



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

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



NAME OF SCHOOL: Selma Street Elementary School				
STREET ADDRESS: 1501 West Selma Street		CITY: : Dothan	STATE: Alabama	ZIP CODE: 36301
CONTACT: Charles Corbitt		TELEPHONE: 334-794-1463	E-MAIL: chcorbitt@dothan.k12.al.us	
Identified for School Improvement? No <input checked="" type="checkbox"/> Yes <input type="checkbox"/> Delay Status <input type="checkbox"/> Year 1 <input type="checkbox"/> or Year 2 <input type="checkbox"/> *Submit to LEA for Board approval. Retain the original plan in the LEA. Submit the plan electronically to your system's e-GAP Document Library by November 3, 2009.				
Year 3 <input type="checkbox"/> or Year 4 or more <input type="checkbox"/> Submit to LEA for Board approval. Scan <u>PAGE ONE</u> and <u>PAGE TWO</u> to indicate signatures. Submit the plan and signature pages electronically to your system's e-GAP Document Library by November 3, 2009.				
Made AYP? YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>	Made AMAOs (ELL)? YES <input type="checkbox"/> NO <input type="checkbox"/> N/A <input checked="" type="checkbox"/>	Career Tech Made AYP? YES <input type="checkbox"/> NO <input type="checkbox"/> N/A <input checked="" type="checkbox"/>	Are all federal resources (including Titles I, II, III, IV, V, and VI) used to coordinate and supplement existing services and not used to provide services that, in the absence of federal funds, would be provided by another fund source? YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>	Describe how this plan will be made available to parents and other stakeholders, such as through parent meetings or on Web sites. NOTE: The Parental Involvement section of this plan <u>must</u> be distributed to all parents. The Continuous Improvement Plan (CIP) for Selma Street Elementary School will be summarized on one page and distributed to parents, janitors, lunchroom workers, and secretaries. The CIP will be presented to parents at a PTO meeting. A copy of the plan will be posted in the media center, in the school office, and on the Selma Street School website. In addition, as required by law, Selma Street Elementary will distribute the parental involvement section of this plan to all parents.
*Board Approval: Yes <input type="checkbox"/> No <input type="checkbox"/> Board approval received on _____, 2010.				
Board Signature:				
Superintendent Signature:			Date:	
Federal Programs Coordinator Signature:			Date:	
Principal Signature:			Date:	

System: Dothan City Schools

School: Selma Street School

August 16, 2010

CONTINUOUS IMPROVEMENT PLAN DEVELOPMENT AND IMPLEMENTATION TEAM

This plan was developed/or revised during the following time period (August, 2010 – May, 2011)

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):

The Continuous Improvement Plan (CIP) was developed by the members of the Continuous Improvement Team (CIT). The CIT is comprised of administrators, teachers, community representatives, and parents. A needs assessment, conducted by the team, analyzed data from the Alabama Reading and Math Test (ARMT), Dynamic Indicators of Basic Early Literacy Skills (DIBELS), Alabama Direct Assessment of Writing (ADAW) and Stanford 10 Achievement Test (SAT 10) to determine specific areas and/or populations to be targeted for improvement. Data was also collected from Parent Surveys to help with the needs assessment. Members of the CIT analyzed the data and collaborated with parents, community members and staff to create the CIP. This plan will be monitored for effectiveness throughout the year.

System: Dothan City Schools

School: Selma Street School

August 16, 2010

<p align="center">Instructional Leadership Team Names</p> <p>(The Leadership Team must include the principal, faculty [including ELL resource lead teacher if applicable], staff, parents, community stakeholders, and/or students.)</p>	<p align="center">Positions</p> <p>(Identify position held, e.g., Administration, Faculty, Staff, Grade Level and/or Subject Area, Parents and Community members.)</p>	<p align="center">Signatures</p> <p>(Indicates participation in the development of the CIP)</p>
<p>Charles Corbitt Carol Ethridge Summer Lisenby Patsy Oliver Karen Boyer Amy Cobb Melanie Miles Kathy Waters Robin Davis Ashley McGhee Monica Loftin Kim Woodham Jo Ellen Nelson Angelie Johnson Dr. Miland Brown Dr. Jimmy McCarty</p>	<p>Principal Program Specialist, Chairperson Resource Teacher Counselor CIT Secretary/Fifth Grade Teacher Fourth Grade Teacher Third Grade Teacher Second Grade Teacher First Grade Teachers Kindergarten Teacher Media Specialist LINC Teacher Reading Coach Parent Community Representative Federal Programs Director</p>	

System: Dothan City Schools

School: Selma Street School

August 16, 2010

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

Alabama AYP Accountability Reports				
School Status Report				
Alabama Department of Education Adequate Yearly Progress Status for 2010-2011 Based on School Year 2009-2010 Data 130 Dothan City - 0130 Selma Street Elementary School				
2010-2011 AYP Status	This school met 17 goals out of 17 (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	3.94	Yes
Special Education	100	N/A	-11.33	N/A
American Indian / Alaskan Native	No Data	No Data	No Data	No Data
Asian / Pacific Islander	No Data	No Data	No Data	No Data
Black	99	Yes	3.06	Yes
Hispanic	--	N/A	--	N/A
White	100	Yes	5.80	Yes
Limited English Proficient	--	N/A	--	N/A
Free / Reduced Meals	100	Yes	3.25	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	12.62	Yes
Special Education	100	N/A	-9.00	N/A
American Indian / Alaskan Native	No Data	No Data	No Data	No Data
Asian / Pacific Islander	No Data	No Data	No Data	No Data
Black	99	Yes	11.88	Yes
Hispanic	--	N/A	--	N/A
White	100	Yes	14.29	Yes
Limited English Proficient	--	N/A	--	N/A
Free / Reduced Meals	100	Yes	11.87	Yes
Additional Academic Indicator - Attendance Rate				
Made AYP	Attendance Rate Goal = 90%	Met Additional Academic Indicator		
Not in School Improvement				
All Students	97%	Yes		
Legend				
-- Fewer than 10 students	SH Safe Harbor			
N2 Small school rule for participation	CI Confidence Interval			
* Small school rule for proficiency	IM Improvement			
o Small school rule for AAI	N/A Not applicable (for subgroups), fewer than 40 students			
UA Uniform Averaging				

System: Dothan City Schools

School: Selma Street School

August 16, 2010

Part I - continued – DIRECTIONS: NEEDS ASSESSMENT- SUMMARY OF DATA: Indicate data sources used during planning by identifying strengths and weaknesses or program gaps. If your school did not review a particular data source, please write N/A. School improvement goals should address program gaps (weaknesses) as they relate to student achievement or AYP categories such as graduation rate or other academic indicators. Close attention should be given to the proficiency index. Please include all disaggregated subgroups including those with less than forty students. Additionally, please report data pertaining to the Response to Instruction (RTI) framework, include data used to determine the type of support provided to students (i.e.: universal screening results, benchmark testing, progress monitoring, etc.)

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

The Selma Street Elementary Continuous Improvement Team reviewed disaggregated test data to look for trends, patterns, and or other information that was affecting student performance.

ThinkLink benchmark data and course specific test data was analyzed to help teachers identify standards that were met at specific points in the year and to plan for students needing remediation, motivation and, gifted students needing accelerated work. Testing probes were created by teachers to monitor student progress on specific non-mastered skills.

Alabama Reading and Math Test (ARMT) and Stanford 10 Achievement Test (SAT 10) data for third, fourth and fifth grades was disaggregated by subject, subgroups and participation.

Numbers and percentages of students who met and/or exceeded Academic Content Standards (ACS) were compiled and areas of focus were identified.

Data from the fifth grade Alabama Direct Assessment of Writing (ADAW) was analyzed to determine numbers and percentages of students who met or exceeded Academic Content Standards in writing.

This data review included academic areas, attendance, Parent surveys, participation and environmental factors as well as longitudinal review of data in core subject areas.

The data results were used to develop strategies and action steps to improve achievement on the ADAW, and the SAT 10.

Progress monitoring on Dynamic Indicators of Basic Early Literacy Skills (DIBELS) was done weekly to measure student progress on each indicator. DIBELS benchmark data for Kindergarten through fifth grade was disaggregated by subgroups to determine the strengths, weaknesses and progress in the major developmental areas of early literacy. This data was analyzed for the current year as well as over time to determine areas of focus in each grade level. The data results were used to develop strategies and action steps to improve achievement on the DIBELS test.

Additional data relating to attendance/tardy issues, parental involvement issues and school climate issues was also analyzed and studied to determine their impact on student achievement. Strengths and weaknesses were identified in each area to determine the degree to which they affect achievement. Action steps were developed to address any areas of weakness.

System: Dothan City Schools

School: Selma Street School

August 16, 2010

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.

Dothan City Schools' Personnel Department screens all applicants to ensure that all candidates are highly qualified prior to employment.

Number and percentage of teachers Non-HQT:

Selma Street has thirty-one teaching units. One hundred percent of our teachers are highly qualified.

Number and percentage of Classes Taught by Non-HQT:

Selma Street has zero classes taught by non-highly qualified teachers.

Alabama High School Graduation Exam (AHSGE):

Strengths:

N/A

Weaknesses:

N/A

Alabama Reading and Mathematics Test (ARMT):

Strengths: ARMT

Reading	2009 Level IV	2010 Level IV
Gr. 3	54%	38%
Gr. 4	39%	41%
Gr. 5	33%	30%

Math	2009 Level IV	2010 Level IV
Gr. 3	47%	50%
Gr. 4	29%	44%
Gr. 5	17%	37%

Weaknesses: ARMT

Reading	2009 Level I, II & III	2010 Level I, II & III
Gr. 3	2% Level I, 11% Level II, 33% Level III	0% Level I, 18% Level II, 44% Level III
Gr. 4	1% Level I, 21% Level II, 38% Level III	0% Level I, 14% Level II, 45% Level III
Gr. 5	0% Level I, 15% Level II, 52% Level III	1% Level I, 33% Level II, 36% Level III

Math	2009 Level I, II & III	2010 Level I, II & III
Gr. 3	5% Level I, 13% Level II, 36% Level III	1% Level I, 8% Level II, 40% Level III
Gr. 4	7% Level I, 35% Level II, 29% Level III	3% Level I, 15% Level II, 38% Level III
Gr. 5	0% Level I, 38% Level II, 45% Level III	0% Level I, 24% Level II, 39% Level III

Alabama Science Assessment:

Strengths:

Results from the 2009-2010 Alabama Science Assessment indicate:

- Thirty-eight percent of all fifth grade students scored in Level III.
- Fifteen percent of all fifth grade students scored in Level IV.

Weaknesses:

Results from the 2009-2010 Alabama Science Assessment indicate:

- Six percent of all fifth grade students scored in Level I.
- Forty-two percent of all fifth grade students scored in Level II.

System: Dothan City Schools

School: Selma Street School

August 16, 2010

Stanford 10

Strengths:
 3rd Grade – Word Study Skills – 47%, stanine 5
 4th Grade – Reading Comprehension – 50%, stanine 5
 5th Grade – Reading Vocabulary – 40%, stanine 5
 3rd Grade – Math Procedures – 57%, stanine 5
 4th Grade – Math Procedures – 66%, stanine 6
 5th Grade – Math Procedures – 41%, stanine 5

Weaknesses:
 3rd Grade – Reading Vocabulary – 30%, stanine 4
 4th Grade – Reading Vocabulary – 42%, stanine 5
 5th Grade – Reading Comprehension – 39%, stanine 4
 3rd Grade – Math Problem Solving – 37%, stanine 4
 4th Grade – Math Problem Solving – 45%, stanine 5
 5th Grade – Math Problem Solving – 32%, stanine 4

Dynamic Indicators of Basic Early Literacy Skills (DIBELS):

Strengths:
 The percentage of Benchmark students in Oral Reading Fluency (ORF) increased eight percent in first grade, Four percent in second grade, and two percent in third grade from Spring, 2009 to Spring, 2010.

ORF	1st Grade	2nd Grade	3 rd Grade
Spring/2009	79%	67%	78%
Spring/2010	87%	71%	80%

Weaknesses:
 The percentage of Benchmark students in Oral Reading Fluency (ORF) decreased ten percent in fourth grade and nine percent in fifth grade from Spring, 2009 to Spring, 2010.

ORF	4 th Grade	5 th grade
Spring/2009	82%	84%
Spring/2010	72%	75%

Part I - Continued:

Alabama Direct Assessment of Writing (ADAW):

Strengths:

Achievement Levels	Holistic Composition 2009-2010
Level IV	%
Level III	%
Level II	%
Level I	%

ADAW 2009-2010	Categories	Categories	Categories
Achievement Levels	Writing Mechanics	Sentence Formation	Grammar and Usage
Level IV	%	%	%
Level III	%	%	%
Level II	%	%	%
Level I	%	%	%

Weaknesses: Weaknesses are recorded in red.

System: Dothan City Schools

School: Selma Street School

August 16, 2010

ACCESS for English Language Learners (ELLs):	
Strengths: Twenty-five percent or two students in the English Language Learners (ELL) Program scored above 4.8 on the ACCESS test and were proficient on state standards. These students tested out of the English Language Learners program. They will be monitored for two years.	Weaknesses: Seventy-five percent or eight students in the English Language Learners (ELL) Program scored below 4.8 on the ACCESS test. These students will remain in the English Language Learners program for the 2010/11 school year.
EducateAL or other Professional Evaluation Profile Information:	
Strengths: Thirteen of seventeen or seventy-six percent of teachers on full evaluation in EducateAlabama performed in the Integrating level of practice on indicator 1.4: Designs instructional activities based on state content standards.	Weaknesses: Twenty-seven percent of Professional Learning Plans (PLPs) for 2010/11 indicate needs for improvement on indicator 1.3: Connects curriculum to other content areas and real-life settings to promote retention and relevance. Twenty-seven percent of Professional Learning Plans for 2010/11 also indicate needs for improvement on indicator 3d1: Identifies and integrates available technology in the teaching of all content areas.
Additional Data Sources: (e.g., Alabama Alternate Assessment [AAA], School Technology Plan Data)	
Strengths: Our technology plan is designed to meet the requirements of the Twenty First Century Classroom. We have incorporated LCD Projectors in all classrooms and Interwrite Pads in all grade levels. EasyTech is used to teach computer skills in kindergarten through fifth grade. Twenty-seven promethean boards were purchased and installed in all classrooms with the exception of fifth grade classrooms which are presently located in portables. The boards will be installed in fifth grade classrooms when an addition to the school is completed. At the present time, we only have two students, a third grade and a fifth grade student, who take the Alabama Alternate Assessment.	Weaknesses: Professional development is needed for effective implementation of the new promethean boards. This will take place August 30 and August 31, 2010.
Local Data (e.g., LEA, school, and grade-level assessments, surveys, program-specific assessments, other RtI data):	
Strengths: One hundred percent of parent surveys reveal that parents are informed of Selma Street's rules and policies.	Weaknesses: Only seventy-two percent of parent surveys reveal that parents are encouraged to participate and become involved in school decision making.
Career and Technical Education Program Data Reports:	
Strengths: N/A	Weaknesses: N/A

System: Dothan City Schools

School: Selma Street School

August 16, 2010

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: Only one student was sent to alternative school during the 2009/10 school year. Only one student was sent to alternative school during the 2008/09 school year as well.	Weaknesses: The total number of discipline referrals was 385 for the 2009/2010 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: One hundred percent of teachers were highly qualified at Selma Street during the 2009/2010 school year.	Weaknesses: Selma Street had seven first year teachers during the 2009/1010 school year. This is twenty-six percent of the faculty.
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: During the 2009/2010 school year our enrollment was 501. We had a total of 3,284 absences. Our average daily attendance was 433.98. This is an average of 95.74% present.	Weaknesses: During the 2009/2010 school year we had 1,547 tardies.
School Perception Information related to parent perceptions and parent needs including information about literacy and education levels.	
Strengths: One hundred percent of parent surveys reveal that parents are informed of Selma Street’s rules and policies.	Weaknesses: Only seventy-two percent of parent surveys reveal that parents are encouraged to participate and become involved in school decision making.
School Perception Information related to student PRIDE data.	
Strengths: N/A Elementary students do not take the PRIDE survey.	Weaknesses: N/A
School Process Information related to an analysis of existing <u>curricula</u> focused on helping English Language Learners (ELLs) work toward attaining proficiency in annual measurable academic objectives (AMAOs)	
Strengths: The ESL teacher understands how to integrate ELL curriculum and WIDA ELL standards with general education curriculum. The ELL curriculum is aligned with the current adopted reading program and state standards. The curriculum for ELL is also based on individual student needs and grade level curriculum.	Weaknesses: Classroom teachers undergo one professional development session a year regarding ELL. All other learning experiences are through monthly ELL meetings.

System: Dothan City Schools

School: Selma Street School

August 16, 2010

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 an ELL teacher one day per week who works to provide individual and small group instruction to help ELL students become academically successful. We also have a bilingual volunteer who works with the students.	Weaknesses: There is no one on staff to assist ELL students full time.
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School Process Information uncovered by an analysis of curriculum alignment, instructional materials, instructional strategies, reform strategies, and/or extended learning opportunities.

Strengths: Selma Street has seven part time tutors to assist our students in reading during the school day. We also have after school tutorials for math.	Weaknesses: Time is limited for tutors. They only work fifteen hours per week.
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System: Dothan City Schools

School: Selma Street School

August 16, 2010

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

CONTINUOUS IMPROVEMENT GOAL (SHOULD ADDRESS IDENTIFIED WEAKNESSES AND GAPS): The goal is to increase the percentage of third, fourth and fifth grade students scoring in Level IV on the reading portion of the Alabama Reading and Math Test (ARMT) by ten percent by Spring/2011.
Data Results on which goal is based: Thirty-six percent of third, fourth and fifth grade students at Selma Street School scored in Level IV on the reading portion of the Alabama Reading and Math Test in 2010.

TARGET GRADE LEVEL(S): Third, Fourth and Fifth Grades	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)
Third Grade – Standards R3.3, R3.4 Fourth Grade – Standards R4.3, R. 4.4 Fifth Grade – Standards R5.1, R5.2, R5.4	STRATEGY: Reading will be taught daily, faithfully, and skillfully focusing on standards, vocabulary, and concept development. ACTION STEP: Teachers will create and use concept boards to help students make connections and apply their knowledge.	<ul style="list-style-type: none"> Teacher observation Scores on Selection Tests Thi nkLink scores 	<ul style="list-style-type: none"> Tier II intervention will be provided by the teacher in small groups. If needed, more intensive, Tier III intervention will be provided by skilled tutors and resource teachers. 	Seven Tutors - \$69,240.15
	STRATEGY: Analyze data from ThinkLink scores to determine specific, non-mastered standards for each student. ACTION STEP: Re-teach non-mastered standards using ARMT Item Specs, Buckle Down, and resources from Discovery Education.	<ul style="list-style-type: none"> Create probes to assess mastery of standards. Weekly meetings with teachers and administration for the purpose of analyzing data and collaborating to determine effective strategies for improving student achievement. 	<ul style="list-style-type: none"> Tier II intervention will be provided by the teacher in small groups. If needed, more intensive, Tier III intervention will be provided by skilled tutors and resource teachers. 	Discovery Education Streaming Renewal - \$1295.00
	STRATEGY: Use best practice instructional strategies that keep students engaged and offer differentiated instruction whenever necessary. ACTION STEP: Reading Coach will model and work collaboratively with teachers to provide needed professional development.	<ul style="list-style-type: none"> Teacher observation Scores on Selection Tests Thi nkLink scores 	<ul style="list-style-type: none"> Tier II intervention will be provided by the teacher in small groups. If needed, more intensive, Tier III intervention will be provided by skilled tutors and resource teachers. 	

System: Dothan City Schools

School: Selma Street School

August 16, 2010

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

CONTINUOUS IMPROVEMENT GOAL (SHOULD ADDRESS IDENTIFIED WEAKNESSES AND GAPS): The goal is to increase the percentage of third, fourth and fifth grade students scoring in Level IV on the math portion of the Alabama Reading and Math Test (ARMT) by ten percent by Spring/2011.
Data Results on which goal is based: Forty-three percent of third, fourth and fifth grade students at Selma Street School scored in Level IV on the math portion of the Alabama Reading and Math Test in 2010.

TARGET GRADE LEVEL(S):	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)
Third Grade – Standards M3.1, M3.2, M3.3, M3.4 Fourth Grade – Standards M4.6, M4.7 Fifth Grade – Standards M5.1, M5.2, M5.3, M5.4	STRATEGY: Use of the Accelerated Math Program ACTION STEP: Students will do Accelerated Math lessons daily based on independent levels of mastery and progress at their own pace as they master the standards.	<ul style="list-style-type: none"> Accelerated Math scores 	<ul style="list-style-type: none"> Tier II intervention will be provided by the teacher in small groups. If needed, more intensive, Tier III intervention will be provided by skilled tutors and resource teachers. 	Accelerated Math Subscription Renewal - \$285.95 Seven After-school Tutors (Classroom Teachers) - \$8,085.87
	STRATEGY: Analyze data from ThinkLink scores to determine specific, non-mastered standards for each student. ACTION STEP: Re-teach non-mastered standards using ARMT Item Specs, Buckle Down, and resources from Discovery Education.	<ul style="list-style-type: none"> ThinkLink probes Weekly meetings with teachers and administration for the purpose of analyzing data and collaborating to determine effective strategies for improving student achievement 	<ul style="list-style-type: none"> Tier II intervention will be provided by the teacher in small groups. If needed, more intensive, Tier III intervention will be provided by skilled tutors and resource teachers. 	Discovery Education Streaming

System: Dothan City Schools

School: Selma Street School

August 16, 2010

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

ENGLISH PROFICIENCY GOAL (SHOULD ADDRESS IDENTIFIED WEAKNESSES AND GAPS): The goal is to increase the percentage of ELL students scoring 4.8 or above on the ACCESS for ELLs English Language Proficiency Test by ten percent by Spring/2011.	
Data on which goal is based: <ul style="list-style-type: none"> • ACCESS • State Standards test according to grade level of the ELL student. • Report or Progress report card grades. 	Data on which goal is based: Twenty-five percent of ELL students scored 4.8 or above on the ACCESS for ELLs English Language Proficiency Test in 2010.

TARGET GRADE LEVEL(S):	TARGET ELP LANGUAGE DOMAIN(S): Circle all that apply.	<u>Reading</u>	<u>Writing</u>	<u>Listening</u>	<u>Speaking</u>	<u>Comprehension</u>
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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)
	STRATEGY: Align the ELL curriculum with the current adopted reading program and state standards. ACTION STEP: The ELL teacher will integrate ELL curriculum and WIDA ELL standards with education curriculum. Instruction will be based on individual student needs and grade level curriculum.	<ul style="list-style-type: none"> • Progress Reports every 4 ½ weeks • Report Cards every 9 weeks • ACCESS Test once a year 	<ul style="list-style-type: none"> • ELL team will make recommendations for intervention. 	<ul style="list-style-type: none"> • On site ESL team • On site teacher • ESL curriculum • Translators for communication with student and parent • Text books with bilingual summaries as needed
	STRATEGY: ACTION STEP:			

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

System: Dothan City Schools

School: Selma Street School

August 16, 2010

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

CULTURE (REFER TO CULTURAL DATA IN NEEDS ASSESSMENT)	REFORM STRATEGIES	BENCHMARKS	INTERVENTIONS	RESOURCES
WHAT CHALLENGES RELATED TO SCHOOL, SAFETY, CLASSROOM MANAGEMENT/DISCIPLINE, Rti FRAMEWORK AND SUPPORTIVE LEARNING ENVIRONMENTS HAVE BEEN IDENTIFIED THROUGH THE REVIEW OF SCHOOL DEMOGRAPHIC, PERCEPTION, AND PROCESS DATA?	WHAT RESEARCH-BASED STRATEGIES/ACTIONS WILL BE USED TO IMPROVE CULTURAL BARRIERS IMPACTING STUDENT ACADEMIC PERFORMANCE? (Give specific strategies, not just programs or program names.)	HOW WILL PROGRESS FOR EACH ACTION STEP BE MEASURED? (PERFORMANCE DATA, LISTS, SURVEYS, ETC)	HOW WILL THE SCHOOL PROVIDE TIMELY ADJUSTMENT IF STRATEGIES DO NOT CHANGE PERFORMANCE?	WHAT RESOURCES AND SPECIFIC EXPENDITURES WILL BE NEEDED FOR SUCCESSFUL IMPLEMENTATION? (Ex: Teacher Incentives, Title II \$.....00, Supplies for Mentors/Mentees, etc)
The Continuous Improvement Team has identified a need to decrease the number of discipline referrals in our school.	STRATEGY: Teachers will use Active Participation instructional strategies. ACTION STEP: Teachers will use strategies that keep all of the students engaged. Research shows that there is a decrease in behavior problems when the students are actively engaged in learning.	<ul style="list-style-type: none"> Data will be kept on the number of discipline referrals each nine weeks. Regular informal walkthroughs will be conducted by administration. A collaborative observation rubric will be used to collect data. 	<ul style="list-style-type: none"> The Principal, Program Specialist, and Counselor will meet with all students who receive a discipline referral each nine weeks to motivate them to exhibit positive behavior. 	
	STRATEGY: Advisor – Advisee Program ACTION STEP: Each employee will be responsible for advising an At-Risk student. Each employee will encourage and support the student they are assigned to, and turn in anecdotal notes to the principal weekly.	<ul style="list-style-type: none"> Data will be kept on the number of discipline referrals each nine weeks. Students with more than two discipline referrals will be referred to the Problem Solving Team. 	<ul style="list-style-type: none"> Tier III intervention will be provided by the counselor or resource teacher. 	
	STRATEGY: The Straight A Lunch Bunch ACTION STEP: Students who make A in conduct every week for the nine week period will have lunch on the stage in the lunchroom with a tablecloth and extra treats.	<ul style="list-style-type: none"> Data for each grade level on the number of students in The Straight A Lunch Bunch each nine weeks will be kept by the grade level chairperson. 	<ul style="list-style-type: none"> The Principal, Program Specialist, or Counselor will meet with all students who receive a discipline referral each nine weeks to motivate them to exhibit positive behavior. 	<ul style="list-style-type: none"> Special desserts - \$500.00 Movies Table Table cloth

System: Dothan City Schools

School: Selma Street School

August 16, 2010

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>Each new teacher is assigned a mentor teacher who is matched by grade level. The goal is to provide ongoing support for new teachers. The mentor teacher is required to hold regular meetings with a sign-in sheet and agenda. The minutes of items discussed are kept in a notebook for the principal's review. Items discussed include, but are not limited to, EDUCATEAlabama teacher evaluation, classroom management, ARI, progress monitoring, centers, Professional Learning Plans, discipline, and instructional practices. All non-tenured teachers will have a Busy Buddy to support them. The Busy Buddies will do monthly walkthroughs to determine next steps, and turn in a monthly monitoring form to the principal.</p>
<p>2. Budget: Describe the coordination of all federal, state, and local programs, including career and technical education. (Note: NCLB Section 1116 requires that each year <u>Title I schools identified for improvement</u> must reserve the equivalent of 10% of the school-level allocation made available to the school under Section 1113 specifically for <u>professional development</u> opportunities for teachers. Budgets should reflect this set-aside.) See the sample budget on a later page.</p>
<p>The following is a comprehensive list of fund sources that are integrated and coordinated into the financial management and instructional planning of Selma Street School, with an explanation of their usage:</p> <ul style="list-style-type: none">• The State of Alabama School Foundation Program: The State of Alabama funds the BASIC programming in terms of teacher units based on student enrollment. For the 2010-2011 school year the state is funding (34.09) thirty-four and nine hundredths units, plus fringe benefits, ELL, and Textbooks. The grand total of state money is \$2,132,132.00. A budget detail is enclosed in this plan.• Title I – Part A (Federal): This money is used to SUPPLEMENT regular funded programming. For the 2010-2011 school year, Title I monies will be used to fund a nurse, a part-time parent involvement specialist, a computer lab teacher, tutors, two-thirds of the program specialist's salary, and to purchase various materials/instructional supplies. This budget total is \$219,767.68 and is spent in additional to state/local monies.• ARRA – Part A (Federal): This is stimulus money used to supplement Title I money. If received during the 2010-2011 school year, these funds will be used for used for professional development and to purchase various materials/instructional supplies.
<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>Selma Street Elementary School realizes that students need support emotionally and academically during periods of transition from early childhood programs to elementary school and from the elementary school to the middle school. The Following are transition activities offered:</p> <ul style="list-style-type: none">• Kindergarten pre-registration is offered in the spring.• A kindergarten orientation is held prior to the first day of school for the kindergarten students and parents. A supply list is provided for the parents at that time.• Brochures are provided to parents which give them suggestions on how to help their child be successful in school.• An Open House is provided for the parents and students after school has begun. The purpose is to familiarize the parents with rules, routines, and policies that our school practices.• An Orientation Day is held for all grades prior to the beginning of the school year, at which time students and parents may meet their child's teacher and visit the classrooms.• When a new student enrolls at Selma Street, he/she receives a tour of the facilities by the counselor, principal, or other staff personnel.• Fifth grade students visit the Middle Schools in the spring of each year. They tour the school and learn about the activities offered at the middle school.• A summer "Bridge" program is provided for fifth grade students transitioning to sixth grade to teach skills necessary for success in middle school.

System: Dothan City Schools

School: Selma Street School

August 16, 2010

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.

Currently all teachers at Selma Street Elementary are Highly Qualified. Every year our district encourages principals to attend job fairs in all areas of Alabama and neighboring states that are sponsored by colleges and universities for the purpose of attracting highly qualified applicants. Teachers are given information about the school system and the city of Dothan. Prospective teachers are encouraged to apply and consider relocation to the area. Our district seeks to provide names of those who are highly qualified to interview for the available positions. New Teachers are assigned mentors as quickly as possible after the hire date. The new teachers are monitored all three years by the administrators. All teachers are required to participate in professional development activities organized by the school administration and the Central Office staff. Funding for high-quality, on-going activities is provided by local, state, and federal funds.

5. Assessments and Teacher Involvement: Describe how teachers in the school meet to collaborate regarding the use of academic assessments to provide information on and improve the achievement of individual students and the overall instructional program.

Selma Street Elementary teachers are involved in the decisions regarding the use of state academic assessments. Teachers will administer ThinkLink assessments three times per year to determine if students have mastered the standards and whether or not further instruction can continue or if remedial activities need to be implemented. Teacher input is considered at different levels of assessment results. The following areas guide instruction:

- The faculty collaboratively studies the disaggregated data and results of state assessments.
- ThinkLink results are reviewed and plans for further instruction is made based on the outcomes.
- The Problem Solving Teams (PST) will meet weekly to evaluate data and determine next steps for at risk students.
- The Continuous Improvement Team analyzes data and collaborates with teachers to identify strategies and action steps to help meet our goals.
- Teachers are represented on the School Budget Committee, School Leadership Team, Technology Committee, Policy and Discipline Committee, Textbook Selection Committee and the Scheduling Committee.
- The Principal, Program Specialist, and Reading Coach meet with teachers monthly to review new information, monitor programs, review test data, and to address issues.

System: Dothan City Schools

School: Selma Street School

August 16, 2010

6. 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 Selma Street Elementary School, including those identified as migrant, limited-English proficient, homeless, economically disadvantaged, and neglected/delinquent, have access to all services including but not limited to: free/reduced lunch, Title I services, ELL services, tutoring, Talent Pool, special education services, at-risk, and counseling services. We also use our Adopt-a-Church to help us provide students with necessary school supplies, medicine, and clothing. All homeless, migratory and limited-English proficient students must have equal access to the same free appropriate public education. These students are also provided with the opportunity to meet the same challenging state content and state student performance standards as all other students.

The counselor, ELL teacher and/or office staff identify limited-English proficient students upon enrollment. Each new student receives a Home Language Survey used to determine eligibility for limited English-language proficient 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. The (ELL) committee convenes to determine appropriate services and placement for each individual student. The ELL committee consists of the ELL teacher, teacher, counselor, and/or school administrator. A variety of services to all ELL students is provided, such as content area tutoring, pull-out ESL, pull-out for individual support, and an ELL teacher to provide services to all ELL students at Selma Street Elementary School. The ELL committee meets monthly to review the progress of ESL students who are exhibiting academic difficulty. If the student 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.

Selma Street Elementary School provides special education services and uses appropriate procedures in accordance with federal and Alabama State laws and regulations. All students referred for testing must have received Tier I, Tier II and Tier III instruction. If the child still does not make adequate progress, the Problem Solving Team meets to determine if a special education referral is appropriate. If so, an evaluation is conducted to determine if the student is eligible for special education services. If the child is determined to be eligible under the Alabama Code, and Individual Education Plan (IEP) team convenes and develops the plan for the student. The plan is based on the results of the evaluations, the concerns of the parents, and the student's academic and developmental needs. The special education student is educated to the maximum extent appropriate with children who are not disabled. Special education classes occur only when the nature of the severity of the special education classroom, including the use of supplementary aids and services, cannot be successfully achieved in the regular education classroom. Selma Street Elementary School ensures that children with disabilities have access to the same services available to non-disabled children, including art, music, ELL, and physical education. We have two full time Special Education teachers and one full time Speech Therapist who serve students who have been identified with a special need through IDEA. We have a part time teacher who serves ELL students and collaborates with their teachers. In addition, special education students are provided with an equal opportunity to participate with non-disabled students.

School counselors are responsible for identifying homeless students upon enrollment and providing them with support. The school uses Alabama State Department of Education guidelines for homeless students. Homeless students have access to the same services as all other students including but not limited to: free lunch, Title I, ELL, Special Education, tutoring, Talent Pool, and at-risk services.

Neglected/delinquent students are identified at Selma Street Elementary School when contacted by one of the following sources: The Department of Human Resources, Social Services, Counselor and/or administrator. The school counselor and the Problem Solving Teams monitor students' grades and absences. The students have access to additional services as needed – school supplies, clothing, etc. If further intervention or assistance is needed, the school contacts the Central Office for possible funding or other needs. Neglected/delinquent students are eligible for the same services as the rest of the students, including but not limited to: free lunch, Title I, ESL, Special Education, tutoring, Talent Pool, Special Education and At-risk services.

Economically disadvantaged students are identified through the application for free and reduced lunch. Students with low family income will be identified as economically disadvantaged and will qualify for free or reduced breakfast and lunch during the school day. Such students will have equal access to all programs and services available.

N/A

System: Dothan City Schools

School: Selma Street School

August 16, 2010

8. Extended Learning Opportunities: Describe how the school provides opportunities for the most academically needy students to receive support and reinforcement of academic skills beyond the regular school day.

Selma Street Elementary School provides the following services to assist those students who are experiencing academic difficulty:

- **Problem Solving Teams meet weekly to monitor student learning.**
- **During school tutoring services (This is in addition to the instruction they receive in their regular classroom.)**
- **After school tutoring services**
- **First Baptist Church provides tutoring for K-2nd grade students on Tuesday and Thursday afternoons.**
- **Special area teachers are used to assist students who are struggling academically.**
- **Classroom teachers, reading coach, program specialist, counselor, and/or the principal reviews student permanent records, previous test results and other pertinent data to determine each child's strengths and weaknesses.**
- **Our classroom teachers use Scott Foresman Reading Street for the core reading instructional program which includes "My Sidewalks", a Tier III program.**
- **Our classroom teachers provide daily small group reading instruction and intervention sessions for children experiencing academic difficulty.**
- **Our school has a full time Reading Coach, computer lab instructor, and P.E. coach who assist struggling students with their academics.**
- **Our classroom teachers progress monitor students in a timely basis and make instructional decisions based on the data.**
- **Our school conducts monthly data meetings to discuss strategies and procedures that encourage student success.**
- **Our school encourages parental involvement in their child's education. Information is sent home weekly, and conferences are conducted to discuss academic and testing results and strategies parents can use to help at home.**
- **Our school has a part-time counselor and a part-time parent involvement specialist.**
- **Our school has a part-time ELL teacher who works with limited English proficient students to assist them with their academics.**

System: Dothan City Schools

School: Selma Street School

August 16, 2010

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.
Selma Street will convene an annual meeting at a convenient time to which all parents of participating children shall be invited and encouraged to attend to inform parents of their school’s participation under Title I and to explain the requirements of Title I by the school and the parents including the one percent set aside and the right of parents to be involved. Curriculum brochures for each grade level are sent home with each student at the beginning of the school year. Curriculum and expectations are discussed with the parents at Open House. This information is also sent home in written form to the parents.
B. Parental Involvement: Describe: 1. How there will be a flexible number and format of parent meetings offered; 2) How parents will be involved in the planning, review and improvement of the Title I Program (Note: State the school’s process for how <u>all</u> Title I parents have the opportunity for involvement in decision-making.); and 3) How funds allocated for parent involvement are being used in the school.
We believe that parental involvement is one of the key components to our children’s future success. Therefore, we will be offering parent meetings at various times of day and night. Also, a parent conference day and a parent visitation month will be held during the month of October. PTO meetings will be held at night. We sincerely hope that the variety of times will make it easier for parents to attend. We believe in involving parents in planning, reviewing and improving the Title I program components. The parent policy is reviewed at the end of each school year, and revisions will be made based on the results of the parent and teacher surveys issued in the spring. Title I funds are used to help pay for a part-time program specialist, part-time parental involvement specialist, and a full time nurse. Title I money is also used to provide tutorial assistance during the day, after-school tutorial, parent brochures and newsletters, conduct folders, computers and software, handbooks for students and parents, printing of compacts and newsletters, student planners and student books and supplies.
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.
Parents are provided a description and explanation of the curriculum in use, forms of academic assessments, and achievement expectations. If requested by parents, opportunities are provided for regular meetings to formulate suggestions and participate as appropriate in decisions related to the education of their children. Curriculum brochures for each grade level are sent home with each student at the beginning of the school year. At the school’s annual meeting, SAT, ARMT, ThinkLink, and DIBELS data are explained to parents along with the school’s AYP status and the ADAW results. Parental Conference Day is scheduled in October, and teachers are available for conferences throughout the school year. Parents are also represented on the Leadership Team. 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: <u>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.</u>
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).
Parents, staff and students share responsibility for improving student academic achievement by completing and adhering to the School-Parent Compact which can be pulled out and reviewed at parent-teacher Conferences if needed. Newsletters, quarterly progress reports, quarterly report cards, Home-School Connection, school and district Web pages, notes from principals and teachers, brochures and tips on parenting articles are used to help parents, the school staff, and students share responsibility for improved academic achievement. If necessary, home visits are also made to ensure academic progress when a student is shown to be at risk.
E. Parental Involvement: Describe procedures to allow parents to submit comments of dissatisfaction with the Continuous Improvement Plan.
Parents of all students will have the opportunity to review the plan. If it is not satisfactory to the parents, they may submit their concerns in writing to the school, and these concerns will be forwarded to the Central Office. The plan is kept in a notebook and is available for parents’ information and review.

System: Dothan City Schools

School: Selma Street School

August 16, 2010

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)

We will provide information to all parents at the annual Open House concerning the State's academic standards and student achievement standards. A special meeting will be held to explain the requirements of Title I. We will go over the state assessments with our parents at the annual Parent Conference Day in October, at which time the parents receive a copy of their child's testing results. We also send home the State Department of Education's Report Card for each school. This Report Card informs the parents how their school is measuring up to the state requirements. Parents will monitor their child's progress through parent-teacher conferences, progress reports, report cards, and weekly conduct folders.

(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)

We will provide a monthly newsletter entitled Home-School Connection which provides information on numerous topics of interest to parents. Our school will also provide brochures to parents with topics such as "How to Help Your Child Have a Successful School Year." We also will provide parent workshops with topics of interest to parents.

(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)

We shall continue to work with teachers through faculty meetings and grade level meetings in understanding the importance of parental involvement and the importance of seeing parents as our partners. All staff are expected to welcome parents to the school and to work with our parental involvement specialist in meeting parents' needs for their children. The office personnel are the first connection that parents have with the school. The office personnel are expected to display a friendly and helpful attitude. Our parents are allowed to visit their child's classroom, eat lunch with their child, and they are encouraged to participate in the Parent-Teacher Conference Day.

(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)

We refer parents to the Alfred Saliba Family Services Center which provides literacy training, parenting classes, computer, and job-training. The Family Services Center is also available for helping parents in need of housing or medical needs. The WISE center provides parenting classes, and their brochures are sent home with each student in our school. At the end of the school year, the Parental Involvement Specialists meet with the parents of Head Start students to discuss their transition to Kindergarten.

(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)

The ESL teacher will use the TransACT program to provide important information to the parents in their native language. The ESL teacher will also be available on Parent Conference Day, PTO meetings, parent workshop days, and Open House to assist with any communication problems we might encounter. An interpreter from AIDB will assist with the hearing impaired parents, if needed.

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

We will be open to parent suggestions for other activities which might be of interest or support to them. Some of the activities which parents assist us with are: PTO, volunteer programs, parent workshops, family nights, Fall Festival, Parent Conference Day, Field Day, Incentive programs, Award activities, and lunch with their child.

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.

We have a part time ELL teacher who works with ELL students and parents to improve communication between the teacher, student and parent. TransAct is also available to provide important information to parents in their native language. The parent involvement specialist is available to provide transportation and support to parents who need this assistance. Our school is handicap accessible. Interpreters are available from AIDB to help interpret for those with hearing impairments. Other agencies are also available to assist with communication as needed.

System: Dothan City Schools

School: Selma Street School

August 16, 2010

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

- Does the plan provide opportunities for professional development activities that are high-quality, effective, and research-based? YES NO
- Does the plan include opportunities for teachers, principals, paraprofessionals, other staff, and parents? YES NO
- Does the plan include required district-wide training for English language acquisition? YES NO

(Note: Professional learning activities must be linked to Alabama’s Standards for Professional Development and Alabama’s Technology Professional Development Standards, www.alsde.edu, Sections, Technology Initiatives, Publications).

WHAT WEAKNESS OR NEED IDENTIFIED IN ACADEMIC, INCLUDING ELL AMAOs OR SCHOOL CULTURE GOALS WILL THE PROFESSIONAL LEARNING ADDRESS?	WHAT TYPES OF PROFESSIONAL LEARNING WILL BE OFFERED?	WHEN WILL THE SESSION BE DELIVERED? (Please list dates of future PD sessions, not those that have already taken place.)	WHAT ARE THE EXPECTED OUTCOMES OF PROFESSIONAL LEARNING? (Following the professional learning, how will academic or cultural challenges be impacted – what does it look like?)	HOW WILL PARTICIPANTS BE HELD ACCOUNTABLE FOR SUCCESSFUL IMPLEMENTATION AND IN WHAT WAYS WILL EVIDENCE BE COLLECTED TO SHOW EFFECTIVE ASSIMILATION/INTEGRATION OF STRATEGIES?	WHAT ARE THE FUNDING SOURCES, ESTIMATED EXPENSES, AND PROPOSED NAMES OF CONSULTANTS OR ENTITIES? Example: Title II, \$....00 Dr. Verry Goode	DOCUMENT CONTINUOUS LEA REVIEW AND SUPPORT RESULTS
EducateAlabama Indicator 1.3: Connects curriculum to other content areas and real-life settings to promote retention and relevance.	Professional development will be provided on the Rigor, Relevance and Relationships Framework.	January 5, 2010 This will also be discussed at faculty meetings throughout the year.	Teachers will develop lessons that connect the curriculum to other content areas and real-life settings to promote retention and relevance.	<ul style="list-style-type: none"> • Walkthroughs will be conducted using the Rigor, Relevance, and Relationships Framework Rubric. • EducateAlabama 	None	
Educate Alabama Indicator 3d1: Identifies and integrates available technology in the teaching of all content areas.	Professional development will be provided on the use of our new promethean boards.	August 30 and August 31, 2010	Teachers will enhance their lessons by integrating the new promethean boards into the teaching of all content areas.	<ul style="list-style-type: none"> • Walkthroughs • Observations • EducateAlabama 	Substitutes - \$390.00	

DUPLICATE PAGES AS NEEDED

System: Dothan City Schools

School: Selma Street School

August 16, 2010

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	\$2,132,132.00
Teacher Assigned Units: 31.03	classroom teachers: 25	TOTAL OF ALL SALARIES
		\$1,501,008.00
Administrator Units: 1		
Assistant Principal:		
Counselor: .5		
Librarian: 1		
Instructional Supplies		\$7,626.00
Library Enhancement		
Technology		
Professional Development		
State ELL Funds		
Career and Technical Education Administrator		
Career and Technical Education Counselor		
II. Federal Funds:		
Title I: Part A: Improving the Academic Achievement of the Disadvantaged	TOTAL	\$219,767.68
<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> <p><i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</i></p> <ul style="list-style-type: none"> • Salaries for seven day-time tutors, three after school tutors, one computer aide, one nurse, one program specialist, one parental involvement specialist • Instructional supplies 		
	\$214,877.21	
	4,490.47	
ARRA FUNDS	TOTAL	?
<i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</i>		

System: Dothan City Schools

School: Selma Street School

August 16, 2010

Title II: Professional Development Activities	TOTAL	\$400.00
<i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</i>		
Title III: For English Language Learners	TOTAL	\$0.00
<i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</i>		
Title IV: For Safe and Drug-free Schools	TOTAL	\$0.00
<i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</i>		
Title VI: For Rural and Low-income Schools	TOTAL	\$0.00
<i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</i>		
Career and Technical Education-Perkins IV: Basic Grant (Title I)	TOTAL	\$0.00
<i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING</i>		

System: Dothan City Schools

School: Selma Street School

August 16, 2010

Career and Technical Education-Perkins IV: Tech Prep (Title II)	TOTAL	\$0.00
<i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING</i>		
III. Local Funds (if applicable)		
Local Funds	TOTAL	\$32,264.00
<i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</i>		
<ul style="list-style-type: none"> • Instructional Supplies • Professional Development • Maintenance • Office Supplies 		

System: Dothan City Schools

School: Selma Street School

August 16, 2010

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

System: Dothan City Schools

School: Selma Street School

August 16, 2010