



**2010 - 2011
CONTINUOUS IMPROVEMENT PLAN
Title I Schoolwide Plan**

Note: Blank copy is available on www.alsde.edu, e-GAP, Document Library
Federal Programs Director submits required plans to LEA system's e-GAP Document Library



NAME OF SCHOOL: Pinecrest Elementary				
STREET ADDRESS: 615 Coaling Road		CITY: Sylacauga	STATE: Alabama	ZIP CODE: 35151
CONTACT: Gary Rivers		TELEPHONE: 256-245-5700	E-MAIL: riversg@sylacauga.k12.al.us	
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 3, 2010.				
Year 3 <input type="checkbox"/> or Year 4 or more <input type="checkbox"/> Submit to LEA for Board approval. Scan <u>PAGE ONE</u> and <u>PAGE TWO</u> to indicate signatures. Submit the plan and signature pages electronically to your system's e-GAP Document Library by November 3, 2010.				
Made AYP? YES <input type="checkbox"/> <input type="checkbox"/> NO <input checked="" type="checkbox"/>	Made AMAOs (EL)? YES <input type="checkbox"/> NO <input type="checkbox"/> N/A <input checked="" 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, such as through parent meetings or on Web sites. NOTE: The Parental Involvement section of this plan <u>must</u> be distributed to all parents. The Continuous Improvement Plan (CIP) for Pinecrest School will be available for parents and other stakeholders in the public library, media center, school office and the Central Office. The condensed CIP will also be available on the school website http://pinecrest.al.sce.schoolinsites.com/ . A condensed version will be presented at a parent workshop, faculty meeting and the school board meeting. In addition, as required by law, Pinecrest School distributes the parental involvement section of this plan to all parents.
*Board Approval: Yes <input type="checkbox"/> No <input type="checkbox"/> Board approval received on _____, 2010.				
Board Signature:				
Superintendent Signature:			Date:	
Federal Programs Coordinator Signature:			Date:	
Principal Signature:			Date:	

System: Sylacauga City

School: Pinecrest Elementary

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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 - 0040 Pinecrest Elementary School

2010-2011 AYP Status	This school met 19 goals out of 21 (90.48%).			
	Did Not Make AYP			
	Not in School Improvement			

Reading				
Did Not Make AYP	Percent Participation Goal = 95%	Met Participation Goal	Proficiency Index Goal = 0.00	Met Proficiency Goal
Not in School Improvement				
All Students	100	Yes	8.71	Yes
Special Education	100	Yes	-25.52	No
American Indian / Alaskan 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 Goal = 95%	Met Participation Goal	Proficiency Index Goal = 0.00	Met Proficiency Goal
Not in School Improvement				
All Students	99	Yes	7.69	Yes
Special Education	100	Yes	-34.00	No
American Indian / Alaskan Native	--	N/A	--	N/A
Asian / Pacific Islander	--	N/A	--	N/A
Black	99	Yes	-0.78	Yes(CI)
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 Rate		
Did Not Make AYP	Attendance Rate Goal = 90%	Met Additional Academic Indicator
Not in School Improvement		
All Students	95%	Yes

Legend	
-- Fewer than 10 students	SI Safe Harbor
NI Small school rule for participation	CI Confidence Interval
* Small school rule for proficiency	IM Improvement
o Small school rule for AAI	NA Not applicable (for subgroups) fewer than 40 students
UA Uniform Averaging	

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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. 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.)

Briefly describe the process your faculty used to conduct the needs assessment (analysis of all data).	
A system-wide needs assessment was conducted in April, 2009, to determine what our school needs are to address. Teachers also hold grade-level meetings with the Principal, Reading Coach, Counselor, and Resource Teachers.	
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.	
All certified employees are Highly Qualified with the exception of one pending testing. (98% certified employees are HQ)	
Number and percentage of teachers Non-HQT: One teacher is not Highly Qualified and is a self-contained special education class.	Number and percentage of Classes Taught by Non-HQT: 0% core classes are taught by non-HQT
Alabama High School Graduation Exam (AHSGE):	
Strengths: N/A	Weaknesses: N/A
Alabama Reading and Mathematics Test (ARMT):	
Strengths: Gr. 3: 90% met or exceeded Reading standards; 0% scored Level I (An increase from 80% to 90%) The mean percent correct was 72% in Measurement Gr. 4: The mean percent correct was 78% in Demonstrating Reading Vocabulary Knowledge 85% met or exceeded Reading standards The mean percent correct was 71% in Geometry Gr. 5: 86% met or exceeded Reading standards (An increase from 82% to 86%) The mean percent correct was 83% in Reading Vocabulary Knowledge The mean percent correct was 73% in Geometry	Weaknesses: Gr. 3: Using strategies to comprehend functional and textual/informational materials 1.7 points earned out of 3.6 points possible for Open Ended Responses 10.2 points earned out of 15 points possible for Multiple Choice Responses The mean percent correct was 58% for Data Analysis and Probability ---Recognize data as categorical or numerical Gr. 4: Using strategies to comprehend literary/recreational materials 2.8 points earned out of 6 points possible for Open Ended Responses 10.6 points earned out of 17 points possible for Multiple Choice Responses The mean percent correct was 53% for adding and subtracting 4-digit numbers The mean percent correct was 46% for multiplying and dividing whole numbers Gr. 5: Using strategies to comprehend functional and textual/informational materials. 1.0 points earned out of 3 points possible were earned for Open Ended Responses 10.2 points earned out of 15 points possible for Multiple Choice Responses

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<p>Strengths: Gr. 3: 90% met or exceeded Reading standards; 0% scored Level I (An increase from 80% to 90%)</p>	<p>Weaknesses: Gr. 3: Using strategies to comprehend functional and textual/informational materials 1.7 points earned out of 3.6 points possible for Open Ended Responses 10.2 points earned out of 15 points possible for Multiple Choice Responses</p>
Alabama Science Assessment:	
<p>Strengths: The mean percent correct for Content Standard Identify evidence of chemical changes through color, gas formation, solid formation, and temperature change is 67%.</p>	<p>Weaknesses: The mean percent correct for Content Standard Identify spheres of Earth, including the geosphere, atmosphere, and hydrosphere is 39%.</p>
Stanford 10	
<p>Strengths: Gr. 3: The students scored in the 6th stanine (62%ile) in Reading Comprehension. This was a 5% increase from 2009 scores. Gr. 4: The students scored in the 5th and 6th stanines (58 – 67 percent) in all areas of Math and Reading. Gr. 5: The students scored in the 6th stanine (66%ile) in Reading Comprehension. This was a 8% increase from 2009 scores. The students scored in the 6th stanine (61%ile) in Math Procedures. This was a 7% increase from 2009 scores.</p>	<p>Weaknesses: Gr. 3: The 2009 Reading Vocabulary Results were 45%. The 2010 Reading Vocabulary Results were 46%. This is only a 1% increase in Reading Vocabulary from 2009 to 2010. The 2009 Total Math Results were 47%. The 2010 Total Math Results were 48%. This is only a 1% increase in Total Math from 2009 to 2010. Gr. 4: The 2009 Reading Vocabulary Results were 59%. The 2010 Reading Vocabulary Results were 51%. This is an 8% decrease in Reading Vocabulary from 2009 to 2010. The 2009 Total Math Results were 58%. The 2010 Total Math Results were 59%. This is only a 1% increase in Total Math from 2009 to 2010. Gr. 5: The 2009 Math Problem Solving Results were 50%. The 2010 Math Problem Solving Results were 50%. (No gains)</p>
Dynamic Indicators of Basic Early Literacy Skills (DIBELS):	
<p>Strengths: 73% of third graders are at low risk in oral reading fluency (Benchmark) (An increase from 64% to 73%)</p>	<p>Weakness: 20% of third graders (37 students) are at some risk in oral reading fluency (Strategic) 7% of third graders (13 students) are at high risk in oral reading fluency (Intensive)</p>

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Part I - Continued:	
Alabama Direct Assessment of Writing (ADAW):	
Strengths: Students made a 19% improvement (2% to 21%) from 2009 – 2010 in exceeding the standards for Expository writing Level IV.	Weaknesses: There were no significant improvements in total Holistic and Analytic scores. (The ADAW testing was rescheduled this year from February until after testing in April.)
ACCESS for English Language Learners (ELs):	
Strengths: 83% of students scored at Proficiency Level 5 (Bridging) in the area of Reading.	Weaknesses: 67% scored Proficiency Level 3 (Developing) in the area of writing.
EducateAL or other Professional Evaluation Profile Information:	
Strengths: Teacher complete self-assessments and participate in building their Professional Learning Plan (PLP), as well as formative and informative walk-throughs.	Weaknesses: Lack of clarity through online training. Through surveys, the State has decided to conduct face-to-face training in the Fall.
Additional Data Sources: (e.g., Alabama Alternate Assessment [AAA], School Technology Plan Data)	
Strengths: AAA: One out of three of our students scored level III in math Technology: 100% of our teachers and students have access to the Computer Lab, a Teach Tech Computer Lab, and a Mobile Laptop cart. Teach Tech Computer Lab – Juniors and Seniors from Sylacauga High School mentor our students in technology skills and fluency through a web-based class organized on ikeepbookmarks.com . The University of Montevallo In-service Center provides a Technology in Motion Consultant for PD, PLC's, and mentoring teachers in the schools. 100% of our teachers have an Infocus Machine, a Document Camera, desktop computer(s), and a laptop computer in the classroom. 100% of core teachers have a Redcat Audio System that fills a classroom with clear, even sound so that every child hears every word in the classroom. PD in the area of technology was provided at In-service through SDE for ½ day prior to the beginning of school. Created a position for a System Technology Coordinator	Weaknesses: AAA: All students partially met standards for reading. Technology: Lack of resources and infrastructure.

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Local Data (e.g., LEA, school, and grade-level assessments, surveys, program-specific assessments, other RtI data):	
<p>Strengths: The Harcourt Storytown series, as part of their assessments, has a theme test that is administered at the end of each Theme (5 lessons). Each grade uses this common assessment tool and the data from this is used in grade level meetings to help guide instruction/remediation.</p>	<p>Weaknesses: Our data was not disaggregated between reading components and language arts components which made analyzing the data more difficult. We do not school-wide common assessments for reading and math. (Discovery Ed Benchmarks have been implemented for the 2010-2011 school year.)</p>
Career and Technical Education Program Data Reports:	
<p>Strengths: N/A</p>	

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Part I – Continued (CULTURE RELATED DATA):	
School Demographic Information related to student discipline (e.g. total office referrals, long- and short-term suspensions, expulsions, alternative school placements, School Incidence Report (SIR) data, or student attendance).	
Strengths: Implementation of Positive Behavior Supports: Students of the Month, Caught Being A Good Citizen Aggie Cards, Good Behavior Field Trip, A/B Honor Roll Field Trip. Implementation of a new dress code. Implementation of a School-wide Discipline Plan: Courtesy Codes (Multi-step), ISS, OSS, alternative school. Completion of conflict resolution by students in ISS.	Weaknesses: In 2009 – 2010, there were 150 ISS Referrals, 17 OSS, and 1 alternative placement. We had 116 bus incidents and 69 total infractions for physical aggression.
School Demographic Information related to drop-out information and graduation rate data.	
Strengths: In 2009 – 2010 N/A	Weaknesses: N/A
School Demographic Information related to teacher attendance, teacher turnover, or challenges associated with a high percent of new and/or inexperienced faculty.	
Strengths: There is very little turnover of teachers at Pinecrest. For the 2010-2011 year, 2 out of 40 teachers are new to our school, both being transfers within the school system.	Weaknesses: We had a total number of 626 absences for certified staff due to illness, maternity leaves, family tragedies, etc. (Sick Leave)
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: 34% of our students were considered present. Local Judicial Support for truancy issues.	Weaknesses: In 2009 – 2010, there were 3,637 absences at Pinecrest. Out of 388 students, 149 students had 10 or more absences. In 2009 – 2010, Pinecrest had 388 students with tardies totaling 1,562 tardies. 37 of these students had 10 or more tardies.
School Perception Information related to parent perceptions and parent needs including information about literacy and education levels.	
Strengths: Parent surveys indicate that the students at Pinecrest are encouraged to learn and that Pinecrest promotes academic achievement.	Weaknesses: Parent surveys indicate that the areas in need of improvement are communication between teachers and parents and that parents are not informed of assignments and tests.
School Perception Information related to student PRIDE data.	
Strengths: N/A	Weaknesses: N/A
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: Our ELL teacher understands how to integrate ELL curriculum standards with the general education curriculum.	Weaknesses: Our ELL teacher is shared with all four schools in our system, and Pinecrest has 17 ELL students this year.
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)	
Strengths: We have an ELL teacher who speaks fluent Spanish and is a former high school Spanish teacher. This teachers works with small groups in and out of the classroom, and makes home visits in order to better	Weaknesses: The ELL teacher is employed only part time.

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Strengths: We have an ELL teacher who speaks fluent Spanish and is a former high school Spanish teacher. This teachers works with small groups in and out of the classroom, and makes home visits in order to better communicate with the parents.	Weaknesses: The ELL teacher is employed only 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 new reading series, Harcourt Storytown has a Tier II and Tier III component for struggling readers. The reading series is aligned with the Reading Course of Study.	Weaknesses: No school-wide common assessments for reading and math. (Discovery Ed Benchmarks have been implemented for the 2010-2011 school year.)

Part II - GOAL TO ADDRESS ACADEMIC NEEDS – All components to support improving academic achievement, **INCLUDING SCHOOL CULTURE AND Rtl 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): To increase the percentage of students in each grade level in meeting or exceeding proficiency on the reading section of the ARMT.
Data Results on which goal is based: Based on 09/10 ARMT Data and 2011 AMAO's: Grade 4 – From 85% to 86%, Grade 5 – 86% to 88%, Grade 3 - 90% to 92% (2012 AMAO).

TARGET GRADE LEVEL(S): 3 rd , 4 th , 5 th	TARGET CONTENT AREA(S): Circle one <u>Reading</u> Math Science Other	AHSGE: Reading Math Science Social Studies Language	ADDITIONAL ACADEMIC INDICATORS:	TARGET STUDENT SUBGROUP(S): Special Education and Black Male
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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)
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<p>Alabama Course of Study- English Language Arts & Reading Addendum</p> <p>Grade 3: Content Standard 4: (Use a wide range of strategies and skills, including retelling information, using context clues, and making inferences to identify main idea, to comprehend third-grade informational and functional reading materials).</p> <p>Grade 4: Content Standard 3: (Use a wide range of strategies, including distinguishing fiction from nonfiction and making inferences, to comprehend fourth-grade recreational reading materials in a variety of genres).</p> <p>Grade 5: Content Standard 4: (Use a wide range of strategies and skills, including using text features to gain meaning, summarizing passages, and drawing conclusions, to comprehend fifth-grade informational and functional reading materials).</p>	<p>STRATEGY 1: All teachers will deliver standards based instruction daily, incorporating instructional strategies that connect both to the purpose and the content.</p> <p>ACTION STEPS: S1-AS1. All teachers will revisit their Courses of Study during a faculty meeting in August. Core teachers will analyze the data in August to determine overall weaknesses in regards to state and local assessments. (SAT/ARMT/ DIBELS)</p> <p>-----</p> <p>S1-AS2. Core teachers will participate in collaborative planning during their planning periods one time per month beginning in September.</p> <p>-----</p> <p>S1-AS3. All teachers will participate in at least one CIP walkthrough during the year in order to observe other teachers using “best practice” instruction. Three teachers will be identified as a result of the walkthroughs and will begin serving as model classrooms in January.</p>	<p>S1-AS1-B1. 100% teacher participation in faculty meeting by September.</p> <p>S1-AS1-B2. 100% of core teachers will examine the data and make necessary adjustments in their instruction in flex grouping and small group by September.</p> <p>-----</p> <p>S1-AS2-B1. 100% of core teachers should demonstrate the use of “best practice” instruction discussed in the monthly meeting before the next monthly meeting.</p> <p>-----</p> <p>S1-AS3-B1. 100% of teachers participating in CIP walkthrough by the end of March. Three effective teachers identified by December.</p>	<p>S1-AS1-I1: Re-teach S1-AS1-I2: Peer Tutoring S1-AS1- I3: Tier II small group instruction by classroom teacher. S1-AS1- I4: Tier III Small Group Reading Intervention by resource teachers. S1-AS1- I5: After school tutoring. S1-AS1-I6: Flexible grouping and departmentalized grouping.</p> <p>-----</p> <p>S1-AS2-I1: Work with teachers one-on-one during planning period, model lessons, visit other teachers who have demonstrated successful implementation.</p> <p>-----</p> <p>S1-AS3-I1: Work closely with the three identified teachers to ensure effective instruction that can be observed by others.</p>	<p>Title I funding (See Budget)</p> <p>Special Education Funding (if available)</p>
	<p>STRATEGY 2: Target literary/recreational, functional and textual/informational reading passages in all classes.</p> <p>ACTION STEPS: S2-AS1. Students will be taught direct, explicit comprehension strategies from the Harcourt Storytown Reading Series.</p> <p>-----</p> <p>S2-AS2. Core teachers and resource teachers will use data analysis results to drive instruction from local assessments.</p>	<p>S1-AS1-B1. 100% of students will receive direct, explicit comprehension strategies daily.</p> <p>-----</p> <p>S1-AS2-B1. 100% of students will be assessed weekly using the Harcourt Weekly Assessments.</p> <p>S1-AS2-B2. 100% of students will be given progress monitoring and benchmark assessments throughout the year using DIBELS and Discovery Ed.</p>	<p>S1-AS1-I1: Re-teach S1-AS1-I2: Peer Tutoring S1-AS1- I3: Tier II small group instruction by classroom teacher. S1-AS1- I4: Tier III Small Group Reading Intervention by resource teachers. S1-AS1- I5: After school tutoring. S1-AS1-I6: Flexible grouping and departmentalized grouping.</p> <p>-----</p> <p>S1-AS2-I1: Re-teach S1-AS2-I2: Peer Tutoring S1-AS2- I3: Tier II small group instruction by classroom teacher. S1-AS2- I4: Tier III Small Group Reading Intervention by resource teachers. S1-AS2- I5: After school tutoring.</p>	

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CONTINUOUS IMPROVEMENT GOAL (SHOULD ADDRESS IDENTIFIED WEAKNESSES AND GAPS):

To increase the percentage proficiency of students in each grade level in meeting or exceeding proficiency on the math section of the ARMT.

Data Results on which goal is based:

Based on 09/10 ARMT Data and 2011 AMAO's: Grade 3 – 67% to 84%, Grade 4 – 80% to 83%, and Grade 5 – 78% to 82%.

TARGET GRADE LEVEL(S): 3 rd , 4 th , 5 th	TARGET CONTENT AREA(S): Circle one Reading <u>Math</u> Science Other	AHSGE: Reading Math Science Social Studies Language	ADDITIONAL ACADEMIC INDICATORS:	TARGET STUDENT SUBGROUP(S): Special Education and Black Male
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COURSES OF STUDY	REFORM STRATEGIES	BENCHMARKS	INTERVENTIONS	RESOURCES
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)
<p>Alabama Course of Study- Mathematics Addendum</p> <p>Grade 3: Content Standard 14: (Recognize data as either categorical or numerical).</p> <p>Grade 4: Content Standard 6: (Solve problems, including word problems, involving addition and subtraction of four-digit numbers with and without regrouping).</p> <p>Content Standard 7: (Solve problems, including word problems, involving multiplication and division of whole numbers through two-digit multipliers and one-digit divisors).</p> <p>Grade 5: Content Standard 13: (Convert a larger unit of measurement to a smaller unit of measurement within the same customary or metric system).</p> <p>Content Standard 14: (Analyze data collected from a survey or experiment to determine results and factors that affect results).</p>	<p>STRATEGY: All teachers will deliver standards based instruction daily, incorporating instructional strategies that connect both to the purpose and the content.</p> <p>ACTION STEPS:</p> <p>S1-AS1. All teachers will revisit their Courses of Study during a faculty meeting in August. Core teachers will analyze the data in August to determine overall weaknesses in regards to state and local assessments. (SAT/ARMT/Discovery Education)</p> <p>-----</p> <p>S1-AS2. Core teachers will participate in collaborative planning during their planning periods one time per month beginning in September.</p> <p>S1-AS3. Students will receive daily “best practice” instruction, including, but not limited to differentiated instruction and flexible grouping.</p> <p>S1-AS4. All teachers will participate in at least one CIP walkthrough during the year in order to observe other teachers using “best practice” instruction. Three teachers will be identified as a result of the walkthroughs and will begin serving as model classrooms in January.</p>	<p>S1-AS1-B1. 100% teacher participation in faculty meeting in September.</p> <p>S1-AS1-B2. 100% of core teachers will examine the data and make necessary adjustments in their instruction in flex grouping and small group by September.</p> <p>-----</p> <p>S1-AS2-B1. 100% of core teachers should demonstrate the use of “best practice” instruction discussed in the monthly meeting before the next monthly meeting.</p> <p>-----</p> <p>S1-AS3-B1. Utilize expertise of Pinecrest math specialists demonstrating positive student outcomes on local and state assessments.</p> <p>-----</p> <p>S1-AS4-B1. 100% of teachers participating in CIP walkthrough by the end of March. Three effective teachers identified by December.</p>	<p>S1-AS1-II: Re-teach</p> <p>S1-AS1-I2: Peer Tutoring</p> <p>S1-AS1- I3: Tier II small group instruction by classroom teacher.</p> <p>S1-AS1- 14: Tier III Small Group Reading Intervention by resource teachers.</p> <p>S1-AS1- 15: After school math tutoring.</p> <p>-----</p> <p>S1-AS2-II: Work with teachers one-on-one during planning period, model lessons, visit other teachers who have demonstrated successful implementation.</p> <p>-----</p> <p>S1-AS3-II: Work with teachers during planning time and on Professional Development days and model lessons.</p> <p>-----</p> <p>S1-AS3-II: Work closely with the three identified teachers to ensure effective instruction that can be observed by others.</p>	<p>Title I funding (See Budget)</p> <p>Special Education Funding (if available)</p>

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

ENGLISH PROFICIENCY GOAL (SHOULD ADDRESS IDENTIFIED WEAKNESSES AND GAPS):
 80% of ELL students in grades 3-5 will perform at proficiency Level 4 or higher in writing on the English Language Proficiency ACCESS for ELLs.

Data on which goal is based:
 We have 15 ELL students. For 09-10 our group report indicated that out of 10 students tested, 5 students scored Level 3 in writing.

TARGET GRADE LEVEL(S): 3 rd , 4 th , and 5 th	TARGET ELP LANGUAGE DOMAIN(S): Circle all that apply.	Reading	Writing	Listening	Speaking	Comprehension
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WIDA ENGLISH LANGUAGE PROFICIENCY STANDARDS	REFORM STRATEGIES	BENCHMARKS	INTERVENTIONS	RESOURCES
WHICH WIDA* ENGLISH LANGUAGE PROFICIENCY STANDARDS OR DOMAINS 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)
Language Domain: Writing ELP Standard 2: Language Arts	<p>STRATEGY: Increase ELL writing proficiency</p> <p>ACTION STEP:</p> <p>S1-AS1. ELL teacher will monitor direct, explicit instruction on writing mechanics.</p> <p>S1-AS2. The ELL teacher and the classroom teacher will collaborate to create a portfolio of student writing samples.</p>	<p>S1-AS1-B1. The ELL teacher will use the ELP accommodations check-list during each nine week period.</p> <p>S1-AS1-B2. ELLs will progress one proficiency level on annual ACCESS assessment.</p> <p>S1-AS2-B1. The ELL team will evaluate the writing portfolio once each nine weeks.</p>	<p>S1-AS1-I1: The ELL/classroom teacher will provide individual instruction in writing 1 day each week.</p> <p>S1-AS1-I2: The classroom teacher will provide instruction in writing using the Storytown text strategies for ELL students.</p> <p>S1-AS2-I1: The ELL team will review progress made by ELL students once each nine weeks.</p>	<p>Local Funding for ELL Teacher</p> <p>State funding of \$425 for materials and supplies</p>

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

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Part IV - STRATEGIES TO ADDRESS SCHOOL SAFETY, CLASSROOM MANAGEMENT/DISCIPLINE, RtI FRAMEWORK 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.

CULTURE (REFER TO CULTURAL DATA IN NEEDS ASSESSMENT)	REFORM STRATEGIES	BENCHMARKS	INTERVENTIONS	RESOURCES
WHAT CHALLENGES RELATED TO SCHOOL SAFETY, CLASSROOM MANAGEMENT/DISCIPLINE, RtI FRAMEWORK AND SUPPORTIVE LEARNING ENVIRONMENTS HAVE BEEN IDENTIFIED THROUGH THE REVIEW OF SCHOOL DEMOGRAPHIC, PERCEPTION, AND PROCESS DATA?	WHAT RESEARCH-BASED STRATEGIES/ACTIONS WILL BE USED TO IMPROVE CULTURAL BARRIERS IMPACTING 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 ADJUSTMENT IF STRATEGIES DO NOT CHANGE PERFORMANCE?	WHAT RESOURCES AND SPECIFIC EXPENDITURES WILL BE NEEDED FOR SUCCESSFUL IMPLEMENTATION? (Ex: Teacher Incentives, Title II \$.....00, Supplies for Mentors/Mentees, etc)
Discipline Improvement	STRATEGY: Implementation of a school-wide progression plan. ACTION STEP: Follow school-wide discipline plan in sequence.	Documentation of office referrals and discipline problems.	RTI team meetings Grade level meetings and implementation of strategies	No additional resources needed
Discipline/Academic Improvement	STRATEGY: Recognize student achievement/behavior. ACTION STEPS: Students of the Month Caught Being A Good Citizen Aggie Cards Good Behavior Field Trip A/B Honor Roll Field Trip	Documentation of students awarded positive behavior incentives.	RTI team meetings Grade level meetings and implementation of strategies Positive Rewards Committee meetings	No additional resources needed
School-wide Dress Code	STRATEGY: Implementation of a school-wide dress code. ACTION STEP: Teachers/staff monitor student dress code consistently.	Documentation of courtesy code violation Office referrals to contact parent	10-Step Courtesy Code Procedure	Forms and supplies, Title I, \$500

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School-wide Safety Plan	<p>STRATEGY: Implement new school-wide safety plan.</p> <p>ACTION STEP: Follow procedures outlined in new school-wide safety plan.</p>	Walk-through checklists	Grade level meetings Safety team	Title VI Funding (as needed)
Parental/Community Involvement	<p>STRATEGY: Increase and improve parental/community support to promote academic achievement</p> <p>ACTION STEP: Title I sponsored Parental Workshop Parent Orientation State-wide Parent Visitation Day (October)</p>	Attendance sign-in sheets Surveys	Title I meetings with Parental Involvement Coordinator Monthly Parent Involvement meetings at Central Office	Title I Funding (as needed)

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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)
Novice teachers are provided training by the Central Office staff prior to the beginning of school. Each new teacher is assigned a mentor teacher in their grade level to have for guidance. Modeling of reading lessons is provided by the ARI Reading Coach and instructional support is provided by the Title I Resource 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 <u>Title I schools identified for improvement</u> must reserve the equivalent of 10% of the school-level allocation made available to the school under Section 1113 specifically for <u>professional development</u> opportunities for teachers. Budgets should reflect this set-aside.) See the sample budget on a later page.
There are several sources that are utilized in the financial and instructional planning at Pinecrest School. Listed below is a list of funding sources and an explanation of their uses: <ul style="list-style-type: none">• State of Alabama Foundation Program funds teacher units based on student enrollment.• Title I (Federal) monies are used to supplement regular funded programming such as the salaries, benefits, and instructional fee money for Title I funded teachers, classroom material and supplies, parental involvement, technology, and professional development.• Title II (Federal) monies are used for professional development, class size reduction, highly qualified, and for teachers to achieve National Board certification.• Local money pays for additional teacher units.
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.
<ul style="list-style-type: none">• Pinecrest hosts a visitation day for second graders to become familiar with our campus. Students meet the administrators for a brief overview of expectations, tour the school, participate in activities in the computer lab and PE, and view a “Welcome to Pinecrest” Power Point presentation.• Implementation and enforcement of dress codes.• Flexible grouping and departmentalized rotation provides opportunities for students.• Transition activities are coordinated with the middle school in May to provide students with the opportunity to become familiar with the school, rules and expectations.• Lockers are provided to fifth grade students to allow practice opening a locker before entering the middle school.• Orientation is held at the beginning of the school year for parents and students.• The first days of school the principal welcomes each grade with motivating words and activities.
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.
<ul style="list-style-type: none">• All certified employees are Highly Qualified with the exception of one pending testing.• Monetary support to become highly qualified comes from federal funds.• Administrators attend college and university job fairs each year to attract HQ teachers to our schools.• Information about Sylacauga City Schools is given to prospective teachers via system website and system generated brochure.
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.
<ul style="list-style-type: none">• The following are various ways that teachers to meet and collaborate to make decisions that guide instruction:• Data Meetings/ Grade Level Meetings• Meetings with Administrator and/or Building Test Coordinator to study the disaggregated data from standardized tests and design instruction based on standardized test results.• Teachers implement research-based remediation based on a three tier model in reading and math. (RtI)• School Committee Meetings

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<p>6. Special Populations: Describe procedures used for each group of Migrant, English Learners, Economically Disadvantaged, Special Education, Neglected and/or Delinquent, and Homeless students.</p> <ul style="list-style-type: none"> • All homeless, migratory, and limited-English language speaking students receive the same free, appropriate public education provided to all. • They are also eligible for free/reduced lunches and breakfasts. • They receive Title I services, ELL services, Special Education services, and counseling. • All students receive direct, explicit instruction from research-based programs and have access to all services and programs available. • Special Education students are instructed per their IEPs. • Special Education and struggling learners also receive instruction from research-based intervention programs for reading and math. • ELL students are tested with the WIDA Access Placement Test to determine eligibility upon first enrolling in public school and within ten days if they enroll after school starts. • Every student receives Tier I instruction in reading whole group and Tier II small group instruction is provided by the classroom teacher. • Those students requiring Tier III instruction are pulled by the resource teachers and/or special education teachers and are provided with best-practice, research-based instruction.
<p>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. (N/A for Elementary Schools)</p> <p>N/A</p>
<p>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.</p> <ul style="list-style-type: none"> • After School Tutoring Program • Extended Day Program (EDP) offers opportunities for help with homework and re-teaching of skills. • BRIDGES, a community-based program which is part of the Sylacauga Alliance for Family Enhancement (SAFE), works collaboratively with local schools to provide opportunities for help with homework and re-teaching of skills.

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]:

<p>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.</p>
<p>The Parent Coordinator and the Title I Resource teachers will plan an Annual Parent Meeting in September to inform parents about the CIP/Title I requirements. Central Office staff, and school officials will provide this information. Parents will be encouraged to participate in planned activities and meetings that affects their child’s education.</p>
<p>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 <u>all</u> 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.</p>
<ol style="list-style-type: none"> 1. Parent Workshops are scheduled throughout the year based on needs and parents. (Interpreting test scores, educational websites and technology, bullying, test-taking skills, etc.) These workshops are scheduled three times per day (morning, lunch, and night) to accommodate work schedules for parents). 2. Orientation is scheduled in August for parents to become familiar with our policies and procedures. Surveys are sent to parents allowing them the opportunity to convey their concerns, along with positive comments and suggestions. The results from the parent surveys help guide the decision-making process for our school-wide Title I program. 3. Funds allocated for parent involvement are used to pay a portion of our system’s Parent Coordinator’s salary and to pay for materials and supplies used for workshops, parenting center, etc.

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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.

- Pinecrest holds an orientation at the beginning of each school year for parents to meet with the classroom teachers to be informed of rules, routines, curriculum and assessments.
- Each child is given a Parent/Student handbook which requires both student and parent signatures.
- Parent Visitation Day is scheduled in October for parents (families) to observe their child's daily classroom routine and curriculum.
- Parents are allowed to set up meetings with their child's teacher during their planning period or after school.
- Grandparents Day is schedule for each grade level. This includes lunch with their grandchild and photo opportunities.

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-Student Compact is signed by every student, parent, teacher, and the principal in our school and describes the responsibility of each member. These forms are kept in each teacher's classroom.
- The compact is the parent's commitment to work with the teacher and the administration as partners to ensure the best education possible for their child.
- The students sign the compact because they share in the responsibility for doing their part in order to be successful at school.
- The compacts are signed each year and are used in parent/teacher conferences and teacher/student conferences.

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

Pinecrest has a school-wide advisory team that reviews, evaluates, and revises its school-wide plan. Two parent representatives serve on this council to represent parent interests.

All parents are notified of the review through notices sent home in a parent letter. The notice makes parents aware that the plan is under review, that a copy of the plan is available for review, and that parents have the right to give input regarding the revision of that plan. The notice also states that after the plan is finalized and approved, parents may submit any concerns in writing to the school.

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)

The Counselor/Building Testing Coordinator conducts a parent workshop explaining assessment results and meets individually with parents, as needed.

The Parental Involvement Coordinator and the Title I teachers hold an annual meeting for parents and faculty to explain the requirements of Title I.

The Parent Coordinator and Title I teachers provide workshops on informative topics for parents and students. Parents are also given a survey where they indicate any other topic they would like to have.

Regular classroom teachers hold beginning of the year parent orientation sessions.

The following are used to encourage parents to monitor progress and help improve achievement: school/home weekly folders/agendas; mid nine weeks and nine weeks progress reports; periodic copies of assessment results (school and state mandated); and parent contact via conferences, phone calls, and emails.

(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)

Pinecrest has a Parent Center containing materials on topics to help parents help their child in school.

The media center contains a Parenting Library with books on various subjects of interest to parents. These can be checked out by parents.

Specific topics related to our CIP goals are discussed through presentations at parent workshops and meetings.

Title I parent workshops are scheduled to help parents with topics relating to achievement, assessments, technology, etc.

(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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Pinecrest emphasizes the importance of parents in the education of their children. We continue to emphasize the team consisting of parents, teacher, and student in the education of each child. The importance of parental involvement is also stressed through faculty meetings, Title I workshops, and monthly parenting committee meetings. The Parent Coordinator and Title I teachers will implement programs which will build ties between parents and the school. The counselor and Title I teachers are members of the System's Parental Involvement team. This team has representatives from the Central Office, Indian Valley Elementary, Nichols Lawson Middle school, and parents of students from each school.

(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)

Our school works with :

- The parent coordinator to provide resources and conduct relevant workshops.
- Sylacauga Alliance for Family Enhancement (SAFE) provides parenting assistance programs (parenting skills, job training, economic assistance).
- BRIDGES, a program with SAFE, to provide support and assistance to students and parents through after-school tutoring programs.
- Pinecrest has a Parent Center containing materials on topics to help parents help their child in school.

(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)

Pinecrest ELL teacher is active in alerting families of important information that they need to know through school meetings and/or home visits. Translators are secured when needed. TransAct is also a service that is used to translate information into home languages for students.

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

Pinecrest makes every effort to work with parents in meeting their requests as related to their involvement in their children's education. Parent surveys are distributed and evaluated to determine parental requests and needs. Workshops are scheduled throughout the day with a morning, lunch, and night meeting to accommodate parents work schedules.

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.

Our ELL teacher is fluent in Spanish and can assist with verbal communication with Hispanic parents. Our secretary has the TransAct computer program which is used to translate information into home languages for students. Pinecrest has no immigrant students at this time. We are a handicapped-accessible building and will make every effort to accommodate parents with disabilities.

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, Sections, Technology Initiatives, Publications).

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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
Continue improvement for reading and math.	<p>Differentiated Classroom Core Groups 4 and 5</p> <p>Reading and Math data meetings to analyze data to guide instruction with embedded professional development.</p> <p>Strategic Teaching Presented by ARI</p> <p>NAEP Training</p> <p>NCTM Math Conference</p>	<p><u>Core Group 4:</u> Sept. 7-8, Oct. 11-12, Dec. 2, Jan. 26</p> <p><u>Core Group 5:</u> Sept. 9-10, Oct. 13-14, Dec. 3, Jan. 27</p> <p><u>3rd grade</u> – Monthly using DIBELS and Harcourt data</p> <p><u>4th and 5th grade</u> – Monthly using Harcourt data</p> <p>Math data meetings at the end of each Discovery Ed Benchmark (September, December, March) or as needed</p> <p>3 days (TBA)</p> <p>September 28, 2010</p> <p>October 27-29, 2010</p>	<p>Members will provide 18 hours of turn around differentiated instruction training to faculty</p> <p>Use data to drive instruction/remediation</p> <p>Use data to drive instruction/remediation</p> <p>Focus content instruction using a strategic model of planning and delivering instruction</p> <p>Training in state provided lessons for reading and content area</p> <p>Share ideas and skills learned at the conference with the faculty and incorporate in the classrooms</p>	<p>Evidence will be collected through training attendance and handouts</p> <p>Evidence will be collected through data meeting attendance, lesson plans, walk-throughs, and ARMT scores</p> <p>Evidence will be collected through data meeting attendance, lesson plans, and walk-throughs</p> <p>Participants will provide peer coaching to support their grade level in strategic teaching in the content areas.</p> <p>Participants will deliver NAEP lessons to 4th grade students prior to NAEP testing in February.</p> <p>Evidence will be collected through attendance at faculty meeting, walk-throughs, and ARMT scores.</p>	<p>Title II – \$3,000 Dr. Shackelford</p> <p>No extra funds needed</p> <p>No extra funds needed</p> <p>ARI funded</p> <p>ARI funded</p> <p>Title II - \$1,500</p>	<p>Progress will be monitored with walk-throughs</p> <p>Progress will be monitored in data meetings and walk-throughs</p> <p>Progress will be monitored in data meetings and walk-throughs</p> <p>Progress will be monitored in data meetings and walk-throughs</p> <p>Progress will be monitored in data meetings and walk-throughs</p> <p>Progress will be monitored in data meetings and walk-throughs</p>

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Improve safety plan and issues	The Virtual Alabama School Safety Summit	October 5-6, 2010	Use Virtual Alabama and other school safety technologies. Understanding and mitigating behavioral issues in schools. Developing and exercising effective emergency operations for schools.	Evidence will be collected with walk-throughs.	Title IV - \$100	Progress will be monitored with walk-throughs and safety drills
	CPR Training for Paraprofessionals	September 15, 2010	CPR Certification	Evidence will be collected with participation in training and certification.	Title IV	Progress will be monitored with attendance and certification

Part VIII - Coordination of Resources/Comprehensive Budget

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

I. State Foundation Funds:	TOTAL
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State Foundation Funds Earned Units	Enter # FTE's Earned by the school	Enter # of Units Placed at the school		TOTAL OF ALL SALARIES
FTE Teacher Units:	32.53	32.53		\$ 2,090,929
Administrator Units:	1.0	1.0		112,499
Assistant Principal:	0	1.0		85,800
Counselor:	1.0	1.0		69,647
Librarian:	1.25	1.5		67,828
Career and Technical Education Administrator:	0	0		0
Career and Technical Education Counselor:	0	0		0
Enter the amount allocated for use at the school for the following:				
Technology				0
Professional Development				0
State ELL Funds				425
Instructional Supplies				0
Library Enhancement				0
II. Federal Funds:				
Title I: Part A: Improving the Academic Achievement of the Disadvantaged			TOTAL	\$ 352,976
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> (Total FTE is 3.7) Parental Involvement, Supplies, Travel, Computers \$ 108,675 Salaries/Benefits \$ 244,301				
ARRA FUNDS			TOTAL	\$ 109,782
<i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</i> (Total FTE is 1.8) Salaries/Benefits				
Title II: Professional Development Activities			(System-wide) TOTAL	\$ 141,439
<i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</i> Class size reduction \$ 52,529 Professional Development, Stipends \$ 88,910				

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Title III: For English Language Learners	TOTAL	0
<i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</i>		
N/A		
Title IV: For Safe and Drug-free Schools	TOTAL	0
<i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</i>		
N/A		
Title VI: For Rural and Low-income Schools	TOTAL	63,553
<i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</i>		
Behavioral Interventionist	\$ 60,025	
Supplies for school nurses	\$ 3,528	
Career and Technical Education-Perkins IV: Basic Grant	TOTAL	\$ 37,278
<i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING</i>		
Instructional Materials, Training		
Career and Technical Education-Perkins IV: Tech Prep	TOTAL	\$ 3,643
<i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING</i>		
Instructional Materials		
Other: 21st Century, Learn and Serve, Even Start, School Improvement Grant	TOTAL	0
<i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING</i>		
III. Local Funds (if applicable)		
Local Funds		
Salaries/Benefits	\$64,303 (2 Inst. Asst. & portion of technology support)	
Utilities/Software Maintenance	\$109,200	
	TOTAL	\$ 173,503

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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*(Required)</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*(Required)</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*(Required)</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*(Required)</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*(Required)</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*(Required)</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*(Required)</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*(Required)</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>

Part IX – MONITORING/REVIEW DOCUMENTATION

System: Sylacauga City

School: Pinecrest Elementary

Updated: July 13, 2010