

Assurances

The Instructional Leadership Team members that must be present include the principal, guidance counselor, district school improvement specialist (or other designee), appropriate content-area teachers, parent representatives, and student representatives (as appropriate). Depending on the data, additional members may include special population representatives (Technology Coordinator, Special Education, ELL, etc.), district federal programs coordinator, district chief school financial officer, community stakeholders, or any other member as appropriate. Documentation will be maintained on site.

Upon submission of the Continuous Improvement Plan, the LEA assures that the plan has been properly reviewed and approved by the local Board of Education. Documentation will be maintained on site.

Ⓟ Indicates LEA Principal Approval based on Assurances listed above.

Part I NEEDS ASSESSMENT- SUMMARY OF DATA

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):

In May 2011, the school leadership team (including parent members) reviewed the 2010-2011 Continuous Improvement Plan to assess the degree to which implemented strategies had been met. This information was shared with all staff and interested parents. The staff and parents provided input on the following: which elements were successfully mastered and need not be included in the 2011-2012 CIP. In August 2011 the school leadership team and other school staff, along with interested parents convened to disaggregate data including subgroups. Results will be shared with school faculty, staff and parents. Faculty, staff and parents will be asked for their input. The school leadership team will meet to suggest strategies, professional development, and budget requirements for the CIP plan. When the draft is completed, faculty and staff will review it and suggest modifications if needed. The CIP for the 2011-2012 school year will then be published and shared with the district Roundtable. Requested modifications will be examined and decisions made by school leadership team and faculty/staff. The finalized CIP will be sent to the district school board for approval and signatures.

Instructional Leadership Team Names and Positions

- **The Leadership Team must include the principal, faculty [including ELL resource lead teacher if applicable], staff, parents, community stakeholders, and/or students.**
- **Identify position held, e.g., Administration, Faculty, Staff, Grade Level and/or Subject Area, Parents and Community members)**

Mr. Kenny Koss	Principal
Ms. Janet Beasley	Guidance Counselor
Ms. Alicia English	First Grade Teacher
Ms. Amy LeCroy	Fourth Grade Teacher
Ms. Maria Scott	Title I Teacher
Ms. Debbie Burgess	Reading Coach
Ms. Adrienne Peters	Parent
Maria Stowe	Special Ed. Parent

Part I (cont.) NEEDS ASSESSMENT- SUMMARY OF DATA

SUMMARY OF NEEDS BASED ON A COMPREHENSIVE REVIEW OF DATA

I have reviewed the [Annual Accountability Results Report](#)

Part I (cont.) NEEDS ASSESSMENT- SUMMARY OF DATA

Briefly describe the process your faculty used to conduct the needs assessment (analysis of all data).

Data sources for lower elementary classes include DIBELS and Star Reading. Data sources for grades 3-6 include SAT 10 and ARMT. These sources are used to identify strengths and weaknesses and determine instructional areas for focus.

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.

Number and percentage of teachers Non-HQT:
Teachers at CES are 100% HQ. Lauderdale County strives to employ only HQ teachers.

Number and percentage of teachers Non-HQT:

Teachers at CES are 100%

Number and percentage of Classes Taught by Non-HQT:

0-0% of our classes are ta

Alabama High School Graduation Exam (AHSGE):

Strengths:

N/A

Weaknesses:

N/A

Alabama Reading and Mathematics Test (ARMT):

Strengths:

93% of students in grade 5 met or exceeded standards in ARMT Math and Reading. 92% of students in grade 4 met or exceeded standards in ARMT Math and Reading.

Weaknesses:

40% of students in grade 3 did not score proficient in ARMT Reading.
27% of students in grade 3 did not score proficient in ARMT Math.

Alabama Science Assessment:

Strengths:

65% of students in grade 5 met or exceeded standards on ASA.

Weaknesses:

35% of students in grade 5 did not meet standards on ASA.

Stanford 10:

Strengths:

Grade 4 scored a 76 percentile on SAT 10 Math.

Weaknesses:

Grade 3 scored a 31 percentile on SAT 10 Reading.

Dynamic Indicators of Basic Early Literacy Skills (DIBELS):

Strengths:

Kindergarten students were 95% established on phoneme segmentation fluency in spring 2011.
First grade students were 100% established on phoneme segmentation fluency in fall 2011.

Weaknesses:

35% of second graders were at-risk on oral reading fluency.
19% of third graders were at-risk on oral reading fluency.

Part I (cont.) NEEDS ASSESSMENT- SUMMARY OF DATA

Alabama Direct Assessment of Writing (ADAW):

Strengths:

N/A

Weaknesses:

N/A

ACCESS for English Language Learners (ELLs):

Strengths:

We have no (ELLs) students.

Weaknesses:

We have no (ELLs)students.

EducateAL or other Professional Evaluation Profile Information:

Strengths:

Identified areas of focus from PLP

3b.1-The use of grade appropriate strategies and content area to improve learners' skills in fluency, vocabulary, and comprehension.

3b.2-To integrate narrative and expository reading strategies across the curriculum to increase content resource to learners and to help learners widen scope of independent use of reading.

Weaknesses:

Educate Alabama evaluation system is not fully implemented.

Additional Data Sources: (e.g., Alabama Alternate Assessment [AAA], School Technology Plan Data)**Strengths:**

We have no students on Alabama Alternate Assessment.

Beginning in the 2011-2012 school year Cloverdale School was realigned from a K-9 school to a K-6 School. After this change, technology that was previously used in the junior high classrooms was integrated into the elementary classrooms. Elmo's and Smart Boards were placed in all of the elementary classes. This equipment has enhanced the use of technology in the elementary Classrooms, as well as, instruction.

Weaknesses:

We have no students on Alabama Alternate Assessment.

Local Data (e.g., LEA, school, and grade-level assessments, surveys, program-specific assessments, other Rtl data):**Strengths:**

Based on Scott Foresman End of the Year Assessment, only 8% of 4th graders scored below 60%.

Weaknesses:

Based on Scott Foresman End of the Year Assessment, 53% of third graders scored below 60% and 65% of 6th graders scored below 60%. 41% of students in grades 1-4 receive qualify for Title I services.

Career and Technical Education Program Data Reports:**Strengths:**

Our students are not eligible for this program.

Weaknesses:

Our students are not eligible for this program.

Part I (cont.) NEEDS ASSESSMENT- SUMMARY OF 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:

There was a decrease of 20 short term suspensions in the 2010-2011 school year from the 2009-2010 school year.

Weaknesses:

There was a 40% increase in office referrals for bus behavior in 2010-2011 school year compared to the 2009-2010 school year.

School Demographic Information related to drop-out information and graduation rate data.

Strengths:

Our students feed into Wilson/Central High Schools. Wilson High School met AYP goals for graduation rate.

Weaknesses:

Central High School's graduation rate is 88% and they did not meet their AYP goals.

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

Strengths:

83% of the faculty has 10 or more years of experience.

Weaknesses:

17% of the faculty has 5 or less years of experience.

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:

We met our AYP Goal for attendance in 2010-2011 with at least 95%.

Weaknesses:

only 61% of the student population was enrolled the entire school year.

School Perception Information related to parent perceptions and parent needs including information about literacy and education levels.

Strengths:

Teachers send home weekly newsletter information to parents of upcoming events, homework assignments and tests. Progress reports are sent home after the 4th week of each grading period.

Weaknesses:

Student attendance becomes low prior to and following seasonal holidays. (Thanksgiving, Christmas, and Spring Break)

School Perception Information related to student PRIDE data.

Strengths:

N/A

Weaknesses:

N/A

School Process Information related to an analysis of existing curricula focused on helping English Language Learners (ELLs) work toward attaining proficiency in annual measurable academic objectives (AMAOs).

Strengths:

Scott Foresman reading program has an EL component. Go Math also has strategies for EL students. The Lauderdale County School system provides the Rosetta Stone program for EL students.

Weaknesses:

N/A

School Process Information related to an analysis of existing personnel focused on helping English Language Learners (ELLs) work toward attaining proficiency in annual measurable academic objectives (AMAOs).

Strengths:

We have no (ELLs) students enrolled at this time.

Weaknesses:

We have no (ELLs) students enrolled at this time.

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

Strengths:

All K-6 classes include Tier II instruction daily. Title I pullout includes K-6 for Tier III instruction. Our teachers are AMSTI trained. Math is aligned to core curriculum state standards.

Weaknesses:

Due to budget cuts our After School Tutoring Program will not be funded this year.

Part II - GOAL TO ADDRESS ACADEMIC NEEDS

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. Use the SMART Goals format to address areas of need.

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

1. 4th Grade Reading

Description:

To increase the percentage of students in the 4th Grade scoring proficient (Levels III and IV) from 60% to 91%.

Data Results on which goal is based:

40% of 3rd Graders did not score proficient in reading on the ARMT in 2011.

Target Grade Level(s): 4th Grade

Target Content Area(s): Reading

ARMT: Reading**Additional Academic Indicators:**

Graduation Rate

Target Student Subgroup(s):

Special Education

Courses of Study:

Course of Study Standard 2 Grade 4-Demonstrate reading vocabulary knowledge, including recognition of a variety of synonyms and antonyms. Course of Study standard 5 Grade 4-use strategies and skills including sentence structure, locating information and distinguishing fact from fiction to comprehend fourth-grade information and distinguishing functional reading materials. Course of Study Grade 3-Standards 1-4

Strategies:**§1.1 Reading Instruction****Description:**

Strategy: All teachers will implement research based reading strategies and implement tiered instruction to improve reading instruction for all students.

Action Steps:**AS1.1.1 Small group instruction****Description:**

Instruct reading using cooperative groups and provide small group instruction daily.

Benchmarks:

Star Reading will be administered beginning, middle, and end of year. End of unit tests (standards based) formative assessments will be administered
Monthly walkthroughs will be conducted to monitor implementation of action steps

Interventions:

Title I pullout services provided for most intensive students.

Resources:

Star Reading Professional Development

§1.2 Reading Comprehension**Description:**

Increase vocabulary development by providing instruction in synonyms, antonyms, context clues, and multiple meaning words.

Action Steps:**AS1.2.1 Reading Vocabulary****Description:**

Create content area word walls.

Benchmarks:

Star Reading Monthly Walkthroughs Lesson Plans will be reviewed Item analysis from Scott Foresman

Interventions:

Small group instruction will be provided 5 days each week.

Resources:

Star Reading Professional Development from Reading Coach

G2. 4th Grade Math

Description:

To increase the percentage of students in 4th grade scoring proficient (Levels III and IV) in math on ARMT from 73% to 84%.

Data Results on which goal is based:

27% of 3rd graders did not score proficient in math on ARMT in 2011.

Target Grade Level(s): 4th Grade

Target Content Area(s): Math

ARMT: Math

Additional Academic Indicators:

Graduation Rate

Target Student Subgroup(s):

Special Education

Courses of Study:

Course of study standard 6 grade 4-Number and Operations: Solve problems, including word problems, that involve addition and subtraction of 4 digit numbers with and without regrouping. Course of study standard 16 grade 4-Data analysis and probability: Determine if outcomes of simple events are likely, unlikely, certain, equal likely, or impossible.

Strategies:

S2.1 4th Grade Math Problem Solving

Description:

Strategy: Improve instruction in math problem solving by implementing intensive instruction on word problems and higher order thinking skills.

Action Steps:

AS2.1.1 Math Instruction

Description:

Include a variety of teaching and testing formats such as multiple choice, grid, and open-ended response. Teach computation in content on a routine basis.

Benchmarks:

Star Math will be administered beginning, middle, and end of year. Monthly walkthroughs will be conducted to monitor implementation of action steps.

Interventions:

Use small group time to provide additional instruction to students not mastering objectives. Reassess students with an additional quick assessment to check for mastery. Reteach skills not mastered on the program assessment. Assess students for mastery of skills and provide appropriate intervention to reteach skills. Peer Tutoring

Resources:

Intervention teacher Math Assessments AMSTI Math supplies Go Math manipulatives "Soar to Success"-(Go Math Computer program)

2.2 4th Grade Math Data Analysis**Description:**

The 4th grade teacher will instruct students in analyzing data through the use of tables and graphs. AMSTI and Go Math strategies will be implemented.

Action Steps:**2.2.1 Math Graphing****Description:**

Provide real life experiences in representing numerical data. Provide opportunities to use tables and graphs weekly.

Benchmarks:

Star math will be administered beginning, middle and end of year. Monthly walkthroughs will be conducted to monitor implementation of action steps.

Interventions:

Use small group time to provide additional instruction to students not mastering objectives. Reassess students with an additional quick assessment to check for mastery. Reteach skills not mastered on the program assessment. Assess students for mastery of skills and provide appropriate intervention to reteach skills. Peer Tutoring

Resources:

Intervention teacher Math Assessments AMSTI supplies Go Math manipulatives "Soar to Success"-(Go Math computer program)

Part III - GOAL TO ADDRESS ANNUAL MEASURABLE ACHIEVEMENT OBJECTIVES (AMAOs) AND ENGLISH PROFICIENCY NEEDS

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

ENGLISH LANGUAGE PROFICIENCY GOAL (SHOULD ADDRESS IDENTIFIED WEAKNESSES AND GAPS):

1. ELL Students**Description:**

Cloverdale Elementary School has no ELL students at this time.

Data Results on which goal is based:

Cloverdale Elementary School's population does not include any ELL students.

Target Grade Level(s): Cloverdale Elementary School has no grade levels with ELL students.

Target ELP Language Domain(s): Speaking

WIDA Standards: At Cloverdale Elementary School since we no ELL students these standards do not apply.

Strategies:

S1.1.1 ELL Policy

Description:

Pursant to the requirements of NCLB Act ELL students must have equal access to the same free appropriate education provided to other children.

Action Steps:

AS1.1.1 ELL Students

Description:

ELL students will be provided the opportunity to meet the same state content and student performance standards to which all students are required without being stigmatized or isolated.

Benchmarks:

The school administrator will monitor the implementation of the LEA policy for ELL students.

Interventions:

Interpreter will be provided to assist students and academic needs.

Resources:

Our LEA uses the Rosetta Stone program.

Part IV - STRATEGIES TO ADDRESS SCHOOL SAFETY, CLASSROOM MANAGEMENT/DISCIPLINE, RtI FRAMEWORK AND BUILDING SUPPORTIVE LEARNING ENVIRONMENTS

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.

G1. Bus Discipline

Description:

There was a 40% increase in office referrals for bus behavior in the 2010-2011 school year.

Strategies:

S1.1.1 Bus Discipline

Description:

PBIS implementation for bus students

Action Steps:**AS1.1.1 Student Instruction on Bus Safety and Behavior****Description:**

Stategy: Transportation Supervisor of Lauderdale County will provide materials from the Alabama State Department for the instruction of the students on school bus safety and behavior. Action Step: The Guidance Counselor is working with the transportation supervisor to obtain resources concerning proper bus behavior and safety. The Counselor will conduct classes throughout the year on bus behavior and safety.

Benchmarks:

PBIS Team will work with bus drivers and meet each grading period to monitor implementation. Bus behavior issues will be monitored and discussed during scheduled meetings.

Interventions:

Parental assistance will be requested. Lauderdale County Intervention Specialist will be contacted to provide assistance and resources.

Resources:

Transportation supervisor will provide videos and other resources to assist drivers and educate students.

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

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)

The state now provides a mentoring program for all new teachers. We have no teachers that have met criteria for this program.

Budget:

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

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

- The State of Alabama Foundation Program: The State of Alabama funds the BASIC programming in terms of teacher units based on student enrollment. For the 2011-2012 school year, the state is funding (10.35) plus fringe benefits. The grand total of state money is \$1,006,054.79. A detailed budget is enclosed in this plan.
- Title I –Part A (Federal): The total Title I allocation for the 2011-2012 school year is \$93,907.88. This money is used to fund a full time Title I teacher. (total salaries \$69,904.18). For the 2011-2012 school year, Title I monies are being used to purchase various materials/instructional supplies (\$13,097.82). Additional monies will be used for Parental Involvement (\$469.04).
- Title II-Part A (Federal): This money will be used for Professional Development activities. The Profession Development activities must be in addition to Professional Development activities paid for out of state/local funds. The Title II budget for 2011-2012 is distributed through the LEA.

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.

Cloverdale Elementary School realizes that students need support emotionally and academically during periods of transition from early childhood programs to elementary school and from the current school to the next school.

The following are transition activities offered:

- Kindergarten pre-registration is offered in the spring at which time students and parents may meet teachers and possibly discuss any special needs that the student may have.
- Kindergarten students start the school year with 1/3 of the class coming to school the first three days of school to become acclimated in a small group setting.
- Students attending local daycare centers may visit Cloverdale Elementary School for a school tour during the spring of the year preceding their advancement to Kindergarten.
- Teacher brochures are given to students at the end of the academic year informing them of their next year's teacher. A supply list is included in the brochure.
- An Orientation for all grades will be held prior to the beginning of the new school year at which time students and parents may meet teachers and visit classrooms.
- 6th grade students will visit Central High School and Wilson High School during the spring. They will tour the school which includes visiting junior high school classes, meeting junior high school teachers and learning about the courses offered.
- When a student transfers to Cloverdale Elementary School he/she is given a tour of the school by the school counselor and introduced to the teacher (s).

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.

As a Title I School, we are required to hire highly qualified teachers. The decision to hire highly qualified staff is made by the local school. Principals are required to have the knowledge of each teacher's highly qualified status in the area the teacher is highly qualified to teach. All scheduling and assignment decisions must be made using this information. First year teachers are assigned mentors for the first year and are monitored for professional development activities. Funding for high-quality, on-going activities is provided by local, state, and federal funds.

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.

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

- The faculty collaboratively studies disaggregated data and results of the state's assessments.
- Grade level and subject level data meetings are held to adjust instruction procedures and strategies based on the progress monitoring data.
- Multi-grade meetings help to identify any instructional gaps or overlaps that may occur in Grades K-6.

_ Informal grade level and subject area meetings are held to discuss progress of students and steps to be taken to help students who demonstrate weaknesses in identified academic subjects.

- Pupil support team evaluates data collected on referred students to determine if there are any indicators that would warrant more in depth testing or referral for special services. Teacher representation and teacher input is included on school budget committees, policy committees, textbook selection committees and school calendar committees. This voice allows teachers to be involved in all areas of overall instruction and testing.

Special Populations:

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

All students at Cloverdale Elementary School, including all homeless, migratory, and limited English proficient students must have equal access to the same free appropriate public education, including public preschool education, provided to other children and youth. All homeless, migratory, and limited English proficient students are provided with the opportunity to meet the same challenging state content and state performance standards to which all students are held without being stigmatized or isolated. Also Cloverdale Elementary School uses the Department of Human Resources, Department of Mental Health, and various community resources to provide students with necessary school supplies, food, clothing and shelter. Our system provides a social worker.

The counselor will identify limited-English proficient students upon enrollment. Each new student receives a Home Language survey used to determine eligibility for limited-English proficient

testing. Students qualify for testing if the survey indicates that a language other than English is used by the student or at the student's home. All eligible students are tested with the WIDA Access Placement Test (W-APT) to determine if a student is eligible to receive services through the English Learner (ELL) program. Parents or guardians have the right to waive ELL services. If the parents or guardians agree for the student to receive services an English Learner (EL) committee convenes to determine appropriate services and placement for each individual student. The EL committee consists of the EL teacher, parents or guardians of the student, the student's teacher, the school counselor, an interpreter, and/or school administrator. A variety of services to all EL students is provided, such as content area tutoring, pull-out ESL, pull-out for interpreter to communicate with the parents of EL students if the need arises. Parents are provided the opportunity to receive all updates and important school documents in English and Spanish. The EL committee reviews each student's progress annually. If the student scores proficient on the WIDA Access test and is performing on grade level (determined by grades, teacher recommendations, and results of reading standardized tests), the student becomes eligible to exit the ELL program and will be monitored for two years to insure success.

The counselor will identify migrant students upon enrollment. Parents or guardians of each student will receive a Migrant Education Survey, which determines student eligibiCloverdale Junior High School provides special education services and uses appropriate procedures in accordance with Federal and Alabama State laws and regulations. The Referral Coordinator tracks referrals and notices to parents concerning eligibility meetings. The evaluation is conducted to determine if the student is eligible for special education services. An IEP is written if necessary.

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.

Applies Only to Secondary Schools

N/A

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.

Cloverdale Elementary School does not provide any support past the regular school day.

Part VI – School Parental Involvement Plan as required by Section 1118 of NCLB

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.

During the first month that school is in session, Cloverdale Elementary School holds its annual meeting for all parents of participating children. Parents are notified through (1) notices sent home by students, (2) school website posting, and (3) announcements on the school marquee. To assist in providing the opportunity for all parents to attend, Cloverdale Elementary School will be offering childcare. Topics to be discussed at this year's meeting are:

- Title I participation, its services, and parent's rights
- The LEA Title I Plan
- The LEA Parental Involvement Plan
- Cloverdale Elementary School's Continuous Improvement Plan
- An explanation of the 1% set-aside for Parental Involvement
- School-Parent Compacts

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

(1) The leadership and staff of Cloverdale Elementary School have a strong belief in the importance of parental involvement and have put measures in place to offer parent meetings on a flexible schedule. Our annual meeting for parents will be offered during the first month of school.

(2) Cloverdale Elementary School believes in involving parents in all aspects of its Title I programs. We have two parent representatives on our CIP Committee who were active participants in

the development of the plan. In addition, all parents were given the opportunity to review the plan and offer their input before the plan is approved. For the Parental Involvement Plan, surveys were sent out at the end of the school year to gather input on the effectiveness of Cloverdale Elementary School's Title I program and to receive recommendations from our parents on areas of concern. Results from these surveys were presented to the faculty at an end of the year meeting. During the first month of school, parents are given surveys seeking their input on activities, training, and materials that the school should offer to parents during the year. Each year the Continuous Improvement Plan, including the parental involvement plan, is reviewed and evaluated. Results of parent surveys are reviewed by the parent representatives and the entire CIP Advisory Council in determining needed changes.

(3) Together with the parent advisory committee, Cloverdale Elementary School uses its parental involvement funds to pay for all materials and supplies for parental involvement activities and rewards and incentives for students.

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.

Cloverdale Elementary School will hold an orientation for all students and parents during the first week of school. During the general meeting information will be presented about its Title I Programs, the curriculum, and forms of academic assessment used. Parents will learn about the following subjects taught; reading, math, language, science, social studies, and physical education. They will also be informed on how to schedule parent teacher conferences and how they can participate in decisions related to the education of their child. Parents will be given a copy of the student handbook, which includes more detailed information on these topics. Parents will be encouraged to visit their child's classroom and meet their teachers. At this time, teachers will provide additional information on the subjects they teach and how students are individually assessed.

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).

All parents will be given a copy of the compact at our school-wide orientation. 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 compact will be discussed again at the annual meeting of parents and with teachers at faculty meetings. Each teacher will be given the responsibility to explain the compact to the students and obtain students' signatures. The teachers along with the administrator will sign the compacts and house them in his/her classroom. The compacts will be revisited as needed throughout the school year by teachers and students. They will be used as feedback 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.

Describe procedures to allow parents to submit comments of dissatisfaction with the Continuous Improvement Plan.

In May of each year, Cloverdale Elementary School brings in its CIP Committee to review, evaluate, and revise its Continuous Improvement Plan. There are two parents on the committee who represent all the parents of the school. During the review process, all parents are notified of the review through notices sent home. The notices make parents aware that the plan is under review and that a copy of the plan is available for review in the library, 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 these concerns to the central office

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)

Cloverdale Elementary School will provide training for parents in understanding topics such 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. This will be accomplished through Cloverdale Elementary School's orientation and its annual meeting of parents both of which are held during the first month of school. During these meetings parents will also be given an explanation of Title I, what services will be offered, and how parents have the right to be involved in their children's education.

(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)

Cloverdale Elementary School's CIP committee works diligently to ensure all parent materials and training is closely aligned with our school's identified goals and with the results of our parent interest/needs surveys. Since our CIP committee identified math and reading as areas of need, special emphasis will be placed on math and reading skills in the home. Cloverdale Elementary will do this in part by providing activities for parents and students, such as the Family Reading Night and AMSTI (Math) Night.

(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)

Cloverdale Elementary School will work with its teachers, through inservice, faculty meetings, and grade level meetings and data meetings and in understanding the importance of parental involvement and parents as partners. Our CIP Committee will place special emphasis on the need to ensure a closer connection between our school's identified goals and our parent involvement activities and materials will be provided that will best meet the needs of our school's identified goals.

(4) Shall to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other federal programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children. (Describe)

Cloverdale Elementary School coordinates its parent involvement program to meet the needs of all parents. At this time Cloverdale Elementary School has no EL students. Assistance is provided to parents who are illiterate in filling out all school forms and other information related to their child's education. Family Literacy Night for parents and students will be held in the fall of 2011 and AMSTI Night will be in the spring of 2012. During these programs, parents will visit classrooms and observe reading/science and math activities. They will also participate in these activities with the students. During these programs parents will be given ideas and activities they can use at home to strengthen their child's skills in reading and math. Cloverdale's Library Media Specialist, conducts two book fairs each year. There is a family night for parents to attend the book fairs.

(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)

At this time Cloverdale Elementary School has no EL students, but in the event EL students do enroll, we will to the fullest extent possible provide materials in a language parents can understand.

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

Cloverdale Elementary makes every effort to work with parents in meeting their requests as related to their involvement in their children's education. For example, 2011, revealed that parents would like more parent involvement programs which would address reading with their child and helping their child with homework. This year Cloverdale Elementary School will offer a Family Reading Literacy Night and a Family Reading Picnic, designed to encourage parents and students to read together. Parents will be given the opportunities to practice reading aloud to their child. Also, age appropriate books will be discussed for each grade level. In addition, teachers will send home parent letters at the beginning of the school year inviting parents to come into the classroom regularly to observe the teacher reading to the students and to participate in reading to small groups. "Parent readers" will be encouraged throughout the school year in all grade levels.

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.

Cloverdale Elementary School, to the extent practicable, provides opportunities for participation of parents with limited proficiency and parents with disabilities. There are no EL students enrolled at Cloverdale Elementary School. The Lauderdale County School system has a bilingual specialist available to help communicate with LEP parents. All parent notifications and materials will be given to these parents in their home language. Cloverdale Elementary School has no migrant students. Every effort is made to accommodate parents with disabilities. Cloverdale Elementary School is a handicapped-accessible school.

Part VII- PROFESSIONAL LEARNING NEEDS RELATED TO ACADEMIC CHALLENGES

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? (If LEA receives Title III funds)

- 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).

Learning Activities:

AT Risk Students

What weakness or need identified in academic (including ell amaos) or school culture goals will the professional learning address?

To identify and address At Risk Students

What types of professional learning will be offered?

Guest speakers from outside resources as well as Central Office staff. Identifying At-Risk students. Strategies for At-Risk students will be presented

When will the session be delivered?

Faculty meeting s scheduled dates Monthly the 2nd Monday of each month

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?)

At-Risk students will be identified. Strategies will be used in classroom to address these areas. PST strategies will be implemented.

How will participants be held accountable for successful implementation and in what ways will evidence be collected to show effective assimilation/integration of strategies?

Teachers will follow guidelines set by the intervention members to identify At Risk Students. Sign in sheets of meetings with guest speakers.

What are the funding sources, estimated expenses, and proposed names of consultants or entities? Example: Title II, \$....00

Due to lack of funds, services rendered will be provided through Central Office and other outside agencies at no charge.

Part VIII - Coordination of Resources/Comprehensive Budget

I. State Foundation Funds

	FTEs Earned	Units Placed	Total Salaries
FTE Teacher Units	7.35	7.35	625,200.91
Administrator Units	1	1	75,075.66
Assistant Principal	0	0	0
Counselor	1	1	62,464.28
Librarian	.50	.50	23,860.50
Career and Technical Education Administrator	0	0	0
Career and Technical Education Counselor	0	0	0
Technology			0
Professional Development			0
State ELL Funds			0
Instructional Supplies			943.46
Library Enhancement			0
Total of All Salaries:			\$787,544.81

II. Federal Funds

Title I: Improving the Academic Achievement of the Disadvantaged

Provide a brief explanation and a breakdown of expenses.

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.)

BRIEF EXPLANATION and BREAKDOWN OF SPENDING:

Complete this section with the information you used on Part V #2.

Salaries and Benefits-\$69,904.18

Instructional materials/supplies-\$13,097.82

Parent Involvement-\$469.04

Total : 83,471.04

Title I: ARRA Funds

Provide a brief explanation and a breakdown of expenses.

These funds are distributed through the LEA.

Total : 0

Title II: Professional Development Activities

Provide a brief explanation and a breakdown of expenses.

These funds are distributed through the LEA.

Total :

Title III: For English Language Learners

Provide a brief explanation and a breakdown of expenses.

At this time we have no ELL students.

Total :

Title IV: For Safe and Drug-free Schools

Provide a brief explanation and a breakdown of expenses.

These funds are distributed through the LEA.

Total :

Title VI: For Rural and Low-income Schools

Provide a brief explanation and a breakdown of expenses.

These funds are distributed through the LEA.

Total :

Career and Technical Education-Perkins IV: Basic Grant (Title I)

Provide a brief explanation and a breakdown of expenses.

Our students do no qualify for these funds.

Total :

Career and Technical Education-Perkins IV: Tech Prep (Title II)

Provide a brief explanation and a breakdown of expenses.

Our students do not qualify for these funds.

Total :

Other: 21st Century, Learn and Serve, Even Start, School Improvement Grant

Provide a brief explanation and a breakdown of expenses.

These funds are distributed through the LEA.

Total :

III. Local Funds (if applicable)

Local Funds

Provide a brief explanation and a breakdown of expenses.

Funding Sources:

Fundraisers \$4500.00

Store Profit \$1800.00

School Activities \$275.00
Donations \$1000.00
Picture Commission \$300.00

Expenses:

Copiers \$510.25 monthly
Phone \$270.00 monthly
Phone \$65.00 quarterly
Alarms \$46.00 monthly
Office Supplies \$500.00 yearly
Nurse Supplies \$50.00 yearly
Janitor Supplies \$1000.00 yearly

Total : 7875.00