



## CONTINUOUS IMPROVEMENT PLAN DEVELOPMENT AND IMPLEMENTATION TEAM

This plan was developed/or revised during the following time period (e.g. April, May – September 2010):

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):

Indian Valley Elementary School's Continuous Improvement Plan is an ongoing process based on the needs of our students. In August 2010, the teachers were trained on the CIP development process. The faculty and parents on the leadership team met to analyze data from the previous school year to develop the CIP. In compiling the Comprehensive Needs Assessment, committees worked to analyze and summarize the data collected at Indian Valley Elementary School. Additional data based on student performance at the third grade level in both reading and math, and on the fifth grade writing assessment at Pinecrest Elementary was also reviewed. Faculty members analyzed data specific to Indian Valley students to determine areas in need of improvement. The faculty met to suggest goals, strategies, action steps, professional development, and resources for the CIP to be implemented for the 2010 -2011 school year. When the draft was completed, the faculty, staff, and leadership team reviewed the CIP and had the opportunity to suggest amendments if needed, and all questions and concerns were addressed. Requested amendments were examined and decisions were made by the school leadership team and faculty/staff. The finalized CIP was sent to the Sylacauga superintendent and school board for approval and signatures in September 2010.



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

Alabama AYP Accountability Reports

School Status Report

Alabama Department of Education  
 Adequate Yearly Progress Status for 2010-2011  
 Based on School Year 2009-2010 Data

193 Sylacauga City - 0015 Indian Valley Elementary School (0149) Priscilla Elementary School

This school met 19 goals out of 21 (90.48%)

2010-2011 AYP Status

Did Not Make AYP

Not in School Improvement

Reading

Did Not Make AYP	Percent Participation	Met Participation Goal	Proficiency Index	Met Proficiency Goal
Not in School Improvement	100	Yes	8.71	Yes
Special Education	100	Yes	-25.52	No
American Indian / Alaska Native	-	N/A	-	N/A
Asian / Pacific Islander	-	N/A	-	N/A
Black	100	Yes	3.28	Yes
Hispanic	-	N/A	-	N/A
White	100	Yes	11.69	Yes
Limited English Proficient	100	N/A	-	N/A
Free / Reduced Meals	99	Yes	5.26	Yes

Mathematics

Did Not Make AYP	Percent Participation	Met Participation Goal	Proficiency Index	Met Proficiency Goal
Not in School Improvement	99	Yes	7.69	Yes
Special Education	100	Yes	-34.00	No
American Indian / Alaska Native	-	N/A	-	N/A
Asian / Pacific Islander	-	N/A	-	N/A
Black	99	Yes	6.78	Yes (C)
Hispanic	-	N/A	-	N/A
White	100	Yes	12.33	Yes
Limited English Proficient	100	N/A	-	N/A
Free / Reduced Meals	99	Yes	2.23	Yes

Additional Academic Indicator - Attendance on Rate

Made AYP	Attendance on Rate Goal = 95%	Met Additional Academic Indicator
Not in School Improvement	95%	Yes

**: 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. Close attention should be given to the proficiency index. Please include all disaggregated subgroups including those with less than forty students. Additionally, please report data pertaining to the Response to Instruction (RtI) framework, include data used to determine the type of support provided to students (i.e.: universal screening results, benchmark testing, progress monitoring, etc.)

<b>Briefly describe the process your faculty used to conduct the needs assessment (analysis of all data).</b>	
<p>Student needs are assessed through surveys given to faculty and staff, and parents. Horizontal studies utilized data from the state report card, school demographics statistics, DIBELS, and Harcourt Benchmark Assessments. Longitudinal and vertical studies of Pinecrest data have been the basis of our continuous improvement goals for 2010-2011. Assessment data include: ARMT, SAT 10, and the Direct Assessment of Writing.</p> <p>In compiling the Comprehensive Needs Assessment, committees worked to analyze and summarize the data collected at Indian Valley Elementary School. Faculty members analyzed data specific to Indian Valley students to determine areas of strength, as well as, areas in need of improvement.</p>	
<b>Highly Qualified Teachers (HQT): Describe how staffing decisions ensure that highly qualified, well-trained teachers provide instruction and how their assignments most effectively address identified academic needs.</b>	
<p>Indian Valley Elementary School strives to have the most highly qualified teachers on staff in order to effectively meet the academic needs of the students. According to the No Child Left Behind Act of 2001 and the Alabama State Regulations, 100% of teachers at Indian Valley Elementary School are considered to be highly qualified for the 2010-2011 school year.</p>	
Number and percentage of teachers Non-HQT: 0%	Number and percentage of Classes Taught by Non-HQT: 0%
<b>Alabama High School Graduation Exam (AHSGE):</b>	
Strengths: N/A	Weaknesses: N/A
<b>Alabama Reading and Mathematics Test (ARMT):</b>	
<p><b>Strengths:</b>  <b>Grade 3</b>            90% of students met or exceeded Reading standards            67% of students met or exceeded Math standards</p>	<p><b>Weaknesses:</b>  <b>Grade 3- Identified weakest strands:</b>            Reading-Open ended questions using strategies to comprehend literary/recreational materials            Math-Open ended questions using addition and subtraction</p>
<b>Alabama Science Assessment:</b>	
Strengths: N/A	Weaknesses: N/A

Stanford 10	
<b>Strengths:</b> <b>Grade 3</b> The students scored in the fifth stanine in all areas in total Reading and total Math on the SAT 2009 & 2010.	<b>Weaknesses:</b> <b>Grade 3</b> SAT 2009 weak areas were: Reading Vocabulary- the students scored in the 45 <sup>th</sup> percentile. Math Problem Solving- the students scored in the 43 <sup>rd</sup> percentile. SAT 2010 weak areas were: Reading Vocabulary -the students scored in the 46 <sup>th</sup> percentile. Math Problem Solving -the students scored in the 44 <sup>rd</sup> percentile. These were the weakest areas and they only improved one percentile.

Dynamic Indicators of Basic Early Literacy Skills (DIBELS):	
<b>Strengths:</b> <ul style="list-style-type: none"> <li>▪ <b>Strengths: 88% of kindergarten students can name the letters of the alphabet, 99% of students mastered phoneme segmentation and 95% of students mastered nonsense word fluency at the end of the year.</b></li> <li>▪ <b>100% of first graders mastered phoneme segmentation fluency, 95% mastered nonsense word fluency, and 94% mastered oral reading fluency at the end of the year. There has been a 1% growth rate in oral reading fluency.</b></li> <li>▪ <b>82% of second graders were reading on grade level at the end of the year.</b></li> </ul>	<b>Weaknesses:</b> There are no weaknesses in Kindergarten and First grade according to DIBELS <u>Second Grade</u> 18% of students are at medium to high risk in oral reading fluency

Part I - Continued:	
Alabama Direct Assessment of Writing (ADAW):	
<b>Strengths:</b> <b>Grade 5</b> '09 ADAW- 62% of students met or exceeded standards in Level III and Level IV	<b>Weaknesses:</b> <b>Grade 5</b> '09 ADAW-32% of students were in Level II or below.
ACCESS for English Language Learners (ELs):	
<b>Strengths:</b> 67% of first graders scored level 5 – bridging in comprehension 100% of second graders scored level 5 - bridging in comprehension	<b>Weaknesses:</b> 67% of first graders scored level 3 – developing in writing 57% of second graders scored level 3 – developing in writing

<b>Educate AL or other Professional Evaluation Profile Information:</b>	
<b>Strengths:</b> 1.4-Designs instructional activities based on course of study.	<b>Weaknesses:</b> 4 al-Develops culturally responsive curriculum and instruction in response to differences in individual experiences cultural, ethical, gender and linguistic diversity and social economic status.
<b>Additional Data Sources: (e.g., Alabama Alternate Assessment [AAA], School Technology Plan Data)</b>	
<b>Strengths:</b> The leadership team voted to purchase more technology. We purchased in the spring of 2010 Infocus machines, carts, and Elmos for every teacher using Title I stimulus money. We also purchased sound amplification systems for the teachers that requested them. All teachers were surveyed as to what equipment they would use in their classroom.	<b>Weaknesses:</b> The teachers need professional development on how to effectively integrate technology equipment/ instruction in their Early Childhood classrooms.
<b>Local Data (e.g., LEA, school, and grade-level assessments, surveys, program-specific assessments, other RTI data):</b>	
<b>Strengths:</b> <ul style="list-style-type: none"> <li>• K-Seals</li> <li>• STAR Early Literacy</li> <li>• STAR Reading</li> <li>• Harcourt Benchmark assessments</li> <li>• Math System Assessments / Yearly averages</li> <li>• Writing and technology rubrics</li> </ul>	<b>Weaknesses:</b> K-12 needs a system wide comprehensive needs assessment tool for reading and math.
<b>Career and Technical Education Program Data Reports:</b>	
<b>Strengths:</b> N/A	<b>Weaknesses:</b> N/A

<b>Part I – Continued (CULTURE RELATED DATA):</b>	
<b>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).</b>	
<b>Strengths: Total office referrals- 159 19 out of school suspensions 140 in-school suspensions</b>	<b>Weaknesses:</b>
<b>School Demographic Information related to drop-out information and graduation rate data.</b>	
<b>Strengths: N/A</b>	<b>Weaknesses: N/A</b>
<b>School Demographic Information related to teacher attendance, teacher turnover, or challenges associated with a high percent of new and/or inexperienced faculty.</b>	
<b>Strengths: We have a .05% teacher turnover. The average daily teacher attendance was 95%.</b>	<b>Weaknesses:</b>
<b>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).</b>	
<b>Strengths:</b>	<b>Weaknesses: Approximately 340 unexcused absences which resulted in 8 students being referred to early warning</b>
<b>School Perception Information related to parent perceptions and parent needs including information about literacy and education levels.</b>	
<b>Strengths:</b> The Indian Valley Elementary School Parent Surveys were conducted in the spring of 2010 to obtain data for the CIP. All parents received a copy of the survey. 179 surveys were returned. Results are as follows: Parents defined the following areas as strengths: 1. Children are encouraged to read at home. 2. Parents receive enough information from the school. 3. Students are encouraged to learn. 4. My child's school is a safe, friendly environment. 5. The school rewards or honors students for achieving goals. 6. I have seen evidence that math is taught in my child's classroom. 7. I have seen evidence that writing is taught in my child's classroom. 8. I have seen evidence that reading is taught in my child's classroom.  Parents requested that we have workshops with teachers informing them of what is going on in the classroom. We have scheduled daytime and nighttime workshops for parents this year.	<b>Weaknesses:</b> Parents defined the following areas in need of improvement: 9 parents out of 179 responded that they have not seen evidence that technology is being used for classroom instruction. 4 parents out of 179 responded that Indian Valley workshops were not effective.
<b>School Perception Information related to student PRIDE data.</b>	
<b>Strengths: N/A</b>	<b>Weaknesses: N/A</b>

**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:**  
Communications to the parents will be modified using the Trans'act computer program.  
The Language for Learning program, and the ELL Harcourt components are provided for the ELL teacher.  
The ELL teacher meets with the ELL committee at least once every nine weeks. ELL students are placed in clustered classrooms. She has weekly conferences with ELL cluster teachers either in written or oral format. This year she has nine students and she will communicate with parents through home visits, phone calls and or bilingual letters sent home.

**Weaknesses:**  
School Cast should be bilingual. There should be a translator at all parent functions if needed.

**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:**  
The part time ELL teacher is fluent in Spanish. ELL has ongoing professional development. ELL teacher conducts visits and conducts parent meetings

**Weaknesses:**  
The ELL teacher is employed part time.

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

**Strengths:**  
The intensive reading and math students have an additional 30 minutes of intensive small group instruction from a certified teacher using a research based program daily. The special education students will receive an additional fourth intervention daily using a research based program. Differentiated instruction workshops have assisted the classroom teacher with implementing instruction effectively.

**Weaknesses:**

**Part II - GOAL TO ADDRESS ACADEMIC NEEDS** – All components to support improving academic achievement, **INCLUDING SCHOOL CULTURE AND Rti CONSIDERATIONS**, 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):** K-2 students, with an emphasis on the special education subgroup, will show an increase of 1-5% scoring proficiency on the end of the year Harcourt Benchmark Comprehension subtest.

**Data Results on which goal is based:** A longitudinal data study was completed on the third grade ARMPT (2009 & 2010), SAT (2009 & 2010). The data indicated that writing open-ended responses to reading comprehension questions was a weak area.

<b>TARGET GRADE LEVEL(S):</b> Kindergarten through second grade	<b>TARGET CONTENT AREA(S):</b> Circle <b>One</b> Reading    Math    Science    Other	<b>AHSGE:</b> Reading    Math    Science    Social Studies    Language	<b>ADDITIONAL ACADEMIC INDICATORS:</b>	<b>TARGET STUDENT SUBGROUP(S):</b> special education students
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<b>COURSES OF STUDY</b>	<b>REFORM STRATEGIES</b>	<b>BENCHMARKS</b>	<b>INTERVENTIONS</b>	<b>RESOURCES</b>
<b>WHICH COURSE OF STUDY STANDARDS, AHSGE STANDARDS/OBJECTIVES, ELIGIBLE CONTENT, OR WIDA* STANDARDS ARE LINKED TO EACH STRATEGY?</b>	<b>WHAT RESEARCH-BASED STRATEGIES/ACTIONS WILL BE USED TO IMPROVE STUDENT ACADEMIC PERFORMANCE? (Give specific strategies, not just programs or program names.)</b>	<b>HOW WILL PROGRESS FOR EACH ACTION STEP BE MEASURED? (PERFORMANCE DATA, LISTS, SURVEYS, ETC)</b>	<b>HOW WILL THE SCHOOL PROVIDE TIMELY ASSISTANCE IF STRATEGIES DO NOT CHANGE PERFORMANCE?</b>	<b>WHAT RESOURCES AND SPECIFIC EXPENDITURES WILL BE NEEDED FOR SUCCESSFUL IMPLEMENTATION? (Ex: 6 Classroom Libraries, \$.....00)</b>
<b>Reading-COS# K-#5, 1<sup>st</sup> - #4, 2<sup>nd</sup> - #4</b>	STRATEGY: <b>S1</b> - Highly Qualified teachers will use research based materials to teach reading with a focus on differentiated instruction in comprehension. ACTION STEP: <b>S1- AS1</b> – Teachers will use daily a researched based curriculum implementing the three tier reading model with an additional fourth tier for special education students based on individual student needs. <b>S1 – AS2</b> – Students will use a researched based curriculum daily.	The administrators and the reading coach will conduct walkthroughs to document best practices in teaching reading. 100% classroom teachers will document instruction in lesson plans.	All teachers will participate in data meetings, grade level, and RTI meetings. Special education teachers will collaborate with teachers. The RTI problem solving team will be utilized by all teachers when necessary to improve student performance. Teachers will attend professional development to improve student performance in reading comprehension.	Available monies will be used for professional development, amplification systems, laptops to access internet, smart boards, and classroom instructional materials.

<b>Reading COS# K-#5, 1<sup>st</sup> -#4, 2nd-#4</b>	<p>STRATEGY: <b>S2</b> – Teachers will focus on literary, recreational, functional, textual, and informational materials to improve reading comprehension skills during daily instruction.</p> <p>ACTION STEP: <b>S2-AS1</b>- The teachers will collaborate on how to integrate literary, recreational, functional, textual, and informational materials to improve reading comprehension skills.</p> <p><b>S2-AS2</b>-Students will utilize a variety of instructional tools and practices such as: graphic organizers, recognizing story structure, question answering, question generation, summarization, and cooperative learning to increase reading comprehension.</p>	<p>Kindergarten teachers will administer the beginning of the year and end of the year Harcourt Benchmark assessment in comprehension, which will be analyzed for a 1-5% increase in proficiency.</p> <p>First grade will administer the mid year and end of the year Harcourt Benchmark assessments in comprehension which will be analyzed for a 1-5% increase in proficiency.</p> <p>Second grade teachers will administer the beginning of the year and end of the year Harcourt Benchmark assessment in comprehension, which will be analyzed for a 1-5% increase in proficiency.</p>	<p>The students will be placed in tier three interventions to receive explicit instruction using a research based curriculum; student progress will be discussed in data meetings, grade level and RTI meetings.</p>	<p>Available monies will be used to provide professional development, laptops to access the internet, amplification systems, smart boards, and classroom instructional materials.</p>
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**Part II - GOAL TO ADDRESS ACADEMIC NEEDS** – All components to support improving academic achievement, **INCLUDING SCHOOL CULTURE AND RtI CONSIDERATIONS**, 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.

<p><b>CONTINUOUS IMPROVEMENT GOAL (SHOULD ADDRESS IDENTIFIED WEAKNESSES AND GAPS):</b> K-2 students, with an emphasis on the special education subgroup, will show an increase of 1-5% scoring proficiency on the end of the year addition and subtraction facts assessments.</p>
<p><b>Data Results on which goal is based.</b> A longitudinal data study was completed using the third grade ARMPT (2009 &amp; 2010), SAT (2009 &amp; 2010). The data indicated that writing open-ended responses to solve addition and subtraction problem questions was an area of weakness.</p>

<b>TARGET GRADE LEVEL(S):</b> Kindergarten-Second grade	<b>TARGET CONTENT AREA(S):</b> Circle One Reading <u>Math</u> Science Other	<b>AHSGE:</b> Reading Math Science Social Studies Language	<b>ADDITIONAL ACADEMIC INDICATORS:</b>	<b>TARGET STUDENT SUBGROUP(S):</b> special education students
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COURSES OF STUDY	REFORM STRATEGIES	BENCHMARKS	INTERVENTIONS	RESOURCES
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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 PROGRESS FOR EACH ACTION STEP BE MEASURED? (PERFORMANCE DATA, LISTS, SURVEYS, ETC)	HOW WILL THE SCHOOL PROVIDE TIMELY ASSISTANCE IF STRATEGIES DO NOT CHANGE PERFORMANCE?	WHAT RESOURCES AND SPECIFIC EXPENDITURES WILL BE NEEDED FOR SUCCESSFUL IMPLEMENTATION? (Ex: 6 Classroom Libraries, \$.....00)
<b>Math-COS#-K-#3, 1<sup>st</sup> - #3, 2<sup>nd</sup> - #3</b>	<p>STRATEGY: <b>S1</b> - Highly Qualified teachers will use research based materials to teach math facts using differentiated instruction.</p> <p>ACTION STEP: <b>S1- AS1</b> – Teachers will use daily a researched based curriculum implementing the three tier math model with an additional fourth tier for special education students based on individual student needs.</p> <p><b>S1-AS2</b> – Students will use a researched based curriculum daily.</p>	<p>The student progress will be measured with a pre, mid-year and post facts assessment. Benchmarks and interventions will be adjusted to fit the developmental level of the students.</p> <p>Administrators will conduct walkthroughs to observe the implementation of math fact practice.</p> <p>Teachers will document math fact practice on lesson plans.</p>	<p>The students will be placed in tier three interventions to receive explicit instruction using a research based curriculum; student progress will be discussed in data meetings , grade level and RTI meetings. Special education teachers will collaborate with the teachers.</p>	<p>Available monies will provide professional development, laptops to access internet, amplification systems, smart boards, and classroom instructional materials.</p>
<b>Math-COS-All strains</b>	<p>STRATEGY: <b>S2</b> – Teachers will provide opportunities for open ended writing for students to write about their learning experiences in math to demonstrate comprehension.</p> <p>ACTION STEP: <b>S2-AS1</b>-The teachers will have professional development on how to integrate open ended writing opportunities to demonstrate comprehension in math.</p> <p><b>S2-AS2</b>-The teachers will use a checklist to measure student growth in writing math responses.</p> <p><b>S2-AS3</b>- The students will utilize the following strategies: math journals using common math vocabulary; quick write on how they got their answers; reflections about their learning and literature connections.</p>	<p>Student progress in comprehension will be measured using math journals or portfolios and a math checklist.</p> <p>Administrators will conduct walkthroughs to observe the implementation of math journals and student writing in response to math problems.</p> <p>Teachers will document math journals on lesson plans.</p>	<p>The students will be placed in tier three interventions to receive explicit instruction using a research based curriculum; student progress will be discussed in data meetings , grade level and RTI meetings.</p>	<p>Available monies will be utilized for professional development, laptops to access internet, smart boards, amplification systems, journals, and classroom instructional materials.</p>

**Part II - GOAL TO ADDRESS ACADEMIC NEEDS** – All components to support improving academic achievement, **INCLUDING SCHOOL CULTURE AND RtI CONSIDERATIONS**, 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.

<b>CONTINUOUS IMPROVEMENT GOAL (SHOULD ADDRESS IDENTIFIED WEAKNESSES AND GAPS):</b> K-2 students will show an increase of 1-5% scoring proficiency on the end of the year Harcourt Benchmark in Writing.
<b>Data Results on which goal is based.</b> A data study was completed on the fifth grade 2009 ADAW. The data indicated that 51% of 172 students scored in Level II Partially meeting standards.

<b>TARGET GRADE LEVEL(S):</b> Kindergarten-Second grade	<b>TARGET CONTENT AREA(S):</b> Circle One Reading    Math    Science <b>Other</b>	<b>AHSGE:</b> Reading    Math    Science    Social Studies    Language	<b>ADDITIONAL ACADEMIC INDICATORS:</b>	<b>TARGET STUDENT SUBGROUP(S):</b> special education students
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<b>COURSES OF STUDY</b>	<b>REFORM STRATEGIES</b>	<b>BENCHMARKS</b>	<b>INTERVENTIONS</b>	<b>RESOURCES</b>
<b>WHICH COURSE OF STUDY STANDARDS, AHSGE STANDARDS/OBJECTIVES, ELIGIBLE CONTENT, OR WIDA* STANDARDS ARE LINKED TO EACH STRATEGY?</b>	<b>WHAT RESEARCH-BASED STRATEGIES/ACTIONS WILL BE USED TO IMPROVE STUDENT ACADEMIC PERFORMANCE?</b> (Give specific strategies, not just programs or program names.)	<b>HOW WILL PROGRESS FOR EACH ACTION STEP BE MEASURED?</b> (PERFORMANCE DATA, LISTS, SURVEYS, ETC)	<b>HOW WILL THE SCHOOL PROVIDE TIMELY ASSISTANCE IF STRATEGIES DO NOT CHANGE PERFORMANCE?</b>	<b>WHAT RESOURCES AND SPECIFIC EXPENDITURES WILL BE NEEDED FOR SUCCESSFUL IMPLEMENTATION?</b> (Ex: 6 Classroom Libraries, \$.....00)

<p><b>Writing-COS#- K# 8 &amp; 9, 1<sup>st</sup> # 8 &amp; 9, 2<sup>nd</sup> #8 &amp; 9</b></p>	<p>STRATEGY: <b>S1</b> - Highly Qualified teachers will use research based materials to teach writing.  ACTION STEP: <b>S1- AS1</b> – The teachers will receive professional development in the implementation of writing with a special emphasis in Early Childhood.  <b>S1- AS2</b>-Students will use a variety of strategies for writing i.e.; Harcourt Writing Component, individual conferencing, journal writing, Writers’ Workshop, Interactive Writing, Direct Writing, etc.</p>	<p>Kindergarten will administer the B and E of the year Harcourt Writing assessments to determine a 1-5% increase in proficiency.  First grade teachers will administer the BME of the year Harcourt Writing assessments to determine a 1-5% increase in proficiency.  Second grade teachers will administer the BME of the year Harcourt Benchmark assessments to determine a 1-5% increase in proficiency.</p>	<p>The students will receive additional explicit instruction at the tier II level interventions to receive explicit instruction using a research based curriculum; student progress will be discussed in data meetings, grade level and RTI meetings.</p>	<p>Available monies will provide professional development, laptops to access internet, smart boards, amplification systems, journals, and classroom instructional materials.</p>
<p><b>Writing-COS# - K# 8 &amp; 9, 1<sup>st</sup> # 8 &amp; 9, 2<sup>nd</sup> #8 &amp; 9</b></p>	<p>STRATEGY: <b>S2</b> – Teachers will utilize the strategy of open ended writing across the curriculum with an emphasis on writing mechanics, sentence formation, and grammar usage.   ACTION STEP: <b>S2- AS1</b> – The teachers will receive professional development on how to integrate journals, teacher modeling, Harcourt Writing Component, individual conferencing, Writers’ Workshop, Interactive Writing, etc. to improve the writing skills of the students.  <b>S2- AS2</b>-The teachers will create a school wide rubric to measure student growth and determine grade level proficiency.  <b>S2- AS3</b>-The students will utilize journals, teacher modeling, Harcourt Writing Component, individual conferencing, Writers’ Workshop, Interactive Writing, etc. to improve writing skills.</p>	<p>Student progress will be measured using journals or portfolios and a common writing rubric.  Administrators will conduct walkthroughs to observe the implementation of journal writing and writing instruction.  Teachers will document journal writing and writing instruction on lesson plans.</p>	<p>The students will be placed in tier three interventions to receive explicit instruction utilizing a research based curriculum; student progress will be discussed in data meetings and grade level meetings, RTI strategies will be utilized.</p>	<p>Available monies will provide professional development, laptops to access internet, smart boards, amplification systems, journals, and classroom instructional materials.</p>

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

<b>ENGLISH PROFICIENCY GOAL (SHOULD ADDRESS IDENTIFIED WEAKNESSES AND GAPS):</b> We only have 8 ELL students at this time. This is not an identified weakness.
<b>Data on which goal is based:</b>

<b>TARGET GRADE LEVEL(S):</b>	<b>TARGET ELP LANGUAGE DOMAIN(S):</b> Circle all that apply.	<b>Reading</b>	<b>Writing</b>	<b>Listening</b>	<b>Speaking</b>	<b>Comprehension</b>
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<b>WIDA ENGLISH LANGUAGE PROFICIENCY STANDARDS</b>	<b>REFORM STRATEGIES</b>	<b>BENCHMARKS</b>		<b>INTERVENTIONS</b>	<b>RESOURCES</b>
<b>WHICH WIDA* ENGLISH LANGUAGE PROFICIENCY STANDARDS OR DOMAINS ARE LINKED TO EACH STRATEGY?</b>	<b>WHAT RESEARCH-BASED STRATEGIES/ACTIONS WILL BE USED TO IMPROVE STUDENT ACADEMIC PERFORMANCE? (Give specific strategies, not just programs or program names.)</b>	<b>HOW WILL PROGRESS FOR EACH ACTION STEP BE MEASURED? (PERFORMANCE DATA, LISTS, SURVEYS, ETC)</b>		<b>HOW WILL THE SCHOOL PROVIDE TIMELY ASSISTANCE IF STRATEGIES DO NOT CHANGE PERFORMANCE?</b>	<b>WHAT RESOURCES AND SPECIFIC EXPENDITURES WILL BE NEEDED FOR SUCCESSFUL IMPLEMENTATION? (Ex: 6 Classroom Libraries, \$.....00)</b>
(WIDA Standards and language domains pertain to both strategies pertain both strategies and respective active steps listed in second column)  Language Domain: Literacy WIDA Standards:  REFER TO THE WIDA TEACHER REPORTS TO DETERMINE WHICH WIDA STANDARDS WILL BE THE INSTRUCTIONAL FOCUS.	STRATEGY: Using WIDA Model Performance Indicators (Can Dos) as guidance for developing language objectives that focus on, but are not limited to, the language domains for reading and writing.  ACTION STEP: School administrators facilitate planning and collaboration time for: a. ELL teacher to coach grade level teachers on how to integrate language objectives with content objectives (e.g.) provide lesson demonstrations and team teaching) b. ELL and classroom teachers to use planning time to develop lesson plans that integrate language objectives. c. ELL teacher meets with cluster teachers of ELL students after each 9 week reporting period.	1. Recorded Teacher observations 2. DIBELS 3. I-English Language Plan (I-ELP) reviewed after each 9 weeks 4. Progress will be measured every grading period, weekly, and DIBELS progress monitoring is administered. 5. Sign-in sheet, meeting agendas, STI Professional Development documentation	ELL's will increase their language proficiency by 1 or more units yearly. By making these benchmarks, these ELL's should progress one proficiency level.	<ul style="list-style-type: none"> <li>Classroom and ELL teacher will provide extra instruction.</li> <li>The ELL teacher will provide individual and small instruction on alternating days.</li> <li>Providing planning and collaboration time for ELL and content teacher, and if necessary the ELL Committee to focus on areas of instructional need using the Individual English Language Plan (I-ELP) for those particular students.</li> <li>Meet every 9 weeks to review progress reports.</li> <li>System wide Parent ELL meetings</li> <li>Parent/Training seminars.</li> </ul>	Professional development in ESL literacy, WIDA standards, and peer coaching, student materials, teacher study books, time allocated for teacher collaborations, personnel provided for translation Indian and Vietnamese speaking parents and students, Harcourt ELL intervention for first and second grade, need parent forms in native languages.

	<p>STRATEGY: Implement a research-based systematic model of ELL literacy and sheltered instruction strategies within the grade-level classroom.</p> <p>ACTION STEP: (a) Teachers will implement small group and/or cooperative learning activities.  (b) Instruction will have active student engagement through, talking, writing, reading, and listening through informational and other text.</p>	<p>Pacing guides, lesson plans, students samples</p>		<p>Students will be provided with a supplementary intensive small group reading instruction using an additional research based program.</p>	<p>Harcourt ELL Intervention kits for first and second grade</p>	
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**\*WIDA- World-Class Instructional Design and Assessment; the consortium to which Alabama and a number of other states belong.**

**Part V - Additional Components To Be Addressed to Satisfy Federal Requirements**

**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)**

Indian Valley Elementary School has established a teacher mentoring program administered by our principal. The goal for our program is to improve teaching practices and is designed to provide ongoing support for new inexperienced teachers. Each new teacher is assigned a master teacher who is matched by grade, proximity, and planning time. The mentor and new teacher are required to meet weekly and the meetings are documented to reflect the date, time and focus. New teachers attend new teacher orientation and are trained on classroom management and effective instructional practices. The Reading Coach also provides assistance to new teachers.

**2. Budget: Describe the coordination of all federal, state, and local programs, including career and technical education. (Note: NCLB Section 1116 requires that each year Title I schools identified for improvement must reserve the equivalent of 10% of the school-level allocation made available to the school under Section 1113 specifically for professional development opportunities for teachers. Budgets should reflect this set-aside.) See the sample budget on a later page.**

**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.**

While students are attending Indian Valley Elementary School, an effective transition plan is ongoing to ensure that each student feels comfortable before moving on to the next grade level.

The following strategies are implemented:

- Early registration for kindergarten students prior to the school year is held in April. At this time potential Kindergarten students are given the KSeals test and parents are allowed to fill out enrollment forms and receive pertinent information for the upcoming school year.
- Students are introduced to their teachers for the upcoming year at the Orientation/Open House that is held prior to the first day of school. Parents and students are made aware of the responsibilities and expectations of a new grade level.
- Second grade students visit Pinecrest in May to have an easier transition to third grade.
- We have a collaborative relationship with the Burton Center and all other day cares to assist in the transition of pre-kindergarten students.
- Through the Sylacauga Alliance of Family Enhancement services, the HIPPY and Even Start programs have been established to assist in the transition of future kindergarten and prekindergarten students. Head Start and other preschool programs tour the school prior to attending.

**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.**

At Indian Valley Elementary School, personnel staffing decisions are made to ensure that instruction is provided by highly qualified teachers in order to effectively meet the prioritized academic needs of the students.

The teachers are hired and strategically placed according to their certification and strengths, which allows the students to reach their academic goals as the teachers meet their instructional needs.

- For the school year 2010-2011- 41% of teachers at Indian Valley Elementary School have earned a Bachelor's Degree, 53% have earned a Master's Degree, with an additional .06% possessing an Educational Specialist Degree or higher
- According to the No Child Left Behind Act of 2001 and the Alabama State Regulations, 100 % of the teachers at Indian Valley Elementary School are considered to be highly qualified.

It is the practice of Indian Valley Elementary School to hire only highly qualified teachers through a committee interviewing process.

Every year district representatives attend job fairs in all areas in Alabama that are sponsored by colleges and universities for the purpose of attracting highly qualified teachers to the Sylacauga City School System.

Prospective teachers are given information about our school system, the city of Sylacauga and neighboring communities. Applications are requested statewide when funds are available in order to recruit the best applicants. New teachers are assigned mentors within the school for the first three years and are monitored all three years by the administration. All teachers are required to participate in professional development activities organized by the administration of the local school and encouraged to seek additional professional developmental activities. Funding for high-quality, on-going activities is provided by local, state and federal funds.

**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.**

- Assessment decisions are a vital part of teacher responsibilities at Indian Valley Elementary School. Our staff not only participates in assessment decisions as a whole, such as in faculty meetings, but also converse within smaller groups and committees. Research shows that when teachers participate in committees, they take ownership regarding assessment decisions.
- While state assessments such as S/ARMT provide the foundation for accountability, the faculty at Indian Valley Elementary School continues the assessment process of students using a vast array of measures.
- The determination of struggling readers is a collaborative effort between grade-level and resource teachers and the reading coach. Utilizing local and state-mandated assessments, such as DIBELS, and the system wide math nine weeks post assessments, etc, allows the teacher at Indian Valley Elementary School to determine students' weaknesses and to develop strategies for their success.
- All teachers meet monthly with the principal and reading coach to review recent DIBELS progress monitoring data. This team analyzes data to identify strengths and weaknesses, and establish strategies that will improve student performance.
- Grade level math data meetings are held monthly to review assessment data and instructional practices.
- The RTI (Problem Solving Team) assists in the process of aiding students who are experiencing academic or behavioral difficulties in school. Students are assessed by a variety of tools, such as portfolios, standardized and teacher-made tests, and teacher observations. If a student is brought before the RTI committee, the team will assist the teacher in developing strategies for the student to be successful. These strategies are used for a period of six weeks. The team meets at the end of the six-week period to discuss the progress of the student, unless earlier intervention is deemed necessary. If the student shows success, the teacher continues to implement the strategies until otherwise warranted. If the student shows no change or if the problem worsens, further accommodations will be discussed and implemented.

A variety of assessment measures are used, including but not limited to:

Teacher made tests	STAR Reading
Observations	Harcourt Assessments
DIBELS	K Seals
STAR Early Literacy	SRA Math Assessments
Math post tests	Harcourt Theme Assessment

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

The purpose of the Indian Valley Elementary CIP is to help teachers provide students with the skills necessary to achieve mastery of challenging state performance and content standards. By improving reading, math, and language instruction, we enable our students to excel academically. Following federal, state, and local laws, along with the Sylacauga City School System policy and procedures, equitable access is given to all populations in all programs in the Sylacauga City School System. The board approved policy governs the rights of the underserved populations which include:

- Limited English Proficient
- Neglected / Homeless / Migrant
- “At-Risk”
- Migrant

**Limited English Proficient**

It is the intent of the Sylacauga City School System to recognize that within the district there are students who have a primary language other than English. The goal of the English as a Second Language (ESL) Program is to have each student become proficient in the use of the English language, however, not to replace the student’s primary language. English as a Second Language (ESL) shall be taught to enable English Language Learners (ELL) to become competent in the comprehension, speaking, reading and writing of the English language. The program shall emphasize mastery of English language skills in content area concepts and skills so students are able to participate effectively in the regular academic program and to reach their full potential.

The Home Language Survey shall be administered to the parents of all students at time of registration and then placed in the student’s permanent record file. Any surveys which include any language other than English on any question must be referred to the school’s ESL instructor and to the ESL office within three days. The ESL instructor will gather information on the student and administer the W-APT (the WIDA Access Placement Test) to determine the level of English Language proficiency within eight days. Interpreters are available upon request. The information will be provided to the ELL committee for review and possible placement of the student in the English language instruction educational program.

According to Title III, Part C, Section 3302(a), each Local Education Agency (LEA) shall, “not later than thirty (30) days after the beginning of the school year, inform a parent or the parents of a limited English proficient child identified for participation in, or participating in” an English language instruction program. All individual student academic achievement results will be presented in the primary language of the parent or interpreted for the parent as needed.

**Neglected / Homeless / Migrant**

It is the intent of the Sylacauga City School System that every student in the Sylacauga area who has been identified as neglected by the Presbyterian Home for Children or the Department of Human Resources or been identified as homeless shall be provided with an opportunity to participate in all educational programs that will ensure them the right to a quality education.

The goal of the Neglected/Homeless/Migrant Children’s Program instruction shall be to supplement students’ individual needs and to provide this population of students the equal opportunity to fully participate in the benefits of public education. Communication between the Executive Director as well as the staff at the Presbyterian Home for Children will be ongoing and frequent. Communication with the Department of Human Resource personnel will occur when deemed appropriate. Sylacauga Alliance for Family Enhancement will be contacted to begin agency resource activities with the enrolled families when deemed appropriate. The social, emotional, and academic needs of students such identified will be a priority for all school staff.

“At-Risk” students are referred to our The Problem Solving Team (RTI) committee in order to provide the teachers with strategies that will aid in the students’ success.

The Problem Solving Team (RTI) shall consist of an administrator, Title I representative, the school counselor, and general education teacher that serve as the facilitators. The team meets every 30-45 days to discuss student interventions. These discussions are confidential. If a teacher has a student who is failing, or in danger of failing, they are required to submit a referral to the RTI team. Teachers may also address significant behavior issues any students may exhibit in the classroom. The RTI team will meet with the teacher to discuss interventions and strategies that have been in place and then they will develop an individualized plan designed to help the student become more successful at school. The plan will stay in place for up to 45 days. If a student is successful, they will no longer go before the RTI team, but the teacher will continue the strategies that were put in place. If a student is still not successful, a new plan will be developed. Once the team feels that the teacher has tried everything possible to help the child be successful, but the child is still not passing, the child may be referred for special education testing with the parent’s permission. If a student was receiving special education services, but no longer qualifies for those services, they are referred back to the RTI team for monitoring. Economically disadvantaged students are identified through the application of free and reduced lunch. Students with low family income will be identified as economically disadvantaged students and will be eligible to receive free and reduced breakfast and lunch during the school day. Such students will have equal access to all programs and services available.

7. Special Populations (as listed in the Carl D. Perkins Career and Technical Education Act 2006, Section 3): Describe procedures used for each group of individuals with disabilities; individuals from economically disadvantaged families, including foster children; individuals preparing for non-traditional fields; single parents, including single pregnant women; displaced homemakers; and individuals with limited English proficiency.

At Indian Valley these are the Special Populations and how we provide services for these groups.

1. Special Education students:

- Students receive early intervention through our pre-school program
- Students are provided instructional intervention from a special education/speech teacher
- Students also receive additional intervention from a Title I certified resource teacher
- Students receive small group explicit instruction from their classroom teacher
- Students are provided with instructional modifications that meet their individual needs

2. ELL students:

- The nine students receive intervention from a part time ELL instructor daily
- The ELL teacher provides home visits/phone calls with ELL parents
- A translator is provided if necessary
- We have the TransAct computer program that translates written communications to the parents as needed
- Students receive additional intervention from a Title I resource teacher if needed

3. Students of poverty:

- An Even Start program is provided for students and their parents.
- Students are provided with free and reduced breakfast and lunch
- Students are provided with a summer lunch program
- We provide school supplies for students
- Guidance counselor provides services to meet the needs of our impoverished children throughout the year

8. 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.

It is the goal of Indian Valley Elementary School that every member of our learning community will be successful.

Every effort to meet the deficiencies of “at risk” students is an on-going process. Students are assessed regularly with deficiencies being noted and addressed, by both the classroom teacher and the resource teachers. The teachers at Indian Valley Elementary School are committed to assisting students beyond the school day in a variety of ways which include:

- Extended day tutoring is available daily in Extended Day Program
- Parent workshops to train parents on how to help their child at home.
- Parent/teacher conferences are held to assist students who are experiencing difficulty.
- Extended learning opportunities will be provided with an after school tutoring program in the spring.

**Part VI –School Parental Involvement Plan as required by Section 1118 of NCLB [Note: This section of the CIP (Part VI) must be distributed to Parents]:**

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

1. Indian Valley School will have an annual parent meeting. Parents will be notified of the meeting through notices sent home, the marquee in front of the school, SchoolCast, and message boards at
2. both the front and back of the school. The following items will be discussed:
  - Continuous Improvement Plan
  - Title I program and participation, services, parental rights and dispersal of 1% of funding

**B. Parental Involvement: Describe: 1. How there will be a flexible number and format of parent meetings offered; 2) How parents will be involved in the planning, review and improvement of the Title I Program (Note: State the school’s process for how all Title I parents have the opportunity for involvement in decision-making.); and 3) How funds allocated for parent involvement are being used in the school.**

1. The Leadership and staff of Indian Valley School have put measures in place to offer parent meetings on a flexible schedule. There will be several parent workshops offered this year. Some workshops will be scheduled during the day and some at night to accommodate parents that have different working hours. The topics will vary according to parent needs based on a survey. There is a parent section in the media center that is available for parents to check out resources to assist at home.
2. Indian Valley Elementary School believes in involving parents in all aspects of its Title I programs. We have parent representatives on our CIP committee. Through surveys, parents were given the opportunity to review the plan and offer their input on the plan. 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, the Continuous Improvement Plan, including the parental involvement plan, is reviewed and evaluated. Results of parent surveys will be reviewed by the parent representative and the entire CIP committee to determine needed changes.
3. Our school uses its parental involvement funds to pay partial salary of our parent involvement coordinator and provide materials and supplies for various parent meetings throughout the year. The parent coordinator provides the following services for our school:
  - Coordinates parent visitation day
  - Coordinates several parent workshops a year
  - Assists parents with needs and concerns
  - Provides pamphlets, newsletters and other materials to parents
  - Coordinates a System wide Parent Involvement Team that consists of parents, teachers, administrators from all schools in our system

**C. 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.

The Sylacauga City Board of education believes that the education of children is a collaborative effort between parents and schools. Further, it is our belief that the involvement of Title 1 parents increases the effectiveness of the program and contributes significantly to the success of the children. To that end, the Sylacauga City Title 1 staff will strive to fully involve parents.

1. Sylacauga City Title I staff shall develop jointly with, agree with, and distribute to parents of participating children a written parent involvement policy. Each Title 1 school shall develop a Parental Involvement Plan which will incorporate the following Sylacauga City Schools Parental Involvement Goals.
  - A. Involve parents in the joint development of the instructional plan and process of school improvement.
  - B. Strive to develop strong school/family/community partnerships. In an effort to develop these partnerships and to improve student achievements, Sylacauga City Title I staff:
    1. Shall help parents to understand the National Education Goals, state content and performance standards, state and local assessments, Title I requirements, how to monitor progress while participating in their children's education, and how to work with educators toward children's improved performance.
    2. Shall conduct other activities and develop facilities, as appropriate and feasible, such as parent resource centers and opportunities for parents to learn about child development and rearing from birth of child, designed to help parents become full partners in the education of their children.
    3. Shall provide other activities, as appropriate and feasible, to promote improved student achievement. These activities will include:
      - Encouraging parents to attend the annual Title I information meetings and parent education meetings provided at their child's school.
      - Assisting parents in interpreting assessment results.
      - Training parents to monitor their child's homework assignments, school attendance, and compliance with Sylacauga City Schools Code of Conduct and school disciplinary procedures.
    4. Shall develop appropriate community partnerships and encourage partnerships between elementary, middle, and secondary schools.
    5. Shall endure, to the extent possible, that information sent home is in language and form that parents can understand.
2. Sylacauga City Title I staff shall provide the coordination, technical assistance, and other support necessary to assist participating schools in developing, planning, and implementing a comprehensive parental involvement program.
  - A. Shall provide materials and facilities to train parents, teachers, pupil services personnel, principals, and staff to work with each other and work with parents as equal partners.
  - B. Shall educate teachers, pupil service personnel, principals, and staff with assistance from parents on how to reach out to, communicate with, and work with parents as equal partners.
  - C. Shall coordinate and integrate parent involvement programs/activities with Head Start and other public preschool programs to the extent feasible and appropriate.
  - D. Shall provide such other reasonable support for parental involvement activities as parents may request.
  - E. Shall conduct, with the involvement of parents, an annual evaluation of the parental involvement program with regard to effectiveness and policy content. The evaluation shall identify barriers to hard-to-reach

F. parents who are economically disadvantaged, disabled, limited English proficient, limited literacy or of any racial or ethnic minority background.

G. Utilize the results of the annual evaluation to assist schools in strategies for school improvement and revise, if necessary, the parent involvement policies.

SOURCE: Sylacauga City Board of Education, Sylacauga, AL

ADOPTED: June 25, 1991 AMENDED: May 24, 1994; June 26, 1995; August 27, 2002; August 23, 2005 LEGAL REF: Title 1 *No Child Left Behind Act of 2001*

**D. Parental Involvement: Describe how parents, the school staff, and students share responsibility for improved student academic achievement for participating students (How the School-Parent Compact is jointly developed with Title I parents; how it is used, reviewed, and updated).**

The School-Parent Compact is distributed to all parents at the beginning of each school year. This compact outlines individual responsibilities to ensure optimum student success.

The Compact is signed by the parent, teacher, and student. On the back of each Compact the teacher documents all communication and conferences. The Compacts are turned in at the end of the year and are filed in the office. The compact is reviewed annually with parents.

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

In the spring of each year Indian Valley School reviews and evaluates its Continuous Improvement plan through parent surveys. We have parents and stake holders on the committee representing parents of the school. There is a comment section for the parents to respond to the results of the survey. The plan is available for review in the library, website, public library, board of education, and the principal's office. Parents have the right to give input regarding the revisions of the plan through parent surveys, our PTO organization, our parent coordinator, and through parent communication folders. A parent summary is given to all parents and is sent home for review and a comment section is provided at the bottom for feedback.

**F. 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)

- Encouraging parents to attend the annual Title I information meeting and parent education meetings provided at their child's school.
- Assisting parents in interpreting assessment results and grade level requirements.
- Training parents to monitor their child's homework assignments, school attendance, and compliance with Sylacauga City Schools Code of Conduct and school disciplinary procedures.

(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)

Even Start is a comprehensive family literacy program designed to break the cycle of poverty and low-literacy skills by improving the educational opportunities of low-income families with young children. This program integrates four components: early childhood education, adult basic literacy education, parenting education, and parent-child together time in a unified whole in order to:

We provide parent workshops that include technology topics and provide materials for the parents to help the students at home.

The teachers provide materials for the parents to help at home. We have a parent section in our library and a parent resource center at the front of the school.

(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)

Indian Valley Elementary will continue to work with the faculty through in-services, professional development, grade-level meetings, and faculty meetings in understanding the importance of parent involvement.

Our Parent coordinator works closely with the teachers in planning parent involvement activities such as open house, parent days, grandparent days, fall festival, Title One workshops, and other activities where parents are invited to participate. Our Parent Teacher Organization works to provide additional funding, teacher support and parental involvement.

(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)

Indian Valley has a parent resource area in our media center and a parent brochure center at the front of the school. Prior to the school year we have an orientation for the parents where they are informed of all matters pertaining to the school. We have annual parent meeting and several parent workshops through out the year. We encourage parents to give us feedback after each of these workshops and through parent surveys.

Local programs, such as S.A.F.E. (Sylacauga Alliance for Family Enhancement) works with the school system to provide families with services and programs to encourage families to be involved in the community and at the schools. S.A.F.E. provides transportation for parents who need to come to the school for meetings and other needs families might need. We also have a partnership with their Even Start Program.

**(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)**

Indian Valley has an ELL teacher who is bilingual and is able to communicate to the parents. We also have the Trans Act computer program that translates letters and notes written in their native language.

We have School Cast that notifies parents by phone of all events. Email is an effective tool that many teachers and PTO use to communicate with parents. Our school web site is also a tool for parents to gain information about our school.

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

Indian Valley makes every effort to involve parents in their children's education. Parent input regarding the effectiveness of our educational process is garnered through surveys and comments.

**G. 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 and school reports in a format and, to the extent practicable, in a language that parents can understand.**

Indian Valley Elementary School provides opportunities for parents with limited English proficiency and for parents who have disabilities to participate in their child's education. We provide can provide almost all forms and information to the parents in Braille when necessary. We have an ELL teacher who is bi-lingual and is able to communicate verbally with all the parents as needed. We have the Transact computer program to translate all written communications in the parent's native language. The building and playground meet IDA requirements for students with disabilities that is available for the community to utilize.

**Part VII- PROFESSIONAL LEARNING NEEDS RELATED TO ACADEMIC CHALLENGES Including ENGLISH LANGUAGE PROFICIENCY, SCHOOL SAFETY, DISCIPLINE, Rti FRAMEWORK 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?      YES  NO
- Does the plan include required district-wide training for English language acquisition?      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](http://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 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
Math Journal Writing – All Math COS#'s	Teachers will receive professional development in using math journals in their classroom	September 23, 2010	Teachers will integrate math journals into their math curriculum	Walkthroughs, student examples, and lesson plans	Dr. Dana Cleghorn	

Reading COS# K #5 1 <sup>st</sup> #4 2 <sup>nd</sup> #4  Writing COS# K #8 & 9 1 <sup>st</sup> #8 & 9 2 <sup>nd</sup> #8 & 9	Alabama Reading Association Conference	November 3 & 4, 2010	Teachers will attend different sessions relating to reading, literacy, and writing.	Turn-around training, sign-in sheets	Title 1 \$170 per person inc. luncheons Presenters-Alabama Reading Association	
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DUPLICATE PAGES AS NEEDED

**Part VIII - Coordination of Resources/Comprehensive Budget**

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

**Example:**

<b>I. State Foundation Funds:</b>				<b>TOTAL</b>
<b>State Foundation Funds Earned Units</b>	<b>Enter # FTE's Earned by the school</b>	<b>Enter # of Units Placed at the school</b>		<b>TOTAL OF ALL SALARIES</b>
<b>FTE Teacher Units:</b>	38.65	38.65		2,372,982
<b>Administrator Units:</b>	1.00	1.00		110,471
<b>Assistant Principal:</b>	00	1.00	local	86,690
<b>Counselor:</b>	1.00	1.00		69,282
<b>Librarian:</b>	1.25	1.50	state/local	67,783
<b>Career and Technical Education Administrator:</b>				0
<b>Career and Technical Education Counselor:</b>				0
<b>Enter the amount allocated for use at the school for the following:</b>				<b>0</b>
<b>Technology</b>				<b>0</b>
<b>Professional Development</b>				<b>0</b>

<b>State ELL Funds</b>		<b>425</b>
<b>Instructional Supplies</b>		<b>0</b>
<b>Library Enhancement</b>		<b>0</b>
<b>II. Federal Funds:</b>		
<b>Title I: Part A: Improving the Academic Achievement of the Disadvantaged</b>	<b>TOTAL</b>	<b>360,842.00</b>
<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.) <u>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</u></i>		
Parental involvement, supplies, travel, computers		\$115,087
Salaries/benefits		\$245,755
<b>ARRA FUNDS</b>	<b>TOTAL</b>	<b>\$108,731</b>
<i><u>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</u></i>		
Salaries/benefits		
<b>Title II: Professional Development Activities</b>	<b>TOTAL</b>	<b>\$141,439</b> system-wide
<i><u>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</u></i>		
Class size reduction teacher	\$52,529	
Professional development, stipends	\$88,910	
<b>Title III: For English Language Learners</b>	<b>TOTAL</b>	<b>0</b>
<i><u>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</u></i>		
<b>Title IV: For Safe and Drug-free Schools</b>	<b>TOTAL</b>	<b>0</b>
<i><u>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</u></i>		
<b>Title VI: For Rural and Low-income Schools</b>	<b>TOTAL</b>	<b>\$63,553</b> system/wide
<i><u>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</u></i>		
Behavioral Interventionist	\$60,025	
Supplies for school nurse	\$3528	

<b>Career and Technical Education-Perkins IV: Basic Grant (Title I)</b>	<b>TOTAL</b>	<b>\$37,278 NLMS, SHS</b>
<i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING</i> Instructional materials, training		
<b>Career and Technical Education-Perkins IV: Tech Prep (Title II)</b>	<b>TOTAL</b>	<b>\$3,643 NLMS, SHS</b>
<i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING</i> Instructional material		
<b>Other: 21<sup>st</sup> Century, Learn and Serve, Even Start, School Improvement Grant</b>	<b>TOTAL</b>	
<i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING</i>		

<b>III. Local Funds ( if applicable)</b>		
<b>Local Funds</b>	<b>TOTAL</b>	<b>\$166, 481</b>
<i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</i> Supplies, utilities		

**Part IX – MONITORING/REVIEW DOCUMENTATION**

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