**A** Assurances: **According to The No Child Left Behind Act of 2001, Section (1116)(b)(3), as referenced in the Rewards and Interventions Plan of the Alabama Accountability System the following assurances are required for the Continuous Improvement Plan.** 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



**Please respond for each item below:**

**I Part I- Needs Assessment Summary of Data**: Planning Process, CIP/Instructional Team Members

**Ia** **Part I (cont) Needs Assessment Summary of Data** Needs Assessment Summary of Data: Accountability Report

SUMMARY OF NEEDS BASED ON A COMPREHENSIVE REVIEW OF DATA

I have reviewed the [Annual Accountability Results Report](http://www.alsde.edu/Accountability/2010Reports/AYPReports/041/0410030.pdf)



**Ib** 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).

Ib 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.

Ib Teachers: Number and percentage of teachers Non-HQT:

THIS DATA IS NOT AVAILABLE IN THE DATA WAREHOUSE AT THIS TIME

Ib Teachers: Number and percentage of Classes Taught by Non-HQT:

THIS DATA IS NOT AVAILABLE IN THE DATA WAREHOUSE AT THIS TIME

Ib **Alabama High School Graduation Exam (AHSGE):**

DATA WAREHOUSE: Public Folders > Local Reports > School reports > E-CIP Reports > AHSGE

Cumulative percent passed: all students, Free/Reduced Meals

DATA WAREHOUSE: Public Folders > Local Reports > School reports > E-CIP Reports > High School Hot Button

AYP Status: 11 grade percent passed Reading, 11th grade percent passed math

DATA WAREHOUSE: Public Folders > Local Reports > School Reports > SAE CNA Report

Strengths:

Weaknesses:

Ib **Alabama Reading and Mathematics Test (ARMT):**

DATA WAREHOUSE: Public Folders > XJ1Reports > School Reports > Student Assessment > HST

DATA WAREHOUSE: Public Folders > Local Reports > School Reports > SAE CNA Report

Strengths:

Weaknesses:

Ib  **Alabama Science Assessment:** THIS DATA IS NOT AVAILABLE IN THE DATA WAREHOUSE AT THIS TIME

Strengths:

Weaknesses:

Ib **Stanford 10:**

DATA WAREHOUSE: Public Folders > Local Reports > School Reports > SAE CNA Report

Strengths:

Weaknesses:

Ib  **Dynamic Indicators of Basic Early Literacy Skills (DIBELS):**

THIS DATA IS NOT AVAILABLE IN THE DATA WAREHOUSE AT THIS TIME

Strengths:

Weaknesses:

**Ic Part I (cont) Needs Assessment Summary of Data:**

Ic **Alabama Direct Assessment of Writing (ADAW):**

THIS DATA IS NOT AVAILABLE IN THE DATA WAREHOUSE AT THIS TIME

Strengths:

Weaknesses:

Ic  **ACCESS for English Language Learners (ELLs):**

THIS DATA IS NOT AVAILABLE IN THE DATA WAREHOUSE AT THIS TIME

Strengths:

Weaknesses:

Ic **EducateAL or other Professional Evaluation Profile Information:**

THIS DATA IS NOT AVAILABLE IN THE DATA WAREHOUSE AT THIS TIME

Strengths:

Weaknesses:

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

Strengths:

Weaknesses:

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

Strengths:

Weaknesses:

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

THIS DATA IS NOT AVAILABLE IN THE DATA WAREHOUSE AT THIS TIME

Strengths:

Weaknesses:

**Id Part I (cont.) 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.)**

Id **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).**

DATA WAREHOUSE: Public Folders > XJ1Reports > School Reports > Student Behavior > School-Infraction Counts

DATA WAREHOUSE: Public Folders > XJ1Reposrts > School Reports > Student Behavior > School-Response Counts

Strengths:

Weaknesses:

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

DATA WAREHOUSE:

Strengths:

Weaknesses:

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

THIS DATA IS NOT AVAILABLE IN THE DATA WAREHOUSE AT THIS TIME.

Strengths:

Weaknesses:

Id **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).**

DATA WAREHOUSE: Public Folders > Local Reports > School Reports > E-CIP Reports > E-CIP Middle/High Hot Button

DATA WAREHOUSE: Public Folders > Local Reports > School Reports > E-CIP Reports > Miscellaneous Demographics

Strengths:

Weaknesses:

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

Strengths:

Weaknesses:

Id **School Perception Information related to student PRIDE data.**

Strengths:

Weaknesses:

Id **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:

Weaknesses:

Id **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:

Weaknesses:

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

Strengths:

Weaknesses:

**Part II - GOAL TO ADDRESS ACADEMIC NEEDS All components must be related to the weaknesses identified in the data summary and support improving academic achievement, INCLUDING SCHOOL CULTURE AND RtI CONSIDERATIONS.**

**VIEW ALL 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. *\*\*\*\*****You will be able to view all function after you have saved your work.\*\*\*\**

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

**G 1. Goal**

*Description*:

Data Results on which goal is based:

Target Grade Level(s):

Target Content Area(s):

Additional Academic Indicators:

Target Student Subgroup(s):

Course(s) of Study:

**S- Strategy:**

**Action Step(s) \*** The eCIP program will automatically number your Action Steps.

*Description*

*Benchmarks*

*Interventions*

*Resources*

Professional Development: *\*Any professional development listed here as a gap/weakness in the action step must have corresponding professional development plan listed in Part VII. The Professional Development is listed here as a worksheet tool.*

**A2.** **Action Step(s)**

*Description*

*Benchmarks*

*Interventions*

*Resources*

Professional Development: *\*Any professional development listed here as a gap/weakness in the action step must have corresponding professional development plan listed in Part VII. The Professional Development is listed here as a worksheet tool.*

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

**Refer to the ELL Data Compilation as part of the needs assessment in forming goals. If any ELL student did not make AMAOs complete this page.**

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):

**G 1. Goal**

*Description*:

Grade Level Data on which goal is based: \* Disagregated

Target Grade Level(s):

Target ELP Language Domain(s):

WIDA Standards:

**S- Strategy:**

**Action Step(s) \*** The eCIP program will automatically number your Action Steps.

*Description*

*Benchmarks*

*Interventions:*

*Resources:*

Professional Development:

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

**Refer to the ELL Data Compilation as part of the needs assessment in forming goals. If any ELL student did not make AMAOs complete this page.**

**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.**

**Goal/Challenge:**

Description:

Strategy:

Description:

Action Step:

Description:

Benchmark:

Interventions:

Resources:

**C-Challenge:**

**Strategy Name:**

What research-based strategies/actions will be used to improve student academic performance? (give specific strategies, not just programs or program names.)

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)

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

**Please respond to these additional components, that when addressed, positively impact student achievement.**

**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)

**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.

**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.

**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. (What is the ratio of HQ teachers and paraprofessionals at your school?)

**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.

**Special Populations:**

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

**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*

**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.

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

This section of the Plan must be distributed to all Title I parents. 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.

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.

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.

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).

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

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

(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)

(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)

(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)

(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)

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

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.

**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? (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](http://www.alsde.edu), Sections, Technology Initiatives, Publications).

*\*\*\*\*\*The eCIP Program will create the following chart after the professional development questions are completed for each activity.\*\*\*\*\*\**

|  |  |  |
| --- | --- | --- |
| Learning Activity Name | Weakness / Need Being Addressed | Complete |
|  |  |  |
|  |  |  |
|  |  |  |

**Part VII- PROFESSIONAL LEARNING NEEDS RELATED TO ACADEMIC CHALLENGES**

Short Name for Learning Activity:

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?

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*

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

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

I. State Foundation Funds

**I. State Foundation Funds**

|  | **FTEs Earned** | **Units Placed** | **Total Salaries** |
| --- | --- | --- | --- |
| FTE Teacher Units |  |  |  |
| Administrator Units |  |  |  |
| Assistant Principal |  |  |  |
| Counselor |  |  |  |
| Librarian |  |  |  |
| Career and Technical Education Administrator |  |  |  |
| Career and Technical Education Counselor |  |  |  |
| Technology |  |  |  |
| Professional Development |  |  |  |
| State ELL Funds |  |  |  |
| Instructional Supplies |  |  |  |
| Library Enhancement |  |  |  |
| **Total of All Salaries:** | | |  |

**II. Federal Funds**

Title I: Improving the Academic Achievement of the Disadvantaged

Provide a brief explanation and a breakdown of expenses. Total:

Title I: ARRA Funds

Provide a brief explanation and a breakdown of expenses.

Title II: Professional Development Activities

Total :

Provide a brief explanation and a breakdown of expenses.

Total :

Title III: For English Language Learners

Provide a brief explanation and a breakdown of expenses. Total:

Title IV: For Safe and Drug-free Schools

Provide a brief explanation and a breakdown of expenses. Total:

Title VI: For Rural and Low-income Schools

Provide a brief explanation and a breakdown of expenses. Total:

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

Provide a brief explanation and a breakdown of expenses. Total:

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

Provide a brief explanation and a breakdown of expenses. Total:

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

Provide a brief explanation and a breakdown of expenses. Total:

III. Local Funds (if applicable)

Local Funds

Provide a brief explanation and a breakdown of expenses. Total:

**PART IX MONITORING**