



ALABAMA STATE DEPARTMENT OF EDUCATION
 Joseph B. Morton, State Superintendent of Education
2008 - 2009
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

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|---|---|---|---|---|
| NAME OF SCHOOL: Rosinton Elementary School | | | | |
| STREET ADDRESS: 19757 County Road 64 | | CITY: Robertsdale | STATE: Alabama | ZIP CODE: 36567 |
| CONTACT: Dr. Theresa Harden | | TELEPHONE: 251/964-5210 | E-MAIL: tharden@bcbe.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, 2008. Year 3 <input type="checkbox"/> or Year 4 or more <input type="checkbox"/> Submit to LEA for Board approval. Mail two copies of PAGE ONE and two copies of PAGE TWO with original signatures 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, 2008. | | | | |
| Made AYP? YES <input checked="" 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): An overview of the Continuous Improvement Plan was presented at the fall PTO meeting on September 16, 2008. Parents were given an opportunity to ask questions or make suggestions at this time. Copies of the plan are available on our school web site, in the parents' section of the library, posted on the faculty bulletin board, and all teachers/staff will be given a copy. |
| *Board Approval: Yes <input type="checkbox"/> No <input type="checkbox"/> Board approval received on _____, 2008. Board Signature: _____ | | | | |
| Superintendent Signature: _____ | | | Date: _____ | |
| Federal Programs Coordinator Signature: _____ | | | Date: _____ | |
| Principal Signature: _____ | | | Date: _____ | |

CONTINUOUS IMPROVEMENT PLAN DEVELOPMENT AND IMPLEMENTATION TEAM

System: Baldwin County

Submit plans electronically to your system's E-GAP Document Library by November 26, 2008

School: Rosinton Elementary School

August 2008

This plan was developed/or revised during the following time period (e.g. April, May – September 200_):
This plan was developed August 4, 2008 through September 19, 2008.

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):

Teachers were involved in the planning process by reviewing student demographic information and assessment data from the DIBELS, ARMT, Stanford 10, EduTest, Scott Forsman intervention and end-of-unit assessments during the teacher work days in August. In September 2008, the school leadership team (including parent members) will review the 2007-08 School Improvement Plan to assess the degree to which implemented strategies have been met. This information will be shared with all staff and interested parents. The staff and parents will provide input on the following: which elements have been successfully mastered and need not be included in next year’s plan; the elements that have been mastered but still require continued monitoring during the 2008-09 school year; the elements that have not been mastered and must be included in the 2008-09 CIP. The school leadership team and staff, along with interested parents will convene to disaggregate standardized assessment data, Pride survey data, School Incident Report data, PEPE data, Technology data and other local data. An overview of the ARMT and Stanford 10 will be presented at the fall PTO meeting on September 16, 2008. Parents were given an opportunity to ask questions or make suggestions at this time. Copies of the Continuous Improvement Plan will be available on our school web site, in the parents section of the library, posted on the faculty bulletin board, and all teachers/staff will be given a copy. The finalized CIP will be sent to the district school board for approval and signatures.

| <p align="center">Instructional Leadership Team Names (The Leadership Team must include the principal, faculty [including ELL resource lead teacher if applicable], staff, parents, community stakeholders, and/or students.)</p> | <p align="center">Positions (Identify position held, e.g., Administration, Faculty, Staff, Grade Level and/or Subject Area, Parents and Community members.)</p> | <p align="center">Signatures (Indicates participation in the development of the CIP)</p> |
|--|---|--|
| <p align="center">Dr. Theresa Harden Wanda Taylor Robin Hughen Debbie Lanicek Tonya Lynn Donna Garvin Daniel McCrory Joel Coberly Sharon Forsman Paula Payne Beth Childress Ann Ellison</p> | <p align="center">Principal Counselor 1st Grade Teacher 2nd Grade Teacher 3rd Grade Teacher 4th Grade Teacher PE STC/Safety Coordinator ARI Reading Coach SLP Teacher School Patron PTO Representative</p> | |

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Part I - SUMMARY OF NEEDS BASED ON A COMPREHENSIVE REVIEW OF DATA

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.alsde.edu:

- Click on Accountability Reporting.
- Choose 2007-2008.
- Select Annual Accountability Results Report.
- Select your system and school.
- Press the Graphics Select Tool button located on the top of the page and select the chart beginning with the school name. (Note: Do not include the legend.)
- Then, right click and select COPY.
- Return to this document and CLICK IN THIS BOX.
- Then, right click to PASTE the chart.
- Adjust the size of the text box to display your test results.

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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. | |
| 100% of teachers have met HQT status. | |
| Number and percentage of teachers Non-HQT: 0 | Number and percentage of classes taught by non-HQT: N/A |
| Alabama High School Graduation Exam (AHSGE): | |
| Strengths: All students reading 6.58 All students math 19.07 | Weaknesses: Special Ed Reading 31.65 Blacks in Reading .71 |
| Alabama Reading and Mathematics Test (ARMT): | |
| Strengths: <ul style="list-style-type: none"> 90% of fourth grade students, 97% of fifth grade students, 94% of sixth grade students, and 85% of third grade students scored in Levels III and IV on the reading portion of the ARMT. 89% of fourth grade students, 74% of fifth grade students, 80% of third grade students and 79% of sixth grade students scored in Levels III and IV on the math portion of the ARMT. | Weaknesses: <ul style="list-style-type: none"> 15% (6) of third grade students scored in Levels II on the reading portion of the ARMT. 5% (2) third grade students scored in Level I and 15% (6) third grade students scored Level II on the Math portion of the ARMT. |
| Stanford 10: | |
| Strengths: In general, both the aggregated and disaggregated percentiles reflected in our school's data indicated positive growth among our students. Specifically, a very sizable percentage of our students scored well above the number of Alabama's minimum proficiency standard of percentile points. In many cases our students scored well above average percentiles of the State of Alabama, as well as statistical average of the SAT-10. | Weaknesses: The most noticeable discrepancy appears to be between male and female subgroups. There is a difference between the free/reduced lunch and paid demographic group. The at-risk students will be inclusive in these two categories. |
| Dynamic Indicators of Basic Early Literacy Skills (DIBELS): | |
| Strengths: <ul style="list-style-type: none"> Phonemic Awareness was seen as a strength for Kindergarten students Oral Reading Fluency was seen as a strength for first grade students | Weaknesses: <ul style="list-style-type: none"> Letter Identification for Kindergarten students Oral Reading Fluency for second grade students Phonemic Awareness for second grade students Comprehension for third grade students |
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| Part I - Continued: | |
| Alabama Direct Assessment of Writing (ADAW): | |
| Strengths: 85% of fifth grade students scored proficient on the ADAW (holistic score). | Weaknesses: 0% of fifth grade students scored in Level I on the ADAW. |
| ACCESS for English Language Learners (ELLs): | |
| Strengths: N/A | Weaknesses: |
| Professional Education Personnel Evaluation (PEPE) School Profile Information: | |
| Strengths: 1.3 Prepares Resources 2.3 Develops the Lesson | Weaknesses: 2.4 Provide Practice/Summarization-curriculum integration/implementation of grade level Lesson plans 3.4 Uses Assessment Results – attend data meetings and in-services relating to ARI data strategies and interventions |
| Additional Data Sources: (e.g., Alabama Alternate Assessment [AAA], School Technology Plan Data) | |
| Strengths: <ul style="list-style-type: none"> • Internet access available in every classroom • Computer Labs have equipment which supports the latest technology standards • Classrooms are equipped with at least one teacher workstation computer and one student computer, and one scanner, and one digital camera • 12 classrooms have LCD Projectors, and two portable LCD Projectors are available for the portable classrooms | Weaknesses: <ul style="list-style-type: none"> • Lesson plans reflect need for incorporating technology (Power Point into instruction, project-based learning) • 100% of classrooms will be equipped with LCD projectors for instructional purposes |
| Local Data (e.g., LEA, school, and grade-level assessments, surveys, program-specific assessments): | |
| Strengths: <ul style="list-style-type: none"> • Formative assessments included examples of open-ended questions • Reading vocabulary knowledge | Weaknesses: <ul style="list-style-type: none"> • Comprehension of reading passages/Critical Analysis |

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| Career and Technical Education Program Improvement Plan: | |
| Strengths: N/A | Weaknesses: |

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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: <ul style="list-style-type: none"> 98% of students did not receive discipline referrals. According to Pride and Principal surveys, effective lines of communication have been established among all stakeholders and are functioning sufficiently. 0% expulsions last year 4% out-of-school suspensions last year (5 out-of 300 students), this was a decrease of 6% from the previous 5% decrease in student tardiness to school | Weaknesses: <ul style="list-style-type: none"> 8% of students received repeated discipline referrals (8 students out of 300). Decrease of 3% in out-of-school suspensions for students with repeated discipline referrals. |
| School Demographic Information related to drop-out information and graduation rate data. | |
| Strengths: N/A | Weaknesses: Robertsdale HS 87% graduation rate which is 3% below 90% minimum |
| School Demographic Information related to teacher attendance, teacher turnover, or challenges associated with a high percent of new and/or inexperienced faculty. | |
| Strengths: The pattern of teacher attendance is consistent with few absences and relatively no turnover. | Weaknesses: |
| 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: <ul style="list-style-type: none"> 96% in yearly student attendance 2% decrease in student tardiness to school | Weaknesses: There was a small number of transfers (two) out of 289 student enrollment. |
| School Perception Information related to parent perceptions and parent needs including information about literacy and education levels. | |
| Strengths: <ul style="list-style-type: none"> Rosinton School met requirements for AYP Internet access available in every classroom Computer Lab has equipment which supports the latest technology standards Classrooms are equipped with at least one teacher workstation computer and one student computer, one Scanner, and one digital camera, 12 classrooms (100%) have LCD Projectors & 2 more are available for use | Weaknesses: <ul style="list-style-type: none"> Lesson plans reflect need for incorporating technology (Power Point into instruction, Project-based learning 100% of classrooms will be equipped with LCD projectors for instructional purposes |
| School Perception Information related to student PRIDE data. | |
| Strengths: Pride Survey results indicated that the school sets clear rules on bullying or threatening other students. Discipline referrals and teacher/student input indicate a need in this area. 100% of students surveyed have never used drugs and feel that drugs are harmful. | Weaknesses: As indicated by the results of the Pride Surveys, an area of concentration will be on empowering the bystander in a bullying situation. This is an area of focus district-wide. |
| School Process Information related to an analysis of existing <u>curricula</u> focused on helping English Language Learners (ELLs) work toward attaining proficiency in annual measurable academic objectives (AMAOs) | |
| Strengths: One ESL students scored IV on the ARMT Reading and Level III in Math in grade 5. | Weaknesses: One ESL 5th grade student scored 1.8 proficiency in speaking on the English Language Proficiency Test. Opportunities will be provided to strengthen this area in the classroom. Submit plans electronically to your system's E-GAP Document Library by November 26, 2008 |
| School Process Information related to an analysis of existing <u>personnel</u> focused on helping English Language Learners (ELLs) work toward attaining proficiency in annual measurable academic objectives (AMAOs) | |
| SCHOOL: Rosinton Elementary School | |
| Strengths: | Weaknesses: |
| School Process Information uncovered by an analysis of curriculum alignment, instructional materials, instructional strategies, reform strategies, and/or extended learning opportunities. | |
| Strengths: | Weaknesses: |

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):
 To increase the percent of students meeting or exceeding baseline proficiency on the mathematics portion of the Alabama Reading and Mathematics Test (ARMT) 68% grade three, increase AMO of 72% in grade four, 65% in grade five, and 56% in grade six during the 2008-09 school year. To increase the percent of all students scoring at Levels III and IV on the ARMT in reading by maintaining 77% in grade 3, increasing 77% in grade 4, maintaining 77% for grade 5, and increasing 81% in grade 6 in 2008.

Data Results on which goal is based: 85% of third grade students, 90% of fourth grade students, 97% of fifth grade students, and 94% of sixth grade students who scored in Levels III and IV on the reading portion of the ARMT in 2007;80% of third grade students, 89% of fourth grade students, 74% of fifth grade students, and 79% of sixth grade students who scored in Levels III and Levels IV on the ARMT Math portion for 2008.

| | | | | |
|-------------------------------|--|---|--|---|
| TARGET GRADE LEVEL(S): | TARGET CONTENT AREA(S): Circle One Reading Math Science Other | AHSGE: Reading Math Science Social Studies Language | Additional Academic Indicators: | TARGET STUDENT SUBGROUP(S): Special Education |
|-------------------------------|--|---|--|---|

| COURSES OF STUDY | REFORM STRATEGIES | BENCHMARKS | | INTERVENTIONS | RESOURCES | CONTINUOUS LEA REVIEW AND SUPPORT OF THE PLAN (+, -, N/A) |
|--|--|---|---|--|---|--|
| 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.) | WHAT DATA WILL BE GATHERED THROUGHOUT THE YEAR TO MEASURE PROGRESS AND HOW OFTEN WILL PROGRESS BE REVIEWED? | WHAT INCREASE (%) IN PROFICIENCY IS ANTICIPATED AT EACH CHECKPOINT? | 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) | WHAT IS THE TIMELINE FOR REVIEW OF IMPLEMENTATION? |
| Math: Grade 3 Standards N8 & N9 Geometric Find locations on a grid using horizontal and vertical movement; data analysis Grade 4 Standards N7 & N8 Problem Solving & Decimals Grade 5 Standards N8 & N9 Decimals & Patterns & Relationships Grade 6 Standards N1 Compute fluently with addition, subtraction, multiplication, and division of decimals and fractions. N2 Solve problems involving decimals, percents, fractions, and proportions M2.1 Estimate perimeter and area & M4 Convert units of length, weight, or capacity within the same system (customary or metric) | Based on ARMT and Stanford 10: (1) Implement explicit, intensive instruction through the use of small groups/cooperative learning in every classroom for 30 minutes three times a week to focus on identified weaknesses <ul style="list-style-type: none">Use assessment data (ARMT student reports, Scott Forsman Intervention, and end-of-unit assessments) to establish flexible groups within the classroom.Use manipulatives to reinforce skills previously taughtAIMS Activities (2) Formative assessments will include examples of open-ended questions. | Review of EduTest Results From beginning, middle, and end of year assessments Scott Forsman Intervention will be Utilized at the end of the math chapters | 5% increase of student mastery at each administration of end of the chapter tests | <ul style="list-style-type: none">Increase the number of days for small-group instruction from three to five days each weekAnalyze multiple measures of data to discover other barriers to learning | <ul style="list-style-type: none">After-school, summer, and during school tutorial assistanceComputer LabMath Workbooks | |

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| <p>Reading: Grade 3 Standard 4 Grade 4 Standards 3 & 4 Grade 5 Standard 4, Reading Vocabulary; Synonyms Grade 6 Standard 4 Apply strategies...textual/informational Recreational and functional passages)</p> | <p>(1) Based on DIBELS, STAR, and Stanford 10:</p> <ul style="list-style-type: none"> • Establish flexible small groups, focusing on instructional strategies as scaffolding, text-based discussion and reciprocal teaching <p>(2) Target textual/informational and functional reading passages a minimum of three times per week in all classes:</p> <ul style="list-style-type: none"> • Provide direct, explicit comprehension instruction on strategies to comprehend these passages. • Comprehension Tool Kits/NAEP • Reading Incentive Program | <p>End-of-the-month ARMT-style formative benchmark tests administered at the last week of each month.</p> <p>Data will be reviewed and action plans designed at monthly grade level/data meetings.</p> <p>Assessing Levels of Comprehension Workbook Weekly Comprehension Quizzes</p> | <p>Proficiency will increase by 5% with each administration</p> <p>Documentation of 100% participation at data meetings</p> <p>Data Presentations & Discussions at Faculty Meetings and SACS Meetings</p> | <ul style="list-style-type: none"> • Adjustments in scheduling • Student profile sheets • Textual/informational/recreational/functional passages | | |
| | | | | | | |

***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):
N/A

Data Results on which goal is based:

| | | | | | | |
|-------------------------------|---|----------------|----------------|------------------|-----------------|----------------------|
| TARGET GRADE LEVEL(S): | TARGET ELP LANGUAGE DOMAIN(S): Circle all that apply. | Reading | Writing | Listening | Speaking | Comprehension |
|-------------------------------|---|----------------|----------------|------------------|-----------------|----------------------|

| 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? (List specific strategies, not programs or program names.) | 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? |
| N/A | | | | | | |
| | | | | | | |
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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 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>Surveys completed by parents and students indicate a positive school climate and sense of belongingness. An area of focus is the need for more emphasis on decreasing negative comments made by students and focusing on improvement in building a sense of fair play to eliminate bullying behavior of students.</p> <p>Drug prevention program will be implemented by school counselor during the 2008-09 school year.</p> <p>Teachers will participate in in-service training for the "WAY Program" during the 2008-09 school year.</p> | <p>The Principal and Teachers will utilize Coach Wooden's Pyramid of Success included in student agendas. His book, Inch and Miles will be included to introduce characters and monthly character traits. Students will use the monthly traits and recognized as SMART (Self-Control, Motivated, Alert, Respectful, and Trustworthy. Our school has adopted a zero tolerance to bullying by students and the Leadership Team has proposed the following procedures be put in place this school year:</p> <ul style="list-style-type: none"> • Zero Tolerance to Bullying • Empower the Bystander • Character Education Bulletin Board and 10 minutes of Character Education daily • School-wide reward program for those students who display positive character traits (S.M.A.R.T.) • Positive Character Trait and Pledge of Allegiance will be read by 6th grade student at announcement time in the morning over the PA System <p>The counselor will utilize "Too Good for Drugs" for K-6 grade students which was purchased through Title IV Funds.</p> <p>The "Way Program" (Wellness, Academics, & You) will be implemented school-wide. Teachers attended in-service training on August 6 & 7, 2008.</p> | <p>Surveys to be completed by students and their parents this year.</p> <p>Pride Surveys will be completed by 6th grade students, teachers, and parents.</p> <p>Surveys will also be completed by parents, faculty, and students as part of the Counselor's PEPE evaluation process.</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)

New teachers are given an opportunity to be assigned a mentor teacher at the school level. At the present time there are no new teachers for the 2008-09 school year.

2. Budget: Describe the coordination of all federal, state, and local programs. (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.

There are several monetary sources that are integrated and coordinated into the financial management and instructional planning of Rosinton Elementary School. The following is a comprehensive list of fund sources, with an explanation of their usage:

1. **The State of Alabama School Foundation Program:** The State of Alabama funds the BASIC year, the state is funding 24 units, plus fringes, classroom instructional supply money, Technology, Library Enhancement, Professional Development and Textbooks. The grand total of state money is 2,135,285.
2. **Title Part A (Federal):** This money is used to SUPPLEMENT regularly funded programming. For the 2008-09 school year, Title I Funds account for \$61,104 which will be utilized for 2 extended learning tutors during the school year and in the summer months, preschool purchased services totaling \$20,000.
3. **Title I – Parent Involvement:** LEA Reservation of 1% Funds for Parent Involvement activities total in the amount of \$4,000 for activities such as Open House, Parent Nights, an annual Title I meeting, and Awards Day Programs
4. **Title II – Part A (Federal):** This money is disseminated from the Central Office and is used system-wide for Professional Development activities, class-size reduction (CSR) teachers if the Elementary School is in need of teachers to reduce pupil/teacher ratios in K-6, and incentives for teachers to attend state and county initiative training programs. The Professional Development activities must be in addition to state funded amounts.
5. **Title III – English Language Learners (ELL) (Federal):** This money may only be used to provide supplemental activities system-wide to ELL students anywhere in the school system. It is being spent on students and their families.
6. **Title IV – Safe and Drug Free Schools (Federal):** For system-wide use, this budget is used for materials and supplies that deal with drug-free education activities such as Red Ribbon Week, and contracted services such as those conducted by agencies promoting drug awareness programs.
7. **21st Century Program (Federal):** This money is used for extended day activities. These monies provide an opportunity to participate in a meaningful child-care program from 3:05 – 5:30 p.m. every day during the school year and for six weeks during the summer. Activities must include combination of academic and enrichment programs. The total budget for this school is \$55,000.
8. **Title V – Innovative Education (Federal):** This money is used system-wide to provide the Plato Edutest program for common assessments and to provide transition activities for entering high school students through a 9th Grade Success Academy.
9. **Title X – Homeless education (Federal):** This system-wide distributed money provides for individual needs of homeless students. Locker fees and lab fees, school supplies, clothing, transportation and field trip expenses are examples of monies distributed to schools to cover the expenses of identified homeless students.
10. **Local School funds:** These funds include donations and fundraiser monies that come directly to the school, through the PTO funds and other partnerships. A total projected amount for the 2008-09 is \$7,000.

Integration of Federal, State, and Local Programs is evident at Rosinton Elementary School. Federal Readiness Grant provides a Pre-K teacher and aide and the after school/extended learning tutors and the summer tutor for the reading program salaries. It also provides funds for our student agendas which serve as our main communication between school and home. Each child is provided a daily agenda which includes a calendar of school events and in which teachers and parents can write daily notes or concerns about their child. Title I funds also provide the school with current technology and capacity for student remediation and expansion of knowledge. Parent Nights are sponsored and materials purchased for parent and student use to demonstrate writing skills, computer knowledge, and science fair projects. Teachers are afforded the opportunity to attend useful professional development workshops through Title I funds. Last year, two first grade teachers attended the First Grade Conference sponsored by the State Department of Education. This year, two Kindergarten teachers will attend the Kindergarten Conference and three First Grade Teachers and Principal will attend the First Grade Conference in Birmingham. The Principal will attend the AAESA Fall Conference in Montgomery, AASCD Winter Conference in January, 2009, in Orange Beach, AL, PLC Workshops, NASSP National Conference, and CLAS workshops. These provide opportunities and valuable instructional information that would otherwise not be available due to lack of funding at Rosinton Elementary School. The State Department has afforded an ARI Reading Coach, needed professional development opportunities and resources that are available for our teachers and staff, some of which do not require local school money. These may be offered through a joint endeavor with our local district office. Representative

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Joe Faust helped to fund the newly constructed Pre-K Playground with a monetary contribution of \$2,000 matched by the Baldwin County School Board of \$7,000, the Baldwin County Commission of \$5,000, and the PTO of 7,000. Our local district personnel provide guidance and assistance for the implementation of our School Continuous Plan, and Title I funding. The district personnel are knowledgeable and trained in instructional practices and strategies for student learning. Our teachers can also access assistance and materials that they may need in their classrooms. Our local district provides funding for salaries, benefits, and training for teachers and staff. Local funding is necessary for students, capital outlay costs, and other expenditures to operate Rosinton Elementary School. Federal, State, Local Program are integrated at our school to provide the best possible education for our children. These three components of funding and support are necessary to promote student learning.

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.

Funds from the Readiness Grant has provided a full-time Pre-K Program for 18 students this year. Last year 18 students participated in the Program. Students enrolled in the Rosinton Pre-Kindergarten program will be invited to attend an orientation with the elementary school they will be attending for their kindergarten year. Area preschool teachers are invited to attend teacher workshops that will help them grow professionally and as better prepare their students for kindergarten. Kindergarten students are assigned to each elementary by attendance zones. Teachers welcome students to school, offering a supply list and any other helpful information. Kindergarten parents are invited to an orientation for their information on Open House. If parents of new students – Kindergarten through Sixth Grade would like to tour schools they are

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.

Baldwin County Public Schools makes every effort to employ competent, highly qualified teachers. Personnel from the system's Human Resources Department attend recruitment fairs at state colleges and universities. The purpose for attending these fairs is to recruit well trained, highly-qualified teachers in-field, and certified by the State of Alabama. Rosinton Elementary School currently has 100% highly qualified teachers on staff. Notification letters of anticipated openings are sent to each principal from the Human Resources Department for posting. These notifications are also posted at the Central Office, each school, and on the internet. Once a position is advertised, principals contact the Human Resources Director to review applications. The decision to interview is based on many variables. Such as completeness of the application and the area of need. Applicants are screened by the Human Resources Director, and then interviewed by the principal who make recommendations to the Superintendent/Board of Education. Strategies that have been and are currently being used to attract high-quality, highly qualified teachers include:

- College recruitment three-state area (AL, GA, FL)
- Advertising through local newspapers, BCPS Website, etc.
- System web page features job opportunities and applications on-line
- Scholarships offered to high school students interested in becoming a teacher
- Mentoring program for novice teachers and teachers who are new to the system
- SACS Accreditation
- Academic clear status
- State-of-the art facilities

Rosinton School follows established recruitment procedures of the Baldwin County Public Schools. Procedures are followed to ensure that experienced, qualified and in-field teachers in high-need subject areas are employed. Teachers are hired and assigned to grade levels according to their certification.

A new teacher orientation seminar is held annually prior to the opening of school to familiarize new teachers with system wide procedures and policies. Professional Development opportunities will be available to strengthen skills/improve knowledge and effective practices utilized in the classroom.

Paraprofessionals provide instructional support services under the direct supervision of certified teachers. Professional Development opportunities will be provided to strengthen skills/improve knowledge of non-certified personnel. Paraprofessionals will follow system guidelines and procedures to meet certification requirements.

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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 all phases of student academic assessment. Rosinton is participating in SACS District Accreditation. Teachers/staff will serve on committees to review instructional practices and organizational conditions of our school are congruent and well aligned with the school's mission statement and beliefs. However, three areas were identified for improvement. These areas were:

- To improve student proficiency in written communication skills
- To provide opportunities for students to explore additional applications of their learning through the use of enrichment software and to generate new and creative ideas through a variety of media sources
- To provide on a consistent basis appropriate interventions and extended opportunities for students to improve and enrich their learning within a collaborative community network and to provide the resources to support their achievement
- Progress on all three goals will be reviewed quarterly by the teachers, staff, and principal through classroom observations, student work samples, assessment scores, and survey responses. Annual reviews will include professional development profiles, standardized test scores, technology survey, and school report card. Teachers will also concentrate in their professional development plan on the Competency 2.4 Provide Practice/Summarization through curriculum integration/implementation of grade level lesson plans and 3.4 Uses Assessment Results by attending data meetings and in-services relating to ARI data strategies and interventions. The outcome will be improved students performance. Teachers will review quarterly student assessment results (i.e. DIBELS, ARMT, SAT, and other student data) and keep accurate records of student data. Testing interpretation of data will be reviewed at faculty meetings, ARI data monthly data meetings, parent nights, and scheduled PTO meetings.

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

Programs for migrant, English Language Learners (ELL) and the homeless are available through Federal funding. Resources such as tutoring intervention, computer software (Rosetta-Stone) are available for ELL students. Title X – Homeless education (Federal) funds provide for individual needs of homeless students through locker fees, lab fees, school supplies, and clothing, transportation, and field trip expenses.

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.

The following procedures have been implemented to assist students experiencing difficulty:

- Students are identified with academic difficulty on standardized tests in Total Reading and are provided with intervention classes and additional support. Documentation: SAT-10 & ARMT results
- Students in grades K-3 are assessed and progress monitored using DIBELS to identify fluency reading levels and areas of weakness. Documentation: DIBELS Benchmark Goals
- Students who have academic difficulty (D's and F's) on progress reports are identified with mid-quarter progress reports. Strategies are identified for students receiving D's and F's. Parent conferences for identified students will be held to discuss identified strategies to use at home. Documentation: Progress reports and conference forms
- Schedule parent conferences needed to discuss performance and achievement
- Accelerated Reader Motivation Program is used to enhance reading skills. Documentation: Accelerated Reader Reports, STAR Tests
- Summer school and extended learning opportunities are provided for identified students. (ELL student participation is encouraged). Documentation: Summer School Student Records
- Plato Edu-test and Pathways Program identifies student needs and prescribes individual student tutorial assistance. Documentation: Plato Edu-test and Pathways Programs
- Intervention Teachers will provide assistance to students in grades K-6 who are having difficulty in the areas of reading and math. Documentation: Data Sheets, DIBELS/SAT 10 scores, ARMT and Intervention Teacher Lesson Plans
- ELL Resource teachers provide English skills to ELL students. Documentation: State mandated test data (assessments)
- Building Based Student Support Teams meet as needed – weekly, monthly – to discuss students who are experiencing extreme difficulty in the classroom in any area to include evaluating, monitoring, and maintenance of the student's progress. Documentation: BBSST paperwork maintained by the building guidance counselor
- Extended learning opportunities will be provided to include after-school extended day program and in the summer program. Documentation: Extended Day Records and Summer School Records
- Peer tutoring is provided once a week for struggling readers. Documentation: DIBELS, SAT-10, and ARMT.

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(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.

The Rosinton Elementary School staff believes that the education of children is a collaborative effort between parents and the school. Further, it is our belief that the involvement of parents of students enhances the effectiveness of the program and promotes student success. Rosinton Elementary School will strive to fully involve parents in the education of their child. Rosinton Elementary School will involve parents in the development and distribution of a written parental involvement policy. Our involvement policy will consist of the following elements:

- Involve parents in the joint development of an instructional plan and the process of school review and improvement.
- Develop with parents a school-parent compact.

Strive to develop strong school/family/community partnerships by assisting parents in understanding the No Child Left Behind Act, goals and performance standards, the curriculum that is used in the school, assessments, Title I requirements, and the evaluation process of the academic progress of students, providing activities to promote improved student achievement through encouraging parents to attend the mandatory Title I informational meeting, parent-teacher association meetings, and parent-teacher conferences held at the school, parent workshops on specific strategies to assist them in helping their child improve in mathematics or reading, workshops to assist parents in interpretation of assessment results, and parenting workshops on attendance policies and student code of conduct. The Division of Instructional Services will provide coordination, technical assistance, and support to assist Rosinton Elementary School in planning and implementing an effective parental involvement plan. The plan will incorporate the following:

- Provide materials and facilities to train parents and other school and system personnel to work cooperatively in meeting the academic needs of students.
- Coordinate and integrate parental involvement strategies with preschool agencies
- Conduct with parents an annual evaluation of the content and effectiveness of the parental involvement plan related to improving student achievement. The evaluation shall identify barriers of hard-to-reach parents who are economically disadvantaged, disabled, limited English proficient, limited literacy or of any racial or ethnic minority background.
- Provide reasonable support for parental involvement activities as parents may request.
- Utilize results of the annual evaluation to assist schools in strategies for school improvement and revise, if necessary, the parent involvement policies.
- Provide parents an opportunity to comment on a school-wide program they deem unsatisfactory for the school.

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.

Information will be provided to parents in the following manner:

- Ensuring to the extent possible, that information sent home is in language and form that parents can understand
- Involve parents in an organized, on going, and timely way, in the planning, review, and improvement of program
- Striving to involve parents in the activities of the school
- Providing parents timely reports of their child's progress
- Offer flexible meeting times for parent participation

C. Parental Involvement: Describe how parents, the school staff, and students share responsibility for improved student academic achievement for participating students (School-Parent Compact).

A planning committee was formed at Rosinton Elementary School for the purpose of revising the Title I Continuous Plan to include the No Child Left Behind Act of 2001 regulations. Opportunities are available for all students (including migratory, English Limited Proficiency, homeless, economically disadvantaged, and neglected/delinquent) to meet state proficient and advanced levels of student academic achievement on state content standards. Rosinton Elementary School's Continuous Planning Committee is made up of representatives from all grade levels (K-6) as well as the principal, parents and community representatives. The selected members are responsible for any decision-making regarding the School Continuous Plan and distributing any information needed to their constituency groups including faculty, staff, and parents. Parent and community representatives were selected because of their dedication and interest in our school. Rosinton Elementary Continuous Plan is reviewed and monitored throughout the school year by the School-wide Advisory Committee. Faculty committees, based on

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competencies, are responsible for maintaining documentation of data sources. Planning; on-going implementation; and an annual evaluation of the school continuous plan is reviewed at faculty/grade level, Parent Advisory Committee and SACS committee meetings. These committees will be responsible for reviewing data included in the plan to determine an increase in academic achievement and other indicators of school success. Goals and progress are communicated to the faculty, parents, students, and stakeholders through faculty meetings, PTO meetings, and newsletters, so that there is a shared commitment for a quality education for all students at Rosinton Elementary School.

D. Parental Involvement: Describe procedures to allow parents to submit comments of dissatisfaction with the Continuous Improvement Plan.

Copies of the School Continuous Plan will be located in the Federal Programs Coordinator's office, Principal's office and the school library. This plan will be available, upon request during the normal operational hours of the school to parents, students, and the public for review purposes. Scientifically-based research in the School Continuous Plan will be noted as (SBR). Documentation of scientifically-based research as well as all other documentation will be located in the NCLB file in the principal's office and at the Loxley Central Office Satellite. Any parent or other constituent may address questions or concerns directly to the principal or may contact the Federal Programs Office at 972-6863.

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.)

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)

Rosinton School will accomplish this through the PTO meetings which are held four times throughout the school year. At the first PTO meeting, 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 have the right to be involved in their child's education and the importance of communication through the provided student agendas or other ways with their child's teachers. Rosinton School offered an Open House before school began which provided an opportunity to meet their child's teachers and learn about individual assessments and what their role will be in helping their child succeed.

- (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)

Rosinton School's CIP Committee works diligently to ensure that all parent materials and training is closely aligned with our schools identified goals. A section in the library has been designated as a parent center within the school. This area is open during the school day from 7:00 a.m. until 4:00 p.m. and in the evenings during scheduled parent nights. Throughout the year, parent nights will include topics which address identified school goals, such as reading and math. Parents will be provided related materials and books for use with their children. Specific topics will include reading with your child, motivating the reluctant learner, creating a home learning environment, and working as a partner with your child. One parent night will include activities which involves the scientific research process for the upcoming science fair.

- (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)

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Rosinton will continue to work with its teachers through inservices, faculty meetings, and grade-level meetings in understanding the importance of parental involvement and building partnerships with parents. This year, our CIP committee has placed special emphasis on the need to ensure a closer connection between our school identified goals and our parent involvement activities. Grade-level meetings will include a parent involvement focus with the outcome of providing activities and materials that meet our schools identified goals.

(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)

Rosinton coordinates its parent involvement program to include all parents. The principal, reading coach and teachers work together to plan activities that will benefit all children and the identified school's goals which are aligned with our CIP goals.

(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)

Information on all school meetings, parent notices, etc., is sent to parents of children in the language they can understand. These are provided in Spanish if needed. An interpreter is available from the district to provide services or information ELL students as needed.

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

Rosinton makes every effort to work with parents in meeting their requests as related to their involvement in their children's education. For example, parent surveys conducted in May requested that PTO meetings and training night be moved from 7:00 p.m. to 6:00 p.m. on Tuesday nights. Parents were given the opportunity to discuss the change at the May PTO meeting and then sent home a survey to vote on the change that was sent to all parents.

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.

Rosinton School, to the extent practicable, provides opportunities for the participation of parents with limited English proficiency and parents with disabilities. Rosinton presently has 2 Spanish-speaking students therefore parent notifications are sent to the parents in Spanish as needed.

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 X NO**
- Does the plan include opportunities for teachers, principals, paraprofessionals, other staff, and parents? **YES X 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? <small>(Please list dates of future PD sessions, not those that have already taken place.)</small> | WHAT ARE THE EXPECTED OUTCOMES OF PROFESSIONAL LEARNING? <small>(Following the professional learning, how will academic or cultural challenges be impacted – what does it look like?)</small> | 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? <small>Example: Title II, \$....00 Dr. Very Goode</small> | DOCUMENT CONTINUOUS LEA REVIEW AND SUPPORT RESULTS |
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|--|--|--|--|--|---|--|
| <ul style="list-style-type: none"> Continue building capacity of Professional Learning Communities (PLCs) of principals and school leadership teams Deeper study of PLCs | <ul style="list-style-type: none"> Leadership teams attend PLC training & workshops Professional development will include PLCs Refine collaborative processes, examination of data, and development of Pyramid of Interventions | <ul style="list-style-type: none"> PLC Workshop 2008-09 Include in Professional Development Activities 2008-09 During 2008-09 school year | Increase collaboration efforts by establishing Professional Learning Communities among the faculty as a means of problem solving | <ul style="list-style-type: none"> Certificates of attendance Sign-in sheets from Professional Development Activities Faculty Agendas and Grade-Level Committee Notes | <ul style="list-style-type: none"> Title I Funds District Level | |
| | | | | | | |

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 | 1,525.038 |
| Teacher Assigned Units: 17.05 | classroom teachers: | TOTAL OF ALL | 882,275 |
| SALARIES | | | |
| Administrator Units: 1 | | | |
| Assistant Principal: 0 | | | |
| Counselor: 1 | | | |
| Librarian: 1 | | | |
| Instructional Supplies | | | 7,820 |

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| Library Enhancement | 3,421 |
| Technology | 4,887 |
| Professional Development | 684 |
| State ELL Funds | |
| II. Federal Funds: | |
| Title I: Part A: Improving the Academic Achievement of the Disadvantaged | TOTAL |
| <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> | |
| <i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</i> | |
| Purchased Services, materials and supplies | \$41,410 |
| Parental Involvement (Workshops, Materials & Supplies) | \$ 4,193 |
| Title II: Professional Development Activities | TOTAL |
| <i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</i> | |
| District is funding 14 class size reduction units from Title II funds | |
| Title III: For students who don't speak English as their first language.... | TOTAL |
| <i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</i> | |
| District Wide Initiative Funds for ESL tutors, aides and Parent Liaisons | |
| Title IV: For safe and drug-free schools | TOTAL |
| <i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</i> | |
| Counselors receive \$425 to purchase guidance materials and supplies. District wide site license is \$575 for Discovery Health Connections; District wide funds purchase <i>To Good for Drugs</i> Curriculum materials; District wide travel funds for counselors to attend conferences; District wide purchase of Pride Surveys for 6-12 grade | |

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| students with sample surveys distributed to teachers and parents | | |
| Title V: The State Department has resolved Title V Funding | TOTAL | |
| <i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</i> | | |
| District wide funds support Innovative program funds for the <i>Artist In Residence</i> program for each K-12 school; Test Trax subscription for K-8 schools and library books for new or expanded library facilities | | |
| Title VI: For rural and low-income schools | TOTAL | |
| <i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</i> | | |
| N/A | | |
| Other: 21st Century, Learn and Serve, Even Start | TOTAL | \$55,000 |
| <i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</i> | | |
| | | |
| III. Local Funds (if applicable) | | |
| Local Funds | TOTAL | |
| <i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</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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