BEEN IDENTIFIED THROUGH THE REVIEW OF SCHOOL DEMOGRAPHIC DATA?	WHAT ADDITIONAL OR NEW REFORM STRATEGIES/ACTIONS WILL BE USED TO ADDRESS THESE CHALLENGES?	WHAT ADDITIONAL RESOURCES (materials, personnel) WILL BE NEEDED TO SUCCESSFULLY IMPLEMENT THESE STRATEGIES?	DOCUMENT CONTINUOUS LEA REVIEW AND SUPPORT RESULTS
<p>16% of parents surveyed (NSSE Parent Opinion Inventory) feel that we have a problem with bullies at our school.</p> <p>30% of students surveyed (NSSE Elementary Student Opinion Inventory) feel that we have a problem with bullies at our school.</p>	<p>Peer mediator letters explaining the mediation process will be sent home</p> <p>Peer mediators will address student concerns</p> <p>Character education lessons will focus on bullying</p>	<p>Teacher resources for character education lessons relating to bullying</p> <p>Pamphlets (published by Sunburst) provided by counselor funds</p>	
<p>Survey data ("Staff Skills Survey & Inventory"-Alabama State Department's requirement for developing a School Safety Plan) revealed a need for staff training on what to do if a disaster strikes while at school</p>	<p>Lockdown drills will be conducted each semester</p> <p>Workshop/training for staff on new School Safety Plan</p> <p>Access to first aid supplies</p>	<p>Provide teacher training (organized by Title IV Coordinator and Teacher Leaders)</p> <p>Purchase first aid supplies</p>	

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Part V - Additional Schoolwide Components To Be Addressed to Satisfy Federal Requirements (NCLB Section 1114) that may not have been previously addressed in the CIP:

1. 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)
Athens City School System has established a formal teacher mentoring program. The overarching goal for our program is to improve teaching practice. The program is designed to provide ongoing support for new teachers. Each new teacher is assigned a master teacher who is matched, to the extent practicable, by subject, grade, and proximity. The mentor and new teacher are required to meet weekly for one hour. Meetings are documented on a contact log, which reflects the date, length of the meeting, and the focus. Additionally, we have built in time for classroom observations, both for the mentor to observe the new teacher and for the new teacher to observe the mentor. Our mentoring program also includes training for both mentors and new teachers. We provide training for mentors on how to work with new teachers, and we provide several training sessions for new teachers throughout the year including new teacher orientation, classroom management and discipline, and effective instructional practices.
2. Budget: Describe the coordination of all federal, state, and local programs. (Note: NCLB Section 1116 requires that each year <u>Title I schools identified for improvement</u> must reserve the equivalent of 10% of the school-level allocation made available to the school under Section 1113 specifically for <u>professional development</u> opportunities for teachers. Budgets should reflect this set-aside.) See the sample budget on a later page.
There are several monetary sources that are integrated and coordinated into the financial management and instructional planning of Athens Elementary School. The following is a comprehensive list of fund sources, with an explanation of their usage: <ul style="list-style-type: none">• The State of Alabama School Foundation Program: The State of Alabama funds the BASIC programming in terms of teacher units based on student enrollment. For the 2007-2008 school year, the state is funding some teacher units, plus fringe benefits, teacher supply money, Technology, Library Enhancement, Professional Development, ELL, and Textbooks. The grand total of state money is \$1,338,260.47. A budget detail is enclosed in this plan.• Title I – Part A (Federal): This money is used to SUPPLEMENT regular funded programming. For the 2007-2008, Title I monies are being used to fund two reading specialists and an ESL teacher, to pay instructional funds for those three teachers, to pay for parental involvement activities and materials, and to purchase school materials. This budget totals \$220,610.67, and is spent in addition to state/local monies.• Title II – Part A (Federal): No Title II money is received.• Title III – English Language Learners (ELL) (Federal): No Title III money is received.• Title IV – Safe and Drug Free Schools (Federal): These funds will be used for materials/supplies that deal with drug-free education activities such as Red Ribbon Week. Title IV budget for 2007-2008 is \$523.00.• Local Funds: Our PTO budget for 2007-2008 totals \$29,413.36. Allocated monies (copier paper, supplies, and rental; clinic supplies; workroom supplies; laminating film; and playground improvements) total \$2996.55. Encumbrance for yearbook balance totals \$1,132.87. Requests total \$15,350.00, leaving a balance of \$9933.94. Torch Bearer Award money totals \$15,000. This money will be spent on 8 LCD projectors, mounts, brackets, screens, cables, and installation, leaving \$1,153.18 to be spent on instructional supplies.
3. 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.
Athens Elementary School realizes that students need support emotionally and academically during periods of transition from early childhood programs to elementary school and from the current school to the next school. The following are transition activities offered: <ul style="list-style-type: none">• Kindergarten pre-registration is offered in the spring.• Parents receive a Kindergarten pamphlet upon registering.• During summer, before school begins, students have the opportunity to attend a two-week Kindergarten Camp. During this time students practice routines that will be a part of the normal school year.• A supply list is included the last nine weeks report card.• An open house for all grades will be held at the beginning of the school year at which time students and parents may meet teachers and visit classrooms.• Fourth grade students visit Athens Intermediate School during the spring.

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

Every year an Athens City School representative attends job fairs in Alabama that are sponsored by colleges and universities for the purpose of attracting highly qualified teachers. Prospective teachers are given information about the school system. Contact information is collected from prospective teachers in high-need areas and these teachers are encouraged to apply and consider relocation to the area. Administration determines personnel needs that require the use of Title I funds. Applications are accepted state-wide when job openings are available in order to choose only those teachers who are highly qualified. The decision of hiring qualified staff is made by the local school. Principals are required to have the knowledge of each teacher's highly qualified status and the area the teacher is highly qualified to teach. All scheduling and assignment decisions are made using this information. New teachers are assigned mentors within the school for the first two years and are monitored three years by the administration and Central Office staff. All teachers are required to participate in professional development activities organized by the administration of the local school and encouraged to seek additional professional development activities. Funding for high-quality, on-going activities is provided by local, state and federal funds.

Currently, 100% of Athens Elementary teachers are highly qualified.

5. Assessments and Teacher Involvement: Describe how teachers in the school meet to collaborate regarding the use of academic assessments to provide information on and improve the achievement of individual students and the overall instructional program.

Teachers are involved in the decisions regarding the use of state academic assessments. Teachers will administer assessments to determine if students have mastered objectives taught. These assessments are used to determine if further instruction can continue or if remedial activities need to be implemented. Teacher input is considered at different levels of assessment results. The following are various ways that teachers make decisions that guide instruction:

- The faculty collaboratively studies the disaggregated data and results of the state assessments.
- Building Based Student Support Team members evaluate data collected on referred students to determine if there are any indicators that would warrant more in depth testing or referral for special services.
- Grade level data meetings are held to adjust instructional procedures and strategies based on the progress monitoring data.
- Multi-grade level meetings help identify any instructional gaps or overlaps that may occur in grades K-4.
- Informal grade level and subject area meetings are held to discuss progress of students and steps to be taken to help students who demonstrate weaknesses in identified academic subjects.
- System-wide grade level meetings are held to develop reading progressions and math pacing guides which are aligned with the Alabama Course of Study.
- Standards-based report cards have been developed for grades K-3.

Teacher representation and teacher input is included on school budget committees, policy committees, textbook selection committees and school calendar committees. This voice allows teachers to be involved in all areas of overall instruction and testing.

6. Special Populations: Describe programs used for each group of migrant students, English language learners, and homeless students.

All students at Athens Elementary School, including those identified as migrant, limited-English proficient, homeless, economically disadvantaged, and neglected/delinquent, have access to all services and programs available, including free/reduced lunch, Title I services, ELL services, Special Education services, At Risk, and counseling services. Also, Athens Elementary School uses the Department of Human Resources, the Department of Mental Health, and various community resources to provide students with necessary school supplies, food, clothing and shelter.

All homeless, migratory, and limited-English proficient students must have equal access to the same free appropriate public education provided to other children and youth. All homeless, migratory, and limited-English proficient students are provided with the opportunity to meet the same challenging state content and state student performance standards to which all students are held without being stigmatized or isolated.

Each new student receives a Home Language Survey used to determine eligibility for limited-English proficient testing. Students qualify for testing if the survey indicates that a language other than English is used by the student or at the student's home. All eligible students are tested with the WIDA Access Placement Test (W-APT) to determine if a student is eligible to receive services through the English Language Learner (ELL) program. Parents or guardians have the right to waive ELL services. If the parents or guardians agree for the student to receive services, an English Language Learner (ELL) committee convenes to determine appropriate services and placement for each

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individual student. The ELL committee consists of the ELL teacher, parents or guardians of the student, the student's teacher, the school counselor, an interpreter, and/or school administrator. A variety of services to all ELL students is provided, such as content area tutoring, pull-out ESL, pull-out for individual support, and content-based ESL. Parents are provided the opportunity to receive all updates and important school documents in English and Spanish. The ELL committee reviews each student's progress annually. If the student scores proficient on the WIDA Access test and is performing on grade level (determined by grades, teacher recommendations, and results of reading standardized tests), the student becomes eligible to exit the ELL program and will be monitored for two years to ensure success.

Parents or guardians of each student receive an Agricultural Survey. The ALSDE Migrant Recruiter reviews the surveys to determine potential migrant families. Migrant students automatically qualify for free breakfast and lunch. Migrant students have access to all services and programs available to the rest of the students.

Athens Elementary School provides special education services and uses appropriate procedures in accordance with federal and Alabama State laws and regulations. The Referral Coordinator tracks referrals and notices to parents concerning eligibility meetings. The evaluation is conducted to determine if the student is eligible for special education services. An Individualized Education Plan (IEP) team convenes to determine the eligibility for special education services. The IEP team develops the Individualized Education Plan based on the results of the evaluations, the concerns of the parents, and the academic, developmental, and functional needs of the child. To the maximum extent appropriate, special education students are educated with children who are not disabled. Special education classes will occur only when the nature of severity of the disability is such that education in the general education classroom, including the use of supplementary aids and services, cannot be successfully achieved. Athens Elementary School ensures that children with disabilities have access to a variety of educational programs and services available to non-disabled children, including art, music, ELL, and physical education. In addition, special education students are provided with an equal opportunity to participate in all extracurricular activities available to non-disabled students.

The LEA attendance officer is responsible for identifying homeless students upon enrollment and providing them with support. The school uses Alabama State Department of Education and federal regulations and definitions to identify homeless students. Athens Elementary School is contacted by the Department of Human Resources, Social Services, LEA Attendance Officer, or parent to initialize identification of homeless students. The counseling office and school administrator identify possible services. If further intervention is needed, the local school will contact the district office for possible funding or other needs. Homeless students have access to all services and programs available to the rest of the students, including free lunch, Title I, ELL, Special Education, and At-Risk. Athens Elementary School uses Title I and supplementary community resources to provide homeless students with necessary school supplies, clothes, and other items of necessity.

Economically disadvantaged students are identified through the application for free and reduced lunch. Students with low family income will be identified as economically disadvantaged students and will be eligible to receive free or reduced breakfast and lunch during the school day. Such students will have equal access to all programs and services available.

7. 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 who experience difficulty mastering the proficient or advanced achievement standards will be provided timely, effective and additional instructional assistance. This will be accomplished by:

- Teacher review of student permanent records, previous test results and any other pertinent information which would help the teacher to determine student strengths and weaknesses
- Compilation of class profiles by teachers and utilization of test reports to determine individual and class strengths and weaknesses, and to address these results during instruction
- Communication with previous teachers and parents who have insight about students' learning styles
- Title I teachers use Voyager Passport materials which have intervention strategies embedded in the curriculum and are aligned with the Alabama Reading Initiative intervention guidelines
- Title I teachers provide additional small group interventions in the classroom setting
- Providing daily small group instruction and intervention by classroom teachers for children experiencing difficulty
- Progress monitoring students in a timely manner based upon DIBELS benchmark assessments
- Conducting monthly date meetings to discuss strategies and procedures that would encourage student success and to review student progress and make changes in instruction as needed
- Utilizing the assistance of the Reading Coach
- Encouraging parental involvement in student education through school conferences, telephone conversations and notes
- Providing extended summer learning opportunities
- Establish alternative learning programs for ELL students

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- Community resources including the Boys & Girls Club
- ELL students and families have English tutoring and homework help available each week through a local mission church
- Two week Kindergarten Camp held in July
- Summer School for grades 1-4

(Comprehensive needs assessment; Schoolwide reform strategies; Timely assistance to students experiencing difficulties; Professional development opportunities; Increase parental involvement - Other components in schoolwide programs that schools may have already addressed on pages elsewhere in this document.)

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Part VI - Additional Components To Be Addressed to Satisfy Federal Requirements Related to Parental Involvement:

A. Parental Involvement: 1) Describe how the school will convene an annual meeting to inform parents of Title I requirements and offerings; 2) how there will be a flexible number and format of parent meetings offered; 3) how parents will be involved in the planning, review and improvement of the Title I Program; and 4) how funds allocated for parent involvement are being used in the school.

1. During the first month that school is in session, Athens Elementary School holds its annual meeting for all parents of participating children. Parents are notified of the meeting through (1) notices sent home by students, (2) school website, (3) public postings, (4) local television, and (5) newspaper announcements. To assist in providing the opportunity for all parents to attend, the meeting is offered at two separate times – once in the evening and once on the following Saturday morning. Topics to be discussed at this year’s meeting are:

- Continuous Improvement Plan
- An explanation of the school’s curriculum and the state’s content standards
- School wide Title I program and participation, its services, and parents’ rights
- Parental Involvement Section of the Continuous Improvement Plan
- School-parent compacts
- Parent Resources
- Parent survey
- Academic assessments used to measure students’ progress and proficiency levels

2. The leadership and staff of Athens Elementary School have a strong belief in the importance of parental involvement and therefore have put measures in place to offer parent meetings on a flexible schedule. Our annual meeting for parents of participating children will be offered two times at the beginning of the school year—once in the evening and on the following Saturday morning. In addition, our parent resources may be checked out any time during the school day, from 7:45 a.m. until 2:30 p.m.

3. Athens Elementary School believes in involving parents in all aspects of its Title I programs. A Parent Advisory Council meets annually to revise the LEA Professional Involvement Plan. We have four parent representatives on our CIP committee who were active participants in the development of the plan and were involved from the first meeting of the committee. In addition, all parents were given the opportunity to review the plan and offer their input before the plan was approved. For the Parental Involvement Plan, all parents were given surveys at the end of the school year seeking their input on activities, training, and materials that the school should offer to parents next school year. Each year on Field Day, the Continuous Improvement Plan, including the parental involvement plan, is reviewed and evaluated. Results of parent surveys are reviewed by the parent representatives and entire CIP committee in determining needed changes.

4. Athens Elementary School uses its parental involvement funds as follows: To fund materials and supplies for parents to use at home, books for students, O.K. (Organized Kid) folders, and parenting consultants, i.e. authors, trainers.

B. Parental Involvement: 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.

At its annual meeting of parents at the beginning of the school year, Athens Elementary School will hold a general meeting where information will be presented about its Title I programs, the curriculum and forms of academic assessment used. Parents will learn about the following subjects taught: reading, math, language, science, social studies, physical education, art, music, and library and computer science. They will also learn about how to schedule parent-teacher conferences and how they can participate in decisions related to the education of their child. Parents will be given a copy of the parent handbook, which includes more detailed information on these topics and a copy of the parental involvement plan. We presently serve 58 Hispanic students. An interpreter is provided at the meeting to communicate with the parents of these children. In addition, documents are provided, to the extent practicable, in Spanish, including report cards and handbooks. Upon conclusion of the general meeting, parents will be invited to visit their child’s classrooms and meet their teachers. At this time, teachers will provide additional information on the subjects they teach and how students are individually assessed.

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<p>C. Parental Involvement: Describe how parents, the school staff, and students share responsibility for improved student academic achievement for participating students (School-Parent Compact).</p>
<p>Athens Elementary School's faculty and parents review and revise its school-parent compact at Field Day each year. The CIP committee considers all suggestions and makes changes if needed. All parents will be given a copy of the compact at our annual parent meeting. The compact will be explained to the parents, and they will be asked to sign the compact signifying their commitment to working in partnership with the school and their child in ensuring that their child is successful in school. Students will also sign the compact as a commitment to share the responsibility for their educational experience. Each teacher will be given the responsibility to explain the compact to the students and obtain the students' signatures. The teachers and the principal will sign the compacts and they will be housed in the classrooms for use during parent-teacher conferences.</p>
<p>D. Parental Involvement: Describe procedures to allow parents to submit comments of dissatisfaction with the Continuous Improvement Plan.</p>
<p>In May of each year, Athens Elementary School brings in its CIP Committee to review, evaluate, and revise its Continuous Improvement Plan. There are four parents on the Committee who represent all the parents of the school. During the review process, all parents are notified of the review through notices sent home in our OK Kids parent communication folders. The notices make parents aware that the plan is under review, that a copy of the plan is available for review at a booth at Field Day, in the Title I Reading Specialists' classrooms, in the school office, and on the school website, and that parents have the right to give input regarding the revision of the plan. The notice also states that after the plan is finalized and approved, if a parent finds the plan to be unsatisfactory, they have the right to submit their concerns in writing to a comment box at the school, and the school will submit their concerns to the LEA at the same time that the CIP is submitted. The LEA will then direct these concerns to the State Department of Education.</p>
<p>E. Parental Involvement: 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.)</p>
<p>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:</p> <ol style="list-style-type: none"> (1) <u>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.</u> (Describe) Athens Elementary School will accomplish much of this through its annual parent meeting to be held at the beginning of the school year. At that time, parents will receive an overview of the state academic content standards, academic achievement standards, and assessments. In addition, an explanation will be given regarding Title I, what services will be offered, and how parents can be involved in their child's education. Athens Elementary will also offer an Open House immediately after the general Title I meeting wherein parents will be given the opportunity to meet their child's teachers and learn about individual class assessments and what their role will be in helping their child to succeed. (2) <u>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.</u> (Describe) Athens Elementary has many parent resources which can be checked out from 7:45 a.m. until 3:00 p.m. on school days. These materials include, but are not limited to, information about reading with your child, creating a home learning environment, and working as a partner with your child's teacher. We also have laptop computers, software, tape recorders, books on tape, and Read with Me kits for home use. An inventory of these materials is provided. (3) <u>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.</u> (Describe) Athens Elementary will continue to work with its teachers through inservices, faculty meetings, and grade level meetings in understanding the importance of parental involvement. All parents are welcome in our school and our school counselor is available to work with them to meet the needs of their children. (4) <u>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.</u> (Describe) Athens Elementary coordinates its parent involvement among our programs and all funding sources within our school. Every effort is made to ensure that this coordination of resources provides the best opportunities for all members of our parent community to fully participate in the education of their children. (5) <u>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.</u> (Describe)

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Presently Athens Elementary has 58 Hispanic students. Information about all school meetings, parent notices, etc. is sent to parents of these children in Spanish. The LEA can provide translation assistance with verbal and written communication with these parents as needed.

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

Athens Elementary will make every effort to work with parents in meeting their requests as related to their involvement in their child's education.

F. Parental Involvement: 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 at school reports in a format and, to the extent practicable, in a language that parents can understand.

Athens Elementary School, to the extent practicable, provides opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory students. Athens Elementary has 58 Spanish-speaking students; therefore, all parent notifications are sent to parents of these children in Spanish (including report cards and handbooks). In addition, we have a translator who is available to assist in verbal communication with these parents. At this time,

Athens Elementary has 7 migrant students. Every effort is made to accommodate parents with disabilities. These efforts may include, but not limited to, phone calls, mailings, notes, emails, public postings, local television channel, and website, as well as home visits. Athens Elementary School is a handicapped-accessible building.

G. Parents' Right to Know

Athens City Schools "Parents' Right-to Know" Implementation Plan

Athens City Schools receives federal funds for the Title 1 programs that are a part of the *No Child Left Behind Act of 2001*.

Throughout the school year, parents are provided with important information about this law and their child's education.

The Federal Programs Coordinator provides evidence upon parent request that Athens City Schools ensures that each principal of a school operating a Schoolwide Program or a Targeted Assisted Program will attest in writing annually as to whether their school is in compliance with the Highly Qualified Requirements. Section 1119 (h)(i)(I). This information is announced on the district website, (www.acs-k12.org). Parents are invited to view the letters of attestation either at their child's school or at the Athens City Schools Annex at 219 Christine Street, Athens, Alabama, 256-233-6635.

Athens City Schools must notify parents that they can request information regarding the professional qualifications of the student's classroom teachers. A letter to parents is mailed informing the parents that they may inquire concerning:

- Whether the teacher has met state qualifications for the grade levels and subject areas in which the teacher provides instruction;
- Whether the teacher is teaching under emergency or other provisional status through which state qualifications have been waived;
- The baccalaureate degree major of the teacher and any other graduate certification or degree held by the teacher and the area of study for certification or degree;
- Whether their child is provided services by teacher aides and, if so, their qualifications.

This information is made available upon request within ten working days after receiving the request. Copies of responses are retained in the Central Office.

Parents will be provided with the following information without their making a request:

- Achievement information will be provided to all parents at a fixed time during the year along with assessment data. Student test scores are mailed to parents along with an invitation to contact the teacher should they want to have a meeting to discuss the results further.
- A letter will be sent to notify parents if their child will have a teacher, or substitute, who is not highly qualified in accordance with the Title IX definition and the state's criteria.

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All of the information will be provided, to the extent practicable, in a language that the parents can understand.

Athens City Schools uses federal funds to provide a language instruction educational program. As determined in part C of Title III, the LEA shall, not later than 30 days after the beginning of the school year, inform a parent or parents of a limited English proficient child identified for participation or participating in such a program of the following:

- The reasons for the identification of their child as limited English proficient and in need of placement in a language instruction educational program;
- The child's level of English proficiency as measured using the WAPT-screener or ACCESS and the status of the child's academic achievement;
- The methods of instruction used in the program in which their child is , or will be participating, and the methods of instruction used in other available programs, including how such programs differ in content, instructional goals, and the use of English and a native language in instruction;
- How the program in which their child is , or will be participating, will meet the educational strengths and needs of their child;
- How such program will specifically help their child learn English, meet age-appropriate academic achievement standards for grade promotion and graduation;
- The specific exit requirements for the program, including the expected rate of transition from such program into classrooms that are not tailored for limited English proficient children, and the expected rate of graduation from the secondary school;
- In the case of a child with a disability, how such a program meets and agrees with the objectives of the individualized education program of the child;
- Information in writing pertaining to the parental rights that includes—
 - a) the right that parents have to have their child immediately removed from such program upon their request;
 - b) the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available;
 - c) assisting parents in selecting among various programs and methods of instruction, if more than one program or method is offered
- A separate notification will be provided if the school that serves an LEP student fails to make AYP on annual measurable achievement objectives for the fiscal year.
- All information is provided in a uniform format and understandable language.
- If a child is identified as LEP after the beginning of the school year, notification is made within two (2) weeks.
- Athens City Schools has in place an effective means of outreach to parents of limited English proficient students to inform parents regarding how the parents can be involved in the education of their children and be active participants in assisting their children to attain English proficiency, achieve high levels in core academic subjects and meet challenging State academic content standards expected of all students. This includes holding and sending notices of meetings for the purpose of formulating and responding to recommendations from the parents of students assisted under this part.
- A student shall not be admitted to, or excluded from, any federally assisted education program on the basis of a surname or language status.

Part VII- PROFESSIONAL LEARNING NEEDS RELATED TO ACADEMIC CHALLENGES Including ENGLISH LANGUAGE PROFICIENCY, SCHOOL SAFETY, DISCIPLINE, AND SUPPORTIVE LEARNING ENVIRONMENTS (Reminder: NCLB Section 1116 requires that each year Title I schools identified for improvement must reserve the equivalent of 10% of the Title I school-level allocation made available to the school under Section 1113. In addition, each year LEAs identified for improvement must reserve 10% of their allocations for professional development).

- 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?

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(Parent needs are addressed in the Parental Involvement Plan)

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).

WHAT WEAKNESS OR NEED IDENTIFIED IN ACADEMIC, INCLUDING ELL AMAOs OR SCHOOL CULTURE GOALS WILL THE PROFESSIONAL LEARNING ADDRESS?	WHAT TYPES OF PROFESSIONAL LEARNING WILL BE OFFERED?	WHEN WILL THE SESSION BE DELIVERED? (Please list dates of future PD sessions, not those that have already taken place.)	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?)	HOW WILL PARTICIPANTS BE HELD ACCOUNTABLE FOR SUCCESSFUL IMPLEMENTATION AND IN WHAT WAYS WILL EVIDENCE WILL BE COLLECTED TO SHOW EFFECTIVE ASSIMILATION/INTEGRATION OF STRATEGIES?	WHAT ARE THE FUNDING SOURCES, ESTIMATED EXPENSES, AND PROPOSED NAMES OF CONSULTANTS OR ENTITIES? Example: Title II, \$....00 Dr. Verry Goode	DOCUMENT CONTINUOUS LEA REVIEW AND SUPPORT RESULTS
30% or more ELLs in grades 2-3 will perform at English proficiency level 3 or higher in the language domain of writing to increase composite scores so AMAO-A targets are met.	State Department training on how to implement WIDA standards in the regular classroom Course of Study mini-lessons led by ELL teacher	Fall 2008 Inservice Fall 2008 at Data Meetings	30% of ELLs in grades 2-3 will make APLA by moving from one cohort to the next -ACCESS results will reflect these expected outcomes -AYP data for reading will indicate a narrowed achievement gap between ELL and all students Change in teacher and school culture will be measured through surveys, observations, and data meetings	Participants will be held accountable through classroom observations, small group lesson plans, and benchmark data. ELL teacher will meet with classroom teachers to discuss and reflect on strategies being used. Reading Coach and Principal will monitor small group lesson plans	State Dept. training sessions, \$00.00 Sessions led by ELL teacher \$00.00	

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<p>Second grade students scoring Intensive or Strategic on DIBELS Oral Reading Fluency will increase in words read per minute at a minimum average of 25 words per minute from Winter to Spring.</p> <p>School staff requests training on new School Safety Plan</p>	<p>Follow-up training on active participation</p> <p>Implement Coaching Cycle with focus on fluency intervention</p> <p>Training on fluency component of new reading series</p> <p>Book Study addressing reading fluency/comprehension</p> <p>Training sessions for the School System will be held by LEA Attendance Officer and for individual schools by Principal or designated teacher leader</p> <p>CPR/Defibrillator training will be conducted by School Nurse</p>	<p>During 2nd grade Data Meetings</p> <p>Ongoing 2008-2009</p> <p>System training will occur at the beginning of school year 08/09</p> <p>School training will occur in April 2008</p>	<p>Oral Reading Fluency scores will increase (words read per minute will increase at a minimum average of 25 from Winter to Spring)</p> <p>Faculty, staff and students will feel safer and more prepared for emergencies</p>	<p>Lessons involving active participation will be observed during walkthroughs by Principal and Reading Coach</p> <p>Side-by-side and teacher led lessons as a part of the Coaching Cycle with the Reading Coach</p> <p>Teachers will plan and implement fluency lessons from the new reading series based on the Reading Progression developed by grade level peers</p> <p>Student improvement based on DIBELS progress monitoring data</p> <p>Book Study participants will integrate strategies learned during book study (teacher observations by principal)</p> <p>Fire, tornado, and lockdown drills will be conducted regularly and documented on log</p> <p>Safety Surveys will be given in 2008/2009 to determine if staff feels more prepared</p>		

DUPLICATE PAGES AS NEEDED

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Part VIII - Coordination of Resources/Comprehensive Budget

List all federal, state, and local monies that the school uses to run its program:

Example:

I. State Foundation Funds:		
State Foundation Funds	TOTAL	
Teacher Assigned Units: classroom teachers:	TOTAL OF ALL SALARIES	1,338,260.47
Administrator Units:		103,811.06
Assistant Principal:		
Counselor:		68,361.13
Librarian:		66,492.95
Instructional Supplies		13,781.25
Library Enhancement		4,450.00
Technology		7,787.50
Professional Development		2,002.50
State ELL Funds		0
II. Federal Funds:		
Title I: Part A: Improving the Academic Achievement of the Disadvantaged	TOTAL	220,610.67
<p><i>Title I: (1. Schools identified for improvement must set-aside an equivalent of 10% of its Title I school-level allocation for professional development each year it is in the improvement process. 2. Also include the school's portion of the 95% of the LEA set-aside for parental involvement. For additional guidance, check with the Federal Programs Coordinator in your school district.)</i></p> <p><u>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</u></p> <p>Used for: Title I staff salary and benefits 151,185.68</p> <p>Instructional funds 1,050.00</p> <p>Materials & Supplies 323.32</p> <p>Parent Involvement 1,971.43</p> <p>ESL Teacher 65,555.24</p> <p>Instructional funds 525.00</p>		
<p><i>Title I: (1. Schools identified for improvement must set-aside an equivalent of 10% of its Title I school-level allocation for professional development each year it is in the improvement process. 2. Also include the school's portion of the 95% of the LEA set-aside for parental involvement. For additional guidance, check with the Federal Programs Coordinator in your school district.)</i></p>		

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<i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</i>		
Title II: Professional Development Activities	TOTAL	000.00
<i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</i>		
Title III: For students who don't speak English as their first language....	TOTAL	000.00
<i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</i>		
Title IV: For safe and drug-free schools	TOTAL	523.00
<i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</i> Materials and Supplies/Instruction		523.00
Title V: For 26 different uses; Also called "Innovative Programs"; Includes school improvement, gifted education, nurses, etc.	TOTAL	000.00
<i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</i>		
Title VI: For rural and low-income schools	TOTAL	000.00
<i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</i>		
Other: 21st Century, Learn and Serve, Even Start	TOTAL	000.00
<i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</i>		

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III. Local Funds (if applicable)	
Local Funds	TOTAL
PTO	29,413.36
Torch Bearer Award Money	15,000.00
<i><u>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</u></i>	

Part IX – MONITORING/REVIEW DOCUMENTATION

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<p>INITIAL REVIEW /DEVELOPMENT Target Date: August Purpose: Review assessment data to develop plan or make plan adjustments to existing plan.</p> <p>Date _____</p> <p>Principal Initials _____</p> <p>LEA initials _____ Other _____</p> <p>COMMENTS*</p> <p>*Use additional pages, if needed</p>	<p>REVIEW 1 Target Date: September Purpose: AMENDMENT - Incorporate recommendations from school, LEA and/or SDE.</p> <p>Date _____</p> <p>Principal Initials _____</p> <p>LEA initials _____ Other _____</p> <p>COMMENTS*</p> <p>*Use additional pages, if needed</p>	<p>REVIEW 2 Target Date: October Purpose: IMPLEMENTATION - Provide documentation/evidence of improvement.</p> <p>Date _____</p> <p>Principal Initials _____</p> <p>LEA initials _____ Other _____</p> <p>COMMENTS*</p> <p>*Use additional pages, if needed</p>
<p>REVIEW 3 Target Date: November Purpose: IMPLEMENTATION – Provide documentation/evidence of improvement.</p> <p>Date _____</p> <p>Principal Initials _____</p> <p>LEA initials _____ Other: _____</p> <p>COMMENTS*</p> <p>*Use additional pages, if needed</p>	<p>REVIEW 4 Target Date: January Purpose: IMPLEMENTATION - Provide documentation/evidence of improvement.</p> <p>Date _____</p> <p>Principal Initials _____</p> <p>LEA initials _____ Other _____</p> <p>COMMENTS*</p> <p>*Use additional pages, if needed</p>	<p>REVIEW 5 Target Date: February Purpose: IMPLEMENTATION - Provide documentation/evidence of improvement.</p> <p>Date _____</p> <p>Principal Initials _____</p> <p>LEA initials _____ Other _____</p> <p>COMMENTS*</p> <p>*Use additional pages, if needed</p>
<p>REVIEW 6 Target Date: March Purpose: IMPLEMENTATION - Provide documentation/evidence of improvement.</p> <p>Date _____</p> <p>Principal Initials _____</p> <p>LEA initials _____ Other _____</p> <p>COMMENTS*</p> <p>*Use additional pages, if needed</p>	<p>REVIEW 7 Target Date: April - May Purpose: REFLECTIONS/PROJECTIONS – Evaluate each goal, strategy, and action for continuation, revision, or removal.</p> <p>Date _____</p> <p>Principal Initials _____</p> <p>LEA initials _____ Other _____</p> <p>COMMENTS*</p> <p>*Use additional pages, if needed</p>	<p>Use information from Reviews to Evaluate the plan and to update the plan for the coming year.</p>

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