

CONTINUOUS IMPROVEMENT PLAN DEVELOPMENT AND IMPLEMENTATION TEAM

This plan was developed/or revised during the following time period (e.g. April, May – September 200_): As a continuation from the 2008-2009 school year, then May 2009-August 2009.

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):

Effective school reform is based upon initiatives that are comprehensive and interwoven into all aspects of the school. At Davis-Emerson Middle School, a comprehensive program of school reform has been developed. The continuous improvement plan, as a complementary document with the Title I plan, serves as the strategic plan for all school programs. As such, work throughout the year in each of the various committees, grade-levels, and departments impact the monitoring, evaluation, and planning for the 2009-2010 school year. Participation in the planning process emanates from grade-level meetings, faculty meetings, data meetings, professional development activities, and is led by the school's *leadership team*, which meets on a monthly basis. The continuous improvement plan (CIP) team is composed of representatives of each department as well as parents.

The CIP team will analyze test data, including the SAT 10 and the ARMT. They will verify bench marks and ensure goals have been met. Benchmark data will be gathered on a monthly basis that relates to the school-wide goals and areas of focus. Beginning with the 2009-2010 school year, STI Achievement Services has developed a diagnostic and periodic testing to be administered three times during the year to serve as a primary benchmark for student academic progress in the areas of mathematics. Test data is disaggregated on a regular basis to examine the success of the program. All of this information will be used to evaluate the implementation of the program as well as its success.

Instructional Leadership Team Names (The Leadership Team must include the principal, faculty [including ELL resource lead teacher if applicable], staff, parents, community stakeholders, and/or students.)	Positions (Identify position held, e.g., Administration, Faculty, Staff, Grade Level and/or Subject Area, Parents and Community members.)	Signatures (Indicates participation in the development of the CIP)
Jeanne Silliman	6 th Grade Math Teacher	
Brandi Bishop	7 th Grade Social Studies Teacher	
Martha Cameron	8 th Grade Science Teacher	
Candace Stephens	Special Education Teacher	
Carlin Homan	Physical Education Coach	
Amanda Beardsley	Library/Media Specialist	
Kaye Ridgway	Asst. Principal	
Walter Davie	Principal	
Kathy Hofstadter	Parent Representative	

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 2009-2010
 Based on School Year 2008-2009 Data

063 Tuscaloosa County - 0115 Davis-Emerson Middle School

2009-2010 AYP Status	This school met 21 goals out of 21 (100%).			
	Made AYP			
	Not in School Improvement			

Reading				
Made AYP	Percent Participation Goal = 95%	Met Participation Goal	Proficiency Index Goal = 0.00	Met Proficiency Goal
Not in School Improvement				
All Students	100	Yes	12.57	Yes
Special Education	100	Yes	-13.00	Yes(2%)
American Indian / Alaskan Native	No Data	No Data	No Data	No Data
Asian / Pacific Islander	--	N/A	No Data	No Data
Black	100	Yes	6.87	Yes
Hispanic	100	N/A	10.92	N/A
White	100	Yes	18.54	Yes
Limited English Proficient	--	N/A	--	N/A
Free / Reduced Meals	100	Yes	9.49	Yes

Mathematics				
Made AYP	Percent Participation Goal = 95%	Met Participation Goal	Proficiency Index Goal = 0.00	Met Proficiency Goal
Not in School Improvement				
All Students	100	Yes	16.53	Yes
Special Education	100	Yes	0.83	Yes
American Indian / Alaskan Native	No Data	No Data	No Data	No Data
Asian / Pacific Islander	--	N/A	No Data	No Data
Black	100	Yes	11.25	Yes
Hispanic	100	N/A	22.54	N/A
White	100	Yes	21.41	Yes
Limited English Proficient	--	N/A	--	N/A
Free / Reduced Meals	100	Yes	13.49	Yes

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

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.

Briefly describe the process your faculty used to conduct the needs assessment (analysis of all data).	
Data analysis has been an on-going process throughout the 2008-2009 school year with a detailed review as the Spring 2009 test data was released. Data was collected, analyzed, and reviewed through a summer faculty retreat, grade-level meetings, leadership team meetings, and with the faculty as a whole. Benchmark data was collected and tracked using an Excel spreadsheet containing information on each individual student as well as a breakdown into the various sub-groups.	
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.	
Every effort is maintained to provide HQ teachers beginning with initial applicant reviews through the interview stage. Core classes are taught by HQ teachers and on-going professional development ensures that current research is woven into classroom instruction. When a vacancy exists, HQ teachers are recruited, interviewed, and employed through consultation with the TCSS personnel department. Targeted data collection and analysis of that data provides support when planning the master schedule, making student assignments, and considering possible interventions to low performing students.	
Number and percentage of teachers Non-HQT: 100%	Number and percentage of Classes Taught by Non-HQT: 0%
Alabama High School Graduation Exam (AHSGE):	
Strengths: N/A	Weaknesses: N/A
Alabama Reading and Mathematics Test (ARMT):	
Strengths: 70% of 6 th graders, 69% of 7 th graders were proficient in ARMT reading; 45% of 6 th graders, 47% of 7 th graders were proficient in ARMT mathematics. 6 th graders scored at a 60% mean correct, 7 th graders scored at a 63% mean correct in the area of comprehension of literary/recreational materials. For 6 th graders, geometry was an area of strength scoring at a mean percent correct of 64%.	Weaknesses: 30% of 6 th graders and 31% of 7 th graders are not proficient in ARMT reading. For mathematics, 56% of 6 th graders and 53% of 7 th graders are not proficient. There are areas of concern in each content standard in mathematics other than geometry.
Alabama Science Assessment:	
Strengths: 62% of 7 th graders were proficient with areas of strength in cell composition, characteristics of living things, and process of chromosome reduction in the production of sperm and egg cells during meiosis.	Weaknesses: 38% were not proficient. Content standards of concern were in the areas of : six-kingdom classification system and species variation attributes.
Stanford 10	
Strengths: Areas of strength include the content clusters of: initial understanding, multiple meaning words, reading comprehension, and functional comprehension for 7 th graders. Strengths in the area of mathematics include: data statistics and probability, communication and representation, and mathematical connections for 6 th graders; geometry and measurement, mathematical connections, and computation with decimals for 7 th graders. Stanines in each of the grades are in the 4 to 5 range.	Weaknesses: For 6 th graders, multiple meaning words, context clues, and interpretation were areas of concern. For 7 th graders, thinking skills, informational reading, and context clues were areas of concern. In the area of mathematics, number sense and operation, reasoning and problem solving were specific areas where improvement is needed.
Dynamic Indicators of Basic Early Literacy Skills (DIBELS):	
Strengths: N/A	Weaknesses: N/A

Part I - Continued:	
Alabama Direct Assessment of Writing (ADAW):	
Strengths: Improvement was shown in the narrative writing mode, 55 % to 57% over the previous year.	Weaknesses: Declines were in the descriptive, expository, and persuasive modes of writing from the previous school year.
ACCESS for English Language Learners (ELLs):	
Strengths: In 6 th grade, 50% of students scored in level 5 (Bridging) in the area of listening; 83% scored in levels 4 (expanding) through 6 (reading) in the area of speaking; and 33% scored at level 4 (expanding) in the area of writing. For 7 th graders, 100% scored at level 5 (bridging) in the area of listening; and 100% at level 6 (reaching) in the area of speaking.	Weaknesses: For 6 th graders, 67% scored at levels 2 (beginning) or 3 (developing) in the area of literacy; and 66% scored at 2 (beginning) or 3 (developing) in the area of comprehension. For 7 th graders 100% scored at levels 2 (beginning) or 3 (developing) in the area of reading; and 100% scored at level 3 (developing) in the area of writing.
Professional Education Personnel Evaluation (PEPE) School Profile Information:	
Strengths: Areas of strength from 2008-2009 PEPE evaluations were found to be: <ul style="list-style-type: none"> ▪ 1.2 Identifies various instructional strategies ▪ 2.3 Develops the lesson ▪ 3.1 Monitors student performance 5.2 Communicates high expectations	Weaknesses: Areas where continued improvement is warranted based upon 2007-2008 PEPE evaluations were found to be: <ul style="list-style-type: none"> ▪ 3.4 Uses Assessment Results ▪ 4.2 Manages student behavior
Additional Data Sources: (e.g., Alabama Alternate Assessment [AAA], School Technology Plan Data)	
Strengths:	Weaknesses:
Local Data (e.g., LEA, school, and grade-level assessments, surveys, program-specific assessments):	
Strengths: Benchmark data through Think Link and progress reports continue to show improvement trends each year as we progress into the second semester of school. Strategies to effect progress for students at-risk of failure proved to be successful resulting only 3 grade retentions, a decrease of 4 over the previous year.	Weaknesses: 3 students were retained for the 2009-2010 school year.
Career and Technical Education Program Improvement Plan:	
Strengths: N/A	Weaknesses: N/A

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: In-school intervention (ISI) and after-school detention assisted with discipline issues while keeping students in school. Long-term out-of-school suspensions were decreased by 3%.	Weaknesses: High number of office referrals continue (1558 for the 2008-2009 school year).
School Demographic Information related to drop-out information and graduation rate data.	
Strengths: 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: Teacher attendance, in consideration of professional leave, was positive overall throughout the year. Pool of qualified substitute teachers was better able to be maintained throughout year.	Weaknesses: Staffing decrease due to state budget concerns resulted in loss of three classified positions resulting in reduced instructional support. Teachers are now required to take on additional duties (e.g. health issues, custodial) that deter from instructional focus.
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: DEMS was able to maintain a 96% attendance rate (two consecutive years).	Weaknesses: High number of student absences remain and students who miss portions of classes due to being tardy remains a concern.
School Perception Information related to parent perceptions and parent needs including information about literacy and education levels.	
Strengths: There is a significant population of parents with high school or drop-out educational levels. According to informal surveys, as high as 50% of parents only have a high school diploma (or did not graduate).	Weaknesses: Literacy levels among parents seem relatively sound based upon informal surveys. A high poverty rate (72%) at DEMS indicate a significant lack of educational skills and economic resources for furthering educational goals/needs.
School Perception Information related to student PRIDE data.	
Strengths: Students who perceive the use of tobacco as harmful is 6 th Gr: 74.5%; 7 th Gr: 85.7%; 8 th Gr: 75%. Less than 10% of students report use of marijuana.	Weaknesses: 31.3% of students report alcohol use, 20.6% tobacco, and 9.2% marijuana.
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: Strong support from ESL teachers within school system. Close collaboration with grade-level teachers. BBSST Involvement as necessary to assure student success.	Weaknesses: Time constraints and conflicts for additional training needed by classroom teachers.

Part II - GOAL TO ADDRESS ACADEMIC NEEDS – All components to support improving academic achievement, **INCLUDING SCHOOL CULTURE CONSIDERATIONS**, should be related to the weaknesses identified in the data summary. *DUPLICATE PAGES AS NEEDED TO ADDRESS TOP PRIORITIZED GOALS INCLUDING SACS DISTRICT GOALS, IF APPLICABLE.* Use the SMART Goals format to address areas of need.

CONTINUOUS IMPROVEMENT GOAL (SHOULD ADDRESS IDENTIFIED WEAKNESSES AND GAPS):
 To increase the percent of SPE students meeting or exceeding proficiency goals (levels III and IV) on the Spring 2010 assessment of the Mathematics portion of the Alabama Reading and Mathematics Test (ARMT) from -0.83% to 7% as they progress to an overall goal of 65% in grade 6, 66 % in grade 7, and to 70% in grade 8.
Data Results on which goal is based: During the 2008-2009 school year, only 45% of 6th graders and 47% of 7th graders were proficient in ARMT mathematics. 56% of 6th graders and 53% of 7th graders are not proficient.

TARGET GRADE LEVEL(S): 6-8	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):
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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)
ALCOS (Content Standards) 6th gr #1, #2, #3, #6, #7, #8, #9, #10, #11 7 th gr #1, #2, #3, #6, #7, #8, #9, #10, #11 8 th gr #1, #2, #3, #6, #7, #8, #9, #10, #11	STRATEGY: Schedule math strategy classes ACTION STEP: <ul style="list-style-type: none"> ARMT levels 1 & 2 students receive strategy class instruction for one semester Integrate lower level learners in New Century software labs (min. of 90 min. week) Utilize AMSTI strategies and other differentiated instruction techniques to remediate, enhance, and clarify instruction 	Informal assessments STI assessments New Century Reports Unit tests Progress reports	Individual tutoring provided to small groups by UA students. Remediation and practice. Progress and behavior reports provided, BBSST is used as a resource for academic and behavioral concerns.	New Century lab AMSTI materials UA tutors STI assessment resources/materials
ALCOS (Content Standards) 6th gr #1, #2, #3, #6, #7, #8, #9, #10, #11 7 th gr #1, #2, #3, #6, #7, #8, #9, #10, #11 8 th gr #1, #2, #3, #6, #7, #8, #9, #10, #11	STRATEGY: Employ a math intervention teacher to assist with targeted low achieving math students ACTION STEP: <ul style="list-style-type: none"> Intervention teacher will meet with all math teachers to identify and schedule targeted students Intervention teacher will work with targeted students on all grade levels in math classes Intervention teacher will form small groups based on need and work with students on specific math skills and strategies 	Informal assessments STI assessments Unit tests Progress Reports	Explicit instruction/remediation and practice. BBSST is used as a resource for academic and behavior concerns, progress and behavioral reports.	AMSTI materials Supplemental resources
ALCOS (Content Standards) 6th gr #1, #2, #3, #6, #7, #8, #9, #10, #11 7 th gr #1, #2, #3, #6, #7, #8, #9, #10, #11 8 th gr #1, #2, #3, #6, #7, #8, #9, #10, #11	STRATEGY: Guided instruction classes will be scheduled for SPE/IEP students for one year ACTION STEP: <ul style="list-style-type: none"> Integrate learners in New Century software labs (min. of 90 min. week) Utilize AMSTI strategies and other differentiated instruction techniques to remediate, enhance, and clarify instruction Integrate math into other content areas 	Informal assessments STI assessments New Century Reports Unit tests Progress Reports	Additional remediation, participation in New Century lab, individual tutoring, progress reports, behavior reports.	New Century lab AMSTI materials UA tutors STI assessment resources/materials

Part II - GOAL TO ADDRESS ACADEMIC NEEDS – All components to support improving academic achievement, **INCLUDING SCHOOL CULTURE CONSIDERATIONS**, should be related to the weaknesses identified in the data summary. *DUPLICATE PAGES AS NEEDED TO ADDRESS TOP PRIORITIZED GOALS INCLUDING SACS DISTRICT GOALS, IF APPLICABLE.* Use the SMART Goals format to address areas of need.

CONTINUOUS IMPROVEMENT GOAL (SHOULD ADDRESS IDENTIFIED WEAKNESSES AND GAPS): To increase the percent of SPE students meeting or exceeding proficiency goals (Levels III and IV) on the Spring 2010 assessment of the Reading portion of the Alabama Reading and Mathematics Test (ARMT) from -13.28% to -- -7.28% as they progress to an overall goal of 85% in grade 6, 79% in grade 7 and 67% in grade 8.
Data Results on which goal is based: During the 2008-2009 school year, 71% of the 6th graders and 69 % of the 7th graders were proficient in ARMT scores. 29% of 6th graders and 31% of 7th graders are not proficient.

TARGET GRADE LEVEL(S): 6-8	TARGET CONTENT AREA(S): Circle One Reading Math Science Other	AHSGE: Reading Math Science Social Studies Language	ADDITIONAL ACADEMIC INDICATORS:	TARGET STUDENT SUBGROUP(S):
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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)
ALCOS (Content Standards) 6 th - #1, #2, #5, #6, #7, #16, #17, #18, #30 7 th - #1, #2, #5, #7, #15, #16, #17, #18, #19 8 th - #1, #2, #5, #6, #7, #10, #15, #16, #17, #22	STRATEGY: Schedule reading strategy classes for lower level learners ACTION STEP: <ul style="list-style-type: none"> ARMT levels 1 & 2 students receive strategy class instruction for one semester Teach using differentiated instructional techniques to remediate, enhance, and clarify instruction Weekly use of New Century Computer lab 	Informal assessments Teacher made quizzes Unit tests Progress reports New Century progress reports	Additional remediation, tutoring, small group instruction, progress reports, behavior reports, BBSST, New Century reports	New Century Lab Strategy classes BBSST Team Counselor/Social Worker UA tutors
ALCOS (Content Standards) 6 th - #1, #2, #5, #6, #7, #16, #17, #18, #30 7 th - #1, #2, #5, #7, #15, #16, #17, #18, #19 8 th - #1, #2, #5, #6, #7, #10, #15, #16, #17, #22	STRATEGY: Guided instruction classes will be scheduled for SPE/IEP students for one year ACTION STEP: <ul style="list-style-type: none"> Students assignments to class based on test scores, IEPs Teach using differentiated instruction techniques to remediate, enhance, and clarify instruction Integrate reading into other content areas 	Informal assessments Teacher made quizzes Unit tests Progress reports	Additional remediation, tutoring, small group instruction, progress reports, behavior reports, BBSST	Guided instruction BSST Team Counselor/Social Worker UA tutors
ALCOS (Content Standards) 6 th - #1, #2, #5, #6, #7, #16, #17, #18, #30 7 th - #1, #2, #5, #7, #15, #16, #17, #18, #19 8 th - #1, #2, #5, #6, #7, #10, #15, #16, #17, #22	STRATEGY: Purchase <i>Read 180</i> for use in reading strategy and guided instruction classes ACTION STEP: <ul style="list-style-type: none"> Administer student diagnostic test prior to beginning program Use authentic literature to motivate and interest students Use Read 180 lab work to supplement and enhance direct instruction 	Informal assessments Teacher made quizzes Unit tests Progress reports Read 180 assessments/reports	Additional remediation, tutoring, small group instruction, progress reports, behavior reports, BBSST	Read 180 program UA tutors

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): To increase the number of English Language Learners scoring proficient on the ACCESS from 12.5 to 20 % for the 2009-2010 academic year.

Data on which goal is based: : Annual ACCESS for ELLs; SAT/ARMT data

TARGET GRADE LEVEL(S): 6 th -8 th grades	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)

<p>Language Domain: Reading</p>	<p>STRATEGY: Using WIDA Model Performance Indicators (MPIs) as guidance for developing language objectives that focus on, but are not limited to, the language domain of reading ACTION STEP: ESL Specialists & content area classroom teachers will collaborate to develop lesson plans that integrate language objectives based on the MPIs & the ACCESS score of each ELL in their classroom ACTION STEP: ESL Specialists will provide opportunities for content area teachers to integrate language objectives with content objectives during an intensive two day summer workshop using content area lesson plans from the classroom.</p>	<ul style="list-style-type: none"> ● Annual ACCESS for ELLs (annually) ● Progress reports & Report cards (3 &6 week intervals) ● SAT/ARMT data 	<ul style="list-style-type: none"> ● ESL Specialists will go into content area classes to provide additional academic support for ELLs as needed. ● ESL Specialists will conference with content area teachers on additional teaching/reading strategies to use with ELLs. ● Title III Tutors who have a command of the target language will provide translation assistance in content area classes as additional academic support for first year ELLs. ● Spanish Outreachers who have a command of the Spanish language will provide translation assistance in content area classes as additional academic support for first year ELLs. ● Title III Tutors will provide additional pull out or push in tutorial services for Level I & II ELLs. <p>Appropriate accommodations as allowed on the SAT/ARMT will be provided for the benchmarks</p>	<ul style="list-style-type: none"> ● Professional development in ESL Literacy, WIDA ELP Standards & reading strategies for ELLs ● Additional teacher resources centrally located in the ESL Program Office available for check out throughout the year ● Designation of an ELL PDA Instructional Team ● Funds for substitute teachers so that classroom teachers may attend professional development opportunities throughout the year ● District support from the ESL Program personnel ● State support from the SDE ELL Coach ● Title III Supplemental Funding ● Stipends provided for content area teachers who attend professional development opportunities in the summer ● New Century Program
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***WIDA- World-Class Instructional Design and Assessment; the consortium to which Alabama and a number of other states belong.**

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

CULTURE (REFER TO CULTURAL DATA IN NEEDS ASSESSMENT)	REFORM STRATEGIES	BENCHMARKS	INTERVENTIONS	RESOURCES
WHAT CHALLENGES RELATED TO SCHOOL, SAFETY, CLASSROOM MANAGEMENT/DISCIPLINE, 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)
Student attendance remains as an on-going concern; attendance rate remained at 96% for two consecutive years; high level of transience; behavioral consequences impact attendance rate	<p>STRATEGY (S1): Instill a sense of heightened importance in education and school attendance; following school rules, and achieving personal academic goals.</p> <p>ACTION STEP:</p> <ul style="list-style-type: none"> ▪ (S1-AS1) Daily monitoring of attendance to include tracking of absences, reasons absent (health, neglect, family, etc.) ▪ (S1-AS2) Grade-level competition during the month of September ▪ (S1-AS2) Counselor/Social Worker making targeted contacts to include home visits as necessary ▪ (S1-AS3) Alternatives to out-of-school suspensions to keep students in school when possible (interventions, after-school detention, ISI, differentiated instruction) ▪ (S1-AS4) On-going attendance incentives throughout year (clean slate, Bulldog Bites cards, etc.) 	<ul style="list-style-type: none"> ▪ Attendance reports with minimum goal of 96% attendance ▪ Daily attendance log ▪ Log of contacts (phone, personal) ▪ Discipline reports for comparative basis ▪ Schedule of incentives; participation percentage at each event 	<ol style="list-style-type: none"> 1. Parent conferences 2. Home visit by social worker, administration 3. Referral to Attendance office (support from attendance officer) 	<p>Social Worker RN, as available Rewards systems (no cost assemblies, school special events, Bulldog Bites rewards)</p>
Continued efforts to improve school safety, behavior, and loss of classroom instructional time due to behavioral management issues	<p>STRATEGY (S2): Effective behavior management plan using the attributes of positive behavioral support and assuring differentiated instruction appropriate for diverse learners.</p> <p>ACTION STEP:</p> <ul style="list-style-type: none"> ▪ (S2-AS1) Review and emphasize 3 R's with all students at grade-level assemblies. ▪ (S2-AS2) Student handbook produced and distributed to all students; content covered by homeroom teachers, grade-level assemblies, and practices conducted of school procedures. ▪ (S2-AS3) Consistent use of procedures by all faculty and staff; student leadership through student council to encourage and motivate peers. ▪ (S2-AS4) Consistent application of behavioral rewards and consequences throughout school year. Effective and on-going parent communication. 	<ul style="list-style-type: none"> ▪ Schedule of assemblies & 100% participation ▪ Production of handbook and distribution to all students; documentation in lesson plans of procedural reviews ▪ Monitoring by leadership team and administration <p>Monitoring by leadership team and administration; communication logs by grade-levels</p>	<ol style="list-style-type: none"> 1. Parent conference 2. Mentoring program (boys, girls) 3. Academic support group 4. Social worker/counselor direct intervention 5. BBSST monitoring/referral 	<p>Social Worker Counselor BBSST Team Community Mentors No cost events (assemblies, special activities, donated incentives, PTO)</p>

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

<p>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)</p>
<p>Support for new teacher comes in several forms. The Tuscaloosa County School System holds regular new teacher workshops throughout the year to provide training and information to new teachers/employees. At DEMS, a teacher mentor is assigned whenever a new or inexperienced teacher is hired. That mentor works with the new teacher throughout the year in assistive conferencing, school procedures, lesson planning, and providing resources. The novice teacher will be engaged in coaching, classroom visitations, sharing of lesson plans, use of assessment results, and general workshop. Limited number of additional school responsibilities are assigned for the first year.</p>
<p>2. Budget: Describe the coordination of all federal, state, and local programs. (Note: NCLB Section 1116 requires that each year Title I schools identified for improvement must reserve the equivalent of 10% of the school-level allocation made available to the school under Section 1113 specifically for professional development opportunities for teachers. Budgets should reflect this set-aside.) See the sample budget on a later page.</p>
<p>Budgeting at the local school level is implemented by an elected school budget committee. Appropriate needs for the school are first developed based upon the comprehensive needs assessment of collected data. From those needs, a prioritized list of school reforms and initiatives are developed. An essential element of concern is those at-risk and under-performing students/sub-groups. All sources of revenue – local, state, federal – are utilized in a comprehensive manner in order to best address the financial needs of DEMS. The budget is presented to the full faculty for final approval. The comprehensive needs analysis resulted in reform efforts geared toward: (1) reduction of class size by funding 3.8 classroom teachers (2.0 in grade 6; 1.8 in grade 8); (2) continued expansion of instructional supplies to support reading, math, and science labs; technology support to ensure continued maintenance of instructional hardware/software needs; (3) parent involvement support through the provision of postage for parent mailings, social services support, and parent involvement materials; (4) non-capitalized equipment to support instruction in the form of copiers and technology for grade-levels; (5) professional development activities for AMSTI, on-going data analysis meetings (subs), workshop registrations, and consultants for on-site support; (6) extended day facilitator to coordinate after-school tutorial program for students scoring in levels I & II on spring 2008 ARMT; (7) additional instructional software for networked labs; and (8) transportation to ensure full participation in curricular field trips for at-risk students. ARRA stimulus funds will be used to purchase and implement READ 180.</p>
<p>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.</p>
<p>Davis-Emerson Middle School uses several transition strategies to assist students in transitioning from elementary school to middle school and from middle school to high school. In the spring of the year, the principal, counselor, band and chorus teachers visit the elementary schools to meet with the fifth grade students to discuss what to expect the following year and to answer questions about middle school and scheduling. In the Spring of the year, the sixth grade English, math and special education teachers will meet with the Fifth Grade teachers to discuss test scores and special education needs so that students may be placed in the best situation the following year for collaborative classrooms as well as others. During the summer, a special Davis-Emerson Middle School “camp” will be offered to all rising sixth graders to have the opportunity to meet the sixth grade faculty, administration, and other key staff. The camp will offer instruction in lunchroom procedures, gym procedures, opening lockers, and how to find their way around the school. Schedules, fees, and other registration procedures may be completed during this event. As a result, new students will feel more confident and comfortable in transitioning to the middle school environment. Parents are welcome and encouraged to accompany their child. In the spring of the year, a panel of Holt High students and the counselor visit to talk about Holt High School and answer questions. Before the end of the year, eighth grade students visit the campus of Holt High School. The counselor and other faculty from Holt High School work closely with the Davis-Emerson Middle School faculty to provide helpful information so that students may successfully choose classes for their ninth grade year. The counselor remains available to answer questions that students may have about high school life.</p>
<p>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.</p>
<p>Davis-Emerson Middle School follows the Tuscaloosa County Board policies and procedures in attracting and recommending high-quality and highly qualified teachers. The Assistant Superintendent for Personnel of the Tuscaloosa County School System participates in job fairs at the local and surrounding area colleges and universities. In order to retain highly qualified teachers, the faculty strives to work together in providing a conducive and positive learning environment. Teacher mentors are available for new teachers and a high level of collaboration among the grade levels and departments is maintained.</p>
<p>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.</p>
<p>All staff and faculty at Davis-Emerson Middle School have been active participants in the decision making process regarding the use of state assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program. Grade-level meetings, data meetings, faculty meetings and leadership team meetings have been held to disaggregate the test data from the previous year as well as discuss the needs of the students. Teachers will continue to be involved in the process of making decisions through these processes. The teachers will continue to have the opportunity to discuss strategies for improvement and ways to better meet the needs of all the students at Davis-Emerson Middle School.</p>
<p>6. Special Populations: Describe procedures used for each group of Migrant, English Language Learners, Economically Disadvantaged, Special Education, Neglected and/or Delinquent, and Homeless students.</p>
<p>All migrant and homeless students have access to the same programs offered to all DEMS students, with priority given to interventions. Programs include Title I, reading strategy classes, math strategy classes, transition to middle school classes (6th graders), <i>New Century Education</i> software, READ180, academic success group counseling, social worker interventions, free/reduced lunch services, ELL services, BBSST, and special education. Migrant students are allowed expedited access to school enrollment, referral to school system liaison as needed, counseling/social worker home visits, social services support. Careful attention to any ELL services needed for migrant students is given. Interpreters are available for migrant families and school information is translated into the language of access for each family. Homeless students have the same expedited access for enrollment, counseling, social worker invention, nursing support through the school LPN, and are automatically deemed eligible for any Title I services. Both migrant and homeless students are afforded support through clothing and school supply needs as they may exist.</p>
<p>7. Extended Learning Opportunities: Describe how the school provides opportunities for the most academically needy students to receive support and reinforcement of academic skills beyond the regular school day.</p>
<p>Students who experience difficulty mastering the proficient or advanced levels of academic achievement standards will be provided with opportunities of assistance in several ways. Reading strategy and math strategy classes will be offered. Guided instruction classes will augment the instruction provided in regular classrooms for special education students. STI Assessment and school-developed benchmark data will be used to monitor student’s progress. A summer program to prevent regression of skills and to strengthen readiness for the subsequent grade level will be offered to all students with transportation provided.</p>

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.

On August 25, 2009 at 6:00 p.m., Davis-Emerson Middle School held its annual meeting for all parents of participating children. Parents are notified of the meeting through (1) notices sent home by students, (2) school intercom announcements, (3) postings in our main foyer, (4) through our school website, and (3) through announcements in other languages when we have families where English is not their primary language. To assist in providing the opportunity for all parents to attend, the meeting is offered at two separate times—once during the school day and once in the evening. A second meeting was held on Thursday, August 27th at 9:00 a.m. for parents who could not attend the evening meeting. Topics discussed at this year’s meeting were:

- Title I participation, its services, and parents’ rights
- An explanation of the school’s curriculum
- The assessments used in our school to measure students’ progress
- Our school’s parent involvement policy
- Our school’s parent compacts
- Resources available for parents

In April of 2009, the parent involvement committee met and determined that parent involvement funds from Title I would be used for:
(1) postage costs for mailings; and (2) social worker support through contractual basis with Tuscaloosa’s One Place.

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.

At the general meeting for parents, and at the Title I Parent meeting, parental involvement opportunity surveys were distributed and collected. Ideas for workshops and parent participation in committees for the school were solicited. This information is compiled and workshops developed such that morning and evening opportunities are available for parents who work or have other commitments at various times of the day. School newsletters, mailed home each six weeks period with report cards, continually update parents on school programs, offer opportunities for involvement, and solicit on-going support. Annually, in April of each year, a parent committee meets to determine how funds allocated for parent involvement will be expended. Notice for comments, suggestions, or participation for that meeting is placed in the school’s newsletter.

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.

At the general meeting for parents, and at the Title I Parent meeting, parental involvement opportunity surveys were distributed and collected. Ideas for workshops and parent participation in committees for the school were solicited. This information is compiled and workshops developed such that morning and evening opportunities are available for parents who work or have other commitments at various times of the day. School newsletters, mailed home each six weeks period with report cards, continually update parents on school programs, offer opportunities for involvement, and solicit on-going support. Annually, in April of each year, a parent committee meets to determine how funds allocated for parent involvement will be expended. Notice for comments, suggestions, or participation for that meeting is placed in the school’s newsletter.

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).

Davis-Emerson Middle School revises its school-parent compact in May of each year in consultation with our schoolwide advisory committee and any parental comments received by teachers throughout the year. All parents will be given a copy of the new compact through open house enrol packets and sent home with students during the beginning of the school year. A copy will be maintained on the school website and new students will be given one at the time of enrollment. The compact will be explained to the parents, and they will be asked to sign the compacts signifying their commitment to working in partnership with the school and their child in ensuring that their child is successful in school. The compacts will be discussed with teachers at faculty meetings. Each teacher will be given the responsibility to explain the compact to the students and obtain the student signatures. The teachers will sign the compacts and house them in his/her classroom for use during parent-teacher and/or student-teacher conferences.

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

In late April of each year, Davis-Emerson Middle School brings in its Title I Planning Committee to review, evaluate, and revise our Parent Involvement plan. There are *four* parents on the Committee who represent all the parents of the school. During the review process, all parents are notified the review through notices sent home with students and publicized on the school website. The notices make parents aware that the plan is under review, that a copy of the plan is available for review in the *school office, library, or by visiting the school website* (<http://dems.tcm.schoolinsites>), and that parents have the right to give input regarding the revision of the plan. The notice also states that after the plan is finalized and approved, if a parent finds the plan to be unsatisfactory, they have the right to submit their concerns in writing to the school, and the school will submit their comments to the central office at the same time that the Title I plan is submitted.

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)**

Additional workshops to be offered throughout the year include: (1) helping your child with homework; (2) technology; (3) curriculum approaches; (4) and parent resources. Workshops will be offered during each semester (October 28 & February 24) in conjunction with PTSO meetings. The workshops will be held at 9:00 a.m. and again at 6:00 p.m. using the library or commons.

(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)

Support offered to parents will be in the form of a parent resources section in the school library; social services available through the school counselor and/or social worker; conferences with teachers and/or administrative staff; parenting workshops; and parenting tips newsletters sent home on a regular basis.

(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)

Key areas for professional development will be: (a) enhancing teachers' knowledge of the school website use for communication of classroom content and major units of study; (b) conferencing techniques and communication skills; and (c) understanding the community culture.

(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)

Concerted efforts in transition services from the feeder elementary schools (Cottondale and Holt) will be made by conducting regular visits by teachers and staff; holding a family orientation in late April/early May; providing registration and scheduling assistance; providing a day camp in the summer for rising 6th graders and parents; and distributing printed informational resources.

(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)

Support for parents in languages other than English will be provided by the compilation and translation of key school informational documents; providing translators to assist with registration, enrollment, and parent conferences; and working with the ESL department at the Tuscaloosa County Board in arranging for tutors as needed for students.

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

Additional parental support requests may be made at any time throughout the year by contacting the school principal, counselor, or social worker. Requests will be reviewed by the school's leadership team and a plan formulated to address needs.

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.

Davis-Emerson Middle School, to the extent practicable, provides opportunities for the participation of parents with limited English proficiency and parents with disabilities. Davis-Emerson Middle School presently has a low number of ELL students with various needs of translation in homes; however, notices to parents are sent in Spanish as needs dictate. In addition, we have a bilingual teacher who is available to assist in verbal communications with these parents. Individual academic assessments, and the interpretation of those results, will be interpreted for parents in a language they can understand through the assistance of our ESL specialists and translators available through the Tuscaloosa County School System. At this time, Davis-Emerson Middle School does not have any migrant students. Every effort is made to accommodate parents with disabilities. Davis-Emerson Middle School opened in August 2003 and meets all building codes related to handicapped access. The facility is barrier-free and maintained on an on-going basis. The Tuscaloosa County School System policy for homebound is followed as needs exist for homebound services. Parents requiring such assistance should contact the counselor, nurse, or administration for referral forms and assistance with the application process. Homebound services are provided through the central office of the Tuscaloosa County School System.

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

- Does the plan provide opportunities for professional development activities that are high-quality, effective, and research-based? **YES** **NO**
- Does the plan include opportunities for teachers, principals, paraprofessionals, other staff, and parents? **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).

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. Very Goode	DOCUMENT CONTINUOUS LEA REVIEW AND SUPPORT RESULTS
ADAW Scores decreased for Descriptive (-21%), Expository (-11%), and Persuasive (-18%) writing modes	Intensive 10-day workshop with Dr. Sandra Busby; Language Arts teachers & Content Area Teachers	Sept. 10, 24, Oct. 20, 29, Nov. 9, 17, Jan. 14, 25, Feb. 8, 25	Increase in ADAW scores across all modes of writing; increased use of writing in all content area classrooms; and improved ARMT scores in relation to open-ended question responses	<ul style="list-style-type: none"> ▪ Full workshop participation (sign-in sheets) ▪ Lesson Plans ▪ Walk Throughs (log of observation notes) ▪ Shared Teaching/Demonstration Lessons (schedule of lessons) 	Consultant: Dr. Busby Subs for Class Coverage Title II: \$1,000 ARRA Funds: \$12,600	
Reading sub-group for SPE has only made AMO by uniform averaging or confidence level last two years	READ 180 2-day workshop for implementation and monitoring	Oct. 21 Nov. 30	Increase in reading decoding and comprehension skills as shown by progress reports, monthly READ 180 reporting, and ARMT Scores	<ul style="list-style-type: none"> ▪ Full workshop participation (sign-in sheets) ▪ Lesson plans ▪ Monthly progress data (READ 180) 	Professional development included in cost of READ180 (\$37,000) - ARRA funds	
Reading sub-group for SPE has only made AMO by uniform averaging or confidence level (2%) last two years; reading scores for all grades need improvement to maintain or exceed AMOs	Workshop presentation Job-embedded coaching Shared lessons/demo lessons	Monthly, October through December; actual dates TBD	Increased application of additional reading strategies (reading across the curriculum) to be applied in weekly lessons	<ul style="list-style-type: none"> ▪ Full workshop participation (sign-in sheets) ▪ Lesson Plans ▪ Walk Throughs (log of observations) 	UA Literacy Professor Title I Substitutes as needed for class coverage (\$1200)	
Instructional frustration	Differentiated instruction workshop “Train-the Trainer”; faculty presentation/workshop;	Oct. 5 (Faculty Presentation)	Greater differentiation in lessons and the resources utilized with students	<ul style="list-style-type: none"> ▪ Full workshop participation (sign-in sheets) ▪ Lesson Plans ▪ Peer Sharing (log of participation) 	Central Office for Trainers Title II Local School No Cost	

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:

I. State Foundation Funds:			
State Foundation Funds			TOTAL
			\$1,577,387
Teacher Assigned Units: 20.13	classroom teachers: 20.13	TOTAL OF ALL SALARIES	\$1,557,460
Administrator Units: 1			
Assistant Principal: 1			
Counselor: 1			
Librarian: 1			
Instructional Supplies			\$0
Library Enhancement			\$0
Technology			\$0
Professional Development			\$0
State ELL Funds			\$0
II. Federal Funds:			
Title I: Part A: Improving the Academic Achievement of the Disadvantaged			TOTAL
			\$359,868
<p>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.)</p>			
Teachers (3.8 FTE - 2.0 6 th Gr; 1.8 8 th Gr)	\$ 227,422		
Administration (Asst Prin)	\$ 13,625		
Math Intervention	\$ 20,939		
Instructional Supplies, Classrooms	\$ 30,644		
Parent Involvement	\$ 13,898		
Instruct & Non-Cap	\$ 16,000		
Professional Development	\$ 34,140		
Transportation (curriculum related)	\$ 3,200		
ARRA FUNDS			TOTAL
			\$118,571
Safety & Security	\$ 26,400		
Reading Program (Read 180)	\$ 39,500		
Professional Development	\$ 8,945		
Computer Hardware	\$ 36,550		
Instructional Equipment	\$ 7,176		
Title II: Professional Development Activities			TOTAL
<u>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</u>			

Title III: For English Language Learners	TOTAL	
<i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</i>		
Title IV: For Safe and Drug-free Schools	TOTAL	
<i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</i>		
Title VI: For Rural and Low-income Schools	TOTAL	
<i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</i>		
III. Local Funds (if applicable)		
Local Funds	TOTAL	
<i>Local funds are extremely limited with a 75% poverty rate. The ability to generate local revenues is a challenge. Priority for such funds are with parent communications and any possible instructional support not covered with federal or state funding.</i>		

Part IX – MONITORING/REVIEW DOCUMENTATION

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