



ALABAMA STATE DEPARTMENT OF EDUCATION
 Joseph B. Morton, State Superintendent of Education
2009 - 2010
CONTINUOUS IMPROVEMENT PLAN
Title I Schoolwide Programs



Note: Blank copy is available on www.alsde.edu, Sections, Accountability Roundtable, Publications and e-GAP Document Library
 Submit plans to your system's e-GAP Document Library

NAME OF SCHOOL: Parkside School				
STREET ADDRESS: 12431 AL. Hwy. 69 N.		CITY: Baileyton	STATE: Alabama	ZIP CODE: 35019
CONTACT: Christopher Gambrill		TELEPHONE: 256-796-5568	E-MAIL: cgambrill@ccboe.org	
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 7, 2009.				
Year 3 <input type="checkbox"/> or Year 4 or more <input type="checkbox"/> Submit to LEA for Board approval. Mail two copies of PAGE ONE and two copies of PAGE TWO with original signatures to Federal Programs, Accountability and Compliance, P. O. Box 302101, Montgomery, AL 36130-2101. Submit the plan electronically to your system's e-GAP Document Library by November 7, 2009.				
Made AYP? YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>	Made AMAOs (ELL)? YES <input checked="" type="checkbox"/> NO <input type="checkbox"/> N/A <input 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. A copy of the 2009-2010 Continuous Improvement Plan will be in the principal's office at the local school and a copy will be at the Cullman County Central Office. Parents, the LEA, and the public will be able to view the plan at any desirable time during school or office hours. A copy of this plan can be accessed through the school website. This plan will be presented at faculty meetings and PTO meetings to inform parents. A copy of the Parkside School Parental Involvement Plan and the Parents' Right To Know was sent home with all students and parents at Open House at the beginning of the school year.
*Board Approval: Yes <input type="checkbox"/> No <input type="checkbox"/> Board approval received on _____, 2009. Board Signature: _____				
Superintendent Signature: _____			Date: _____	
Federal Programs Coordinator Signature: _____			Date: _____	
Principal Signature: _____			Date: _____	

System:

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School:

August 2009

CONTINUOUS IMPROVEMENT PLAN DEVELOPMENT AND IMPLEMENTATION TEAM

This plan was developed/or revised during the following time period: May 2009 – August 2009

Provide a brief description of the planning process, including how teachers will be involved in decisions regarding the use of state academic assessments, and other data sources in order to provide information on and to improve the achievement of individual students and the overall instructional program and how parents were involved with faculty and staff in developing, and implementing the CIP (Title I, Section 1116(b)(A)(viii):

The planning process for conducting a comprehensive needs assessment is a collaborative effort of administration, counselor, teachers, parents, and community representatives. This effort involves an analysis of information pertaining to every aspect of Parkside School and was based on information taken from student achievement in relation to the state academic content standards and the state student academic achievement standards. The scores from state assessments are analyzed according to grade levels, sex, gender, socioeconomic level of the students, grade level data meetings, etc. A comprehensive needs assessment of the entire school, based on information which includes the achievement of children in relation to the state academic content standards was conducted. After an analysis of the data, the school leadership team will meet to suggest strategies, professional development, and budget requirements for the CIP. When the draft is completed, faculty and staff will review it and suggest modifications if needed. The finalized CIP will be sent to the district school board for approval and signatures.

Instructional Leadership Team Names (The Leadership Team must include the principal, faculty [including ELL resource lead teacher if applicable], staff, parents, community stakeholders, and/or students.)	Positions (Identify position held, e.g., Administration, Faculty, Staff, Grade Level and/or Subject Area, Parents and Community members.)	Signatures (Indicates participation in the development of the CIP)
Christopher Gambrell Jane Brown April Smith Anthony Gamble Margaret Guthrie Brittany Thompson Lisa Zehr Pam Chandler Rhonda Vanzandt Collette Garrett Lisa Harbin Nanette Clark Kristy Salazar Debbie Bentley Amie Yeager Pam Evers	Principal Resource Teacher Librarian Counselor Reading Coach ELL Teacher PTO Representative Parent Representative Community Representative Kindergarten Teacher 1 st Grade Teacher 2 nd Grade Teacher 3 rd Grade Teacher 4 th Grade Teacher 5 th Grade Teacher Middle School Teacher	

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

Directions: Insert a copy of your one-page School Status Report in this TEXT BOX. You may access this report on the web at www.alsde.edu:

- Click on Accountability Reporting.
- Choose 2007-2008.
- Select Annual Accountability Results Report.
- Select your system and school.
- Press the Graphics Select Tool button located on the top of the page and select the chart beginning with the school name. (Note: Do not include the legend.)
- Then, right click and select COPY.
- Return to this document and CLICK IN THIS BOX.
- Then, right click to PASTE the chart.
- Adjust the size of the text box to display your test results.

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022 Cullman County - 0020 Parkside Elementary School

2009-2010 AYP Status	This school met 13 goals out of 13 (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	19.65	Yes
Special Education	100	N/A	7.17	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	~	N/A	~	N/A
Hispanic	~	N/A	~	N/A
White	100	Yes	19.45	Yes
Limited English Proficient	~	N/A	~	N/A
Free / Reduced Meals	100	Yes	18.86	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	25.49	Yes
Special Education	100	N/A	10.75	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	~	N/A	~	N/A
Hispanic	~	N/A	~	N/A
White	100	Yes	25.28	Yes
Limited English Proficient	~	N/A	~	N/A
Free / Reduced Meals	100	Yes	24.60	Yes

Additional Academic Indicator - Attendance Rate		
Made AYP	Attendance Rate Goal = 95%	Met Additional Academic Indicator
Not in School Improvement		
All Students	96%	Yes

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School:

August 2009

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.

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Briefly describe the process your faculty used to conduct the needs assessment (analysis of all data).	
Highly Qualified Teachers (HQT): Describe how staffing decisions ensure that highly qualified, well-trained teachers provide instruction and how their assignments most effectively address identified academic needs.	
Number and percentage of teachers Non-HQT: The faculty at Parkside School consists of 27 teachers. 1 teacher (3.7% of faculty) is Non-HQ.	Number and percentage of Classes Taught by Non-HQT: The Non-HQ teacher is our Special Education teacher. She teaches in a collaborative capacity with the general education teachers with no self-contained classes.
Alabama High School Graduation Exam (AHSGE):	
Strengths: N/A	Weaknesses: N/A
Alabama Reading and Mathematics Test (ARMT):	
Strengths: '09 ARMT data shows 3 rd grade 40 students, 4 th grade 37 students, 5 th grade 44 students, 6 th grade 51 students, 7 th grade 31 students, and 8 th grade 43 students all scored with a proficiency rate at or above 90% in reading. '09 ARMT data shows 3 rd grade 40 students, 4 th grade 37 students, 5 th grade 44 students, 6 th grade 51 students all scored with a proficiency rate at or above 94% in math.	Weaknesses: '09 ARMT data shows 7 th grade 31 students met or exceeded academic standards at 60% for Level III and Level IV. '09 ARMT data shows in the content standard of measurement out of 31 students tested the score was 43%. ARMT data shows a weakness in the content standard of measurement with 41% of students scoring at Level II proficiency. Reading skills for 6 th grade 51 students shows a weakness with a score of 56% for the content standard of: <i>Apply Strategies to Comprehend Textual/Informational and Functional Material</i> . This was a decrease of 3% over 2008 ARMT data for the same content area with 37 students tested.
Alabama Science Assessment:	
Strengths: '09 Alabama Science Assessment data shows 83% of 7 th grade students out of 31 students tested met or exceeded academic content standards for: <i>Life Science</i> . This shows an increase of 8% over 2008 data for 7 th grade students scoring 85% for 41 students.	Weaknesses: '09 Alabama Science Assessment data shows 73% of 42 students met or exceeded academic content standards as compared to 96% of 55 students in 2008. This is a decrease of 23%.
Stanford 10:	
Strengths: All grades at Parkside School scored above average in all subtests for the SAT 10 Assessment.	Weaknesses: SAT 10 Math data shows 5 th grade 44 students scored 48% in the content area of problem solving.
Dynamic Indicators of Basic Early Literacy Skills (DIBELS):	
Strengths: Spring '09 data for DIBELS indicates students in grades K, 1 st , and 5 th met or exceeded benchmarks goals. K (47 students) scored 98% in PSF and NWF. 1 st grade (39 students) scored 100% in NWF and 92% in ORF. 5 th grade (57 students) scored 82% in ORF.	Weaknesses: Spring '09 data for DIBELS indicates a weakness for grades 2 nd and 4 th . 2 nd grade (47 students) scored 67% in ORF. 4 th grade (42 students) scored 55% in ORF.

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Part I - Continued:	
Alabama Direct Assessment of Writing (ADAW):	
Strengths: '09 data for 5th grade shows holistic score of 70% students (43 total students tested) met or exceeded academic content standard. This is an increase of 17% over the previous year (55 total students tested). This shows a 10% increase for the 2009 established goal for the Continuous Improvement Plan.	Weaknesses: '09 data for 7 th grade shows holistic score of 73% met or exceeded academic content standard out of 32 total students tested. This is a decrease of 20% from 2008 data with 40 students tested.
ACCESS for English Language Learners (ELLs):	
Strengths: 4 of 7 students (57%) tested scored at or greater than 4 on the Reading section of the ACCESS for English Language Learners Assessment.	Weaknesses: 7 out of 7 students (100%) tested scored at or below 3 on the writing section of the ACCESS for English Language Learners assessment. ELL Teachers are not full time at Parkside School. These services are provided two days per week for only two hours each day.
Professional Education Personnel Evaluation (PEPE) School Profile Information:	
Strengths: A review of current PEPE data indicates that 100% of those evaluated received a score of 20 or higher. Classroom Management and Positive Learning Climate had a mean score of 3.5 for those teachers evaluated.	Weaknesses: Presentation of Instruction and Professional Responsibilities each had a mean score of 3.0.
Additional Data Sources: (e.g., Alabama Alternate Assessment [AAA], School Technology Plan Data)	
Strengths: N/A	Weaknesses: N/A
Local Data (e.g., LEA, school, and grade-level assessments, surveys, program-specific assessments):	
Strengths: STAR Reading and Math assessments are administered at the end of each school year to measure student progress. This data is used at the beginning of the school year to determine students who are performing below grade level Standards. A Parkside Writing Committee was established to assess student samples in writing to determine instructional needs for grades K-5 to meet specific writing goals for each grade level. Accelerated Reading, Reading and Math unit tests, Math Facts in a Flash, Auto Skills Reading/Math Academy, Math Benchmark Assessments, Reading Baseline Assessments are other sources of data used at Parkside School to track student performance.	Weaknesses: 2009 beginning of year STAR Math assessments show 40% of 5 th grade 36 students scored below 25 th percentile for grade equivalency level. 2009 beginning of year STAR Reading assessments show 32% of 2 nd grade 36 students scored below 25 th percentile for grade equivalency level.
Career and Technical Education Program Improvement Plan:	
Strengths: N/A	Weaknesses: N/A

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Part I - Continued:	
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: Parkside School has not had any long term suspensions, expulsions, or alternative school placements this school year.	Weaknesses: Parkside School has had 7 students that were given short term suspensions during 2009 school year.
School Demographic Information related to drop-out information and graduation rate data.	
Strengths: N/A	Weaknesses: N/A
School Demographic Information related to teacher attendance, teacher turnover, or challenges associated with a high percent of new and/or inexperienced faculty.	
Strengths: There was no significant change in teacher turnover at Parkside School.	Weaknesses: Teacher absences were calculated at 9% overall including Detached duty out of 32 total teachers.
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: STI Attendance data for the 2008/2009 school year indicate a 5% absence rate (3% excused, .2% unexcused) and a 1.9% tardy rate (.3%excused tardy rate, 1.6% unexcused tardy rate.)	Weaknesses: 1.6% Unexcused Tardy rate.
School Perception Information related to parent perceptions and parent needs including information about literacy and education levels.	
Strengths: An analysis of an informal survey for parents and guardians (Parkside Parent Information Survey) was conducted in the Spring of 2006 and showed that Parkside School parents and guardians have the educational capacity to assist their children with homework and projects. 82% of those surveyed live with a parent or guardian who has at least a high school education.	Weaknesses: An analysis of an informal survey for parents and guardians showed that 23% of the students come from divorced families and 9% live with someone other than a parent.
School Perception Information related to student PRIDE data.	
Strengths: Parkside School's most recent PRIDE data indicates Parents' and Students' disapproval of the use of tobacco, alcohol, and marijuana is 97%. Also, this data shows students' perception of tobacco, alcohol and marijuana as being harmful or very harmful was 94.3% for tobacco, 80% for alcohol, and 94.3% for marijuana.	Weaknesses: 11 students (30.6% of respondents) made a positive response when asked if they felt afraid at school.
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: N/A There were only two students who participated in the ARMT and SAT10.	Weaknesses:
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)	

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<p>Strengths: Parkside School has an ELL kit to supplement instruction in our reading program. Our school has access to Rosetta Stone. Classroom teachers refer to LEP for student instruction and accommodations.</p>	<p>Weaknesses: Classroom teachers have limited knowledge in the use of the Rosetta Stone program.</p>
<p>School Process Information related to an analysis of existing <u>personnel</u> focused on helping English Language Learners (ELLs) work toward attaining proficiency in annual measurable academic objectives (AMAOs)</p>	
<p>Strengths: Cullman County Schools provides an ELL Coordinator that works with Parkside School to provide Spanish versions of parent letters and other correspondence that allows our school to communicate with parents of ELL students and to keep parents informed of student progress. The ELL Coordinator also works with ELL students individually pulling each child for thirty minute sessions.</p>	<p>Weaknesses: Parkside School has an ELL Teacher that visits our school 2 days each week for only a limited time each day to provide one-on-one services to ELL students.</p>
<p>School Process Information uncovered by an analysis of curriculum alignment, instructional materials, instructional strategies, reform strategies, and/or extended learning opportunities.</p>	
<p>Strengths: Parkside School follows local and state guidelines for curriculum alignment and instructional materials. Foster Grandparents serve as tutors to provide one on one supplemental instruction.</p>	<p>Weaknesses: Number of ELL students has increased for our kindergarten and 1st grade classes with 6 students in kindergarten and 3 students in 1st grade.</p>

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

CONTINUOUS IMPROVEMENT GOAL (SHOULD ADDRESS IDENTIFIED WEAKNESSES AND GAPS):
 Writing skills of 7th grade students will improve from 73% meeting the standards of achievement Level III and Level IV to 75% meeting the standards of achievement Level III and Level IV on the Alabama Direct Assessment of Writing by February 2010.

Data Results on which goal is based:
 2009 Alabama Direct Assessment of Writing scores showed out of 31 students 73% met or exceeded the level of proficiency. This is a decrease of 20% over 2008 school year with 46 students tested.

TARGET GRADE LEVEL(S): 7 th Grade	TARGET CONTENT AREA(S): Circle One X Reading Math Science Other	AHSGE: Reading Math Science Social Studies Language	ADDITIONAL ACADEMIC INDICATORS:	TARGET STUDENT SUBGROUP(S): All Subgroups
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COURSES OF STUDY	REFORM STRATEGIES	BENCHMARKS		INTERVENTIONS	RESOURCES	CONTINUOUS LEA REVIEW IN SUPPORT OF THE PLAN	
		WHAT DATA WILL BE GATHERED THROUGHOUT THE YEAR TO MEASURE PROGRESS AND HOW OFTEN WILL PROGRESS BE REVIEWED?	WHAT INCREASE (%) IN PROFICIENCY IS ANTICIPATED AT EACH MO/QUARTER CHECKPOINT?			DATE	+, -, N/A
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 THE SCHOOL PROVIDE TIMELY ASSISTANCE TO STUDENTS NOT MASTERING PROFICIENT OR ADVANCED LEVELS AT THESE PLANNED CHECKPOINTS?	WHAT RESOURCES AND SPECIFIC EXPENDITURES WILL BE NEEDED FOR SUCCESSFUL IMPLEMENTATION? (Ex: 6 Classroom Libraries, \$.....00)		
Grade 7 Standard 9 Compose in descriptive, narrative, expository, and persuasive modes with a thesis sentence and introductory, supporting, and concluding paragraphs when appropriate. <ul style="list-style-type: none"> Using transitional words and phrases for coherence Composing various genres of literature by imitating an author's style, form, and purpose Using figurative language when writing in various genres 	STRATEGY: Implement Alabama Course of Study using graphic organizers as a tool for teaching all modes of writing. ACTION STEP: -Graphic organizers presented on overhead or ELMOs with classroom teacher modeling how to use graphic organizers for writing in grades 2-8 twice weekly. -Specific writing prompts are assigned by classroom teachers weekly to grades 3-8 for students to identify which mode of writing the prompt indicates.	Holistic Rubric to determine scores for writing samples are recorded every nine weeks grading period.	75% of students will score Level III and Level IV on writing rubric in 7 th grade.	Teacher will provide one-on-one instruction and peer tutoring for students not showing progress.	Interwrite Boards and Elmos used for classroom instruction.	End of each 9 week grading period.	

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<p>Grade 6 Standard 8 Compose in persuasive mode for a specific purpose and audience, including clearly stated opinions with supporting details and reasons or examples to influence thought or action.</p> <ul style="list-style-type: none"> • Using the steps of the writing process, including prewriting, drafting, revising, editing, and publishing in all forms of written composition • Demonstrating use of graphic organizers for prewriting and drafting • Organizing content of paragraphs and other written compositions, including topic sentences, supporting sentences, and concluding sentences with varied sentence structure • Using transitional words or phrases to help create coherence in compositions • Using tone appropriate to the topic, purpose, and audience 	<p>STRATEGY: Ensure that the writing section from the Scott-Foresman Reading Street reading series for direct instruction of writing is used to fidelity.</p> <p>ACTION STEP: -Weekly Journal writing by students to focus on all modes of writing in 6th grade. -Display student writing pieces for public viewing during each semester. -Explicit instruction by classroom teacher using ELMO to teach specific writing skills weekly.</p>	<p>Reading Unit Tests to measure writing skills every six weeks.</p>	<p>70% of students will score Level III and Level IV on writing Unit Tests for 6th grade.</p>	<p>Resource teacher will pull students that need extra instruction for writing.</p>	<p>Journals for students to use in class. Purchase Elmo and projector. \$1,000</p>	<p>End of each Unit in Reading approximately six weeks.</p>
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<p>Grade 5 Standard 7 Compose expository texts using an introductory paragraph that includes a main idea; supporting paragraphs with a minimum of three reasons, explanations, or steps in a process and a conclusion.</p> <ul style="list-style-type: none"> • Determining purpose and audience prior to writing • Demonstrating clarity and organization in a composition • Using appropriate prewriting strategies • Composing persuasive texts, including a minimum of three reasons that support a stance or position • Composing narrative texts using a definite time frame, a clear sequence of events, and a selected tone • Composing descriptive texts using an introductory paragraph, sensory details, vivid language, and a conclusion 	<p>STRATEGY: Parkside School Writing Committee will review writing samples each grading period and provide individual guidance to teachers and students.</p> <p>ACTION STEP: -Writing samples are collected by each classroom teacher and placed in student folders every two weeks. -School wide writing prompts will be assigned by the writing committee every two weeks. -A student record will be reviewed each month by the writing committee. After reviewing the samples, a committee member will reteach strategies that target the skill where the student is struggling.</p>	<p>Scott Foresman Reading Street Unit Assessment</p>	<p>70% of students should score at a proficiency level of III and IV.</p>	<p>Small group instruction will be given by a member of the writing committee or the classroom teacher to reteach skills not mastered.</p>	<p>Substitutes provided for Writing Committee members to meet each grading period. \$750.00 Writing Committee members April Smith, Jacy Douglas, Amie Yeager and Sarah Foust.</p>	<p>May 2010</p>
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***WIDA- World-Class Instructional Design and Assessment; the consortium to which Alabama and a number of other states belong.**

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CONTINUOUS IMPROVEMENT GOAL (SHOULD ADDRESS IDENTIFIED WEAKNESSES AND GAPS):
 7th grade students will increase math skills from 60% to 70% on the ARMT data for '10.

Data Results on which goal is based:
 '09 ARMT data shows in the content standard of measurement out of 32 students tested the overall score was 43%. 41% of students scored Level II proficiency.

TARGET GRADE LEVEL(S): 7 th	TARGET CONTENT AREA(S): Circle One X Reading Math Science Other	AHSGE: Reading Math Science Social Studies Language	ADDITIONAL ACADEMIC INDICATORS: SAT 10	TARGET STUDENT SUBGROUP(S): All students
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COURSES OF STUDY	REFORM STRATEGIES	BENCHMARKS		INTERVENTIONS	RESOURCES	CONTINUOUS LEA REVIEW IN SUPPORT OF THE PLAN	
		WHAT <u>DATA</u> WILL BE GATHERED THROUGHOUT THE YEAR TO MEASURE PROGRESS AND <u>HOW OFTEN</u> WILL PROGRESS BE REVIEWED?	WHAT INCREASE (%) IN PROFICIENCY IS ANTICIPATED AT EACH MO/QUARTER CHECKPOINT?			DATE	+, -. N/A
Grade 7 Standard 10 Find the perimeter of polygons and the area of triangles and trapezoids. <ul style="list-style-type: none"> Developing formulas for determining perimeter and area of triangles and trapezoids. 	STRATEGY: Implement explicit math instruction using Glencoe Mathematics Application and Concepts. ACTION STEP: -Daily "bell ringers" for each math class with classroom teacher directed review. -Students will use graph paper to measure perimeter and area of two dimensional figures with classroom teacher direction during each grading period. -Students will use Microsoft Excel to use formulas to calculate area and perimeter of two dimensional figures during computer lab classes each grading period.	Weekly morning math grade from bell ringer activity. Teacher made weekly tests.	70% of students will master the concept.	Teacher individual instruction. and remediation workbooks.	Graph paper - \$200.00	Each semester	
Grade 5 Standard 13 Convert a larger unit of measurement to a smaller unit of measurement within the same system (customary or metric).	STRATEGY: Implement explicit math instruction using course of study standards. ACTION STEP: -Mountain Math activity used daily in classroom with classroom teacher guidance. -Students will be directed by classroom teacher to participate in using concrete objects to practice measuring using different units of measure. -Math Teacher uses ELMO for classroom demonstration of measuring objects with 4 th and 5 th grade students.	Weekly tests STAR Math Assessment Mountain Math weekly grade	Students should score 70% or above on math weekly tests.	Weekly check of Mountain Math to determine students not mastering the skill. Pull student to give individual or small group instruction with resource teacher.	Purchase of on-line version and support of Renaissance Learning Program that includes Star Math and Math Facts in a Flash . \$3,000.	Monthly check beginning September 2009 – March 2010.	

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<p>Grade 6 Standard 7 Solve problems involving perimeter and area of parallelograms and rectangles.</p> <ul style="list-style-type: none"> • Estimating perimeter and area • Developing formulas to determine perimeter and area of parallelograms and rectangles. 	<p>STRATEGY: Implement explicit math instruction using course of study standards.</p> <p>ACTION STEP: -Daily "bell ringers" taken from 6th grade ARMT item specs will be given by 6th grade math teacher. -Mountain Math as a daily review of 6th grade SAT 10 skills with classroom teacher guidance. -Glencoe Mathematics Applications lessons for introduction to new math concepts by math teacher each day. -Afternoon dismissal includes bus riders engaging in math practice with Math Facts in a Flash for 15 minutes with teacher supervision.</p>	<p>STAR Math reports to show student progress and weekly tests.</p>	<p>6th grade students will score 70% or above on math assessments.</p>	<p>Additional intervention time will be provided to students that do not meet academic standards.</p>	<p>See Renaissance Learning Purchase above.</p>	<p>Every 9 weeks grading periods.</p>
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CONTINUOUS IMPROVEMENT GOAL (SHOULD ADDRESS IDENTIFIED WEAKNESSES AND GAPS):
Reading skill in 6th grade students on the content standard of apply strategies to comprehend textual/informational and functional material will increase from 56% to 60% on ARMT data for '10.

Data Results on which goal is based:
'09 ARMT data shows out of 54 students tested in 6th grade 56% met or exceeded content standards for apply strategies to comprehend textual/informational and functional material. This was a decrease of 3% over 2008 ARMT data for the same content area with 37 students tested.

<p>TARGET GRADE LEVEL(S): 6th Grade</p>	<p>TARGET CONTENT AREA(S): Circle One X Reading Math Science Other</p>	<p>AHSGE: Reading Math Science Social Studies Language</p>	<p>ADDITIONAL ACADEMIC INDICATORS: SAT 10</p>	<p>TARGET STUDENT SUBGROUP(S): All Students</p>
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COURSES OF STUDY	REFORM STRATEGIES	BENCHMARKS		INTERVENTIONS	RESOURCES	CONTINUOUS LEA REVIEW IN SUPPORT OF THE PLAN	
<p>WHICH COURSE OF STUDY STANDARDS, AHSGE STANDARDS/OBJECTIVES, ELIGIBLE CONTENT, OR WIDA* STANDARDS ARE LINKED TO EACH STRATEGY?</p>	<p>WHAT RESEARCH-BASED STRATEGIES/ACTIONS WILL BE USED TO IMPROVE STUDENT ACADEMIC PERFORMANCE? (Give specific strategies, not just programs or program names.)</p>	<p>WHAT <u>DATA</u> WILL BE GATHERED THROUGHOUT THE YEAR TO MEASURE PROGRESS AND HOW OFTEN WILL PROGRESS BE REVIEWED?</p>	<p>WHAT INCREASE (%) IN PROFICIENCY IS ANTICIPATED AT EACH MO/QUARTER CHECKPOINT?</p>	<p>HOW WILL THE SCHOOL PROVIDE TIMELY ASSISTANCE TO STUDENTS NOT MASTERING PROFICIENT OR ADVANCED LEVELS AT THESE PLANNED CHECKPOINTS?</p>	<p>WHAT RESOURCES AND SPECIFIC EXPENDITURES WILL BE NEEDED FOR SUCCESSFUL IMPLEMENTATION? (Ex: 6 Classroom Libraries, \$.....00)</p>	<p>DATE</p>	<p>+, -, N/A</p>

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<p>Grade 6 Standard 3 Apply strategies that include making complex predictions, identifying the likely source of a text, and comparing to comprehend sixth-grade informational and functional reading materials.</p> <ul style="list-style-type: none"> • Drawing conclusions to extend meaning • Making generalizations • Using context clues to determine meaning • Identifying sequence of events • Previewing text features before reading 	<p>STRATEGY: -Implement explicit instruction according to the Scott-Foresman Reading Street reading program with fidelity.</p> <p>ACTION STEP: -Classroom teacher will teach active participation lessons to enhance comprehension in grades K-6 each day. -Classroom teacher will provide Tier I small group instruction in Scott Foresman Reading Program for K-3 grade students daily. -Classroom teacher will provide Tier II small group instruction for grades K-3 students daily.</p>	<p>Weekly Reading Tests and Unit Tests, DIBELS Benchmark Assessments (1st & 2nd)</p>	<p>Students will increase reading comprehension scores by 2% on each Unit Test.</p>	<p>Students not achieving goals will be placed in intervention group for small group instruction with resource teachers.</p> <p>-Reading Intervention for small group lesson in Voyager Passport in grades 1-4 with resource teacher.</p>	<p>Purchase of on-line version and support of Renaissance Learning Program as mentioned above that also includes Accelerated Reader and STAR Reading. Price \$3,000 as quoted above. Purchase 16 flat screen monitors to complete the computer mini-lab for use with Renaissance Learning. \$2,200.</p>	
<p>Grade 5 Standard 4 Use a wide range of strategies and skills, including using text features to gain meaning, summarizing passages, and drawing conclusions, to comprehend fifth-grade informational and functional reading materials.</p> <ul style="list-style-type: none"> • Determining sequence of events • Determining cause and effect • Distinguishing fact from opinion • Using previewing and predicting skills to determine content • Using sentence structure and context to determine word meaning • Using prior knowledge and experience to interpret meaning • Using self-monitoring for text understanding • Using expanded vocabulary to determine word meaning • Recognizing persuasive techniques • Skimming passages to understand significance of passage • Using reference materials 	<p>STRATEGY: Active participation lessons in grades 1-6 to teach students to think about the text.</p> <p>ACTION STEP: -Classroom teachers will use Comprehension Tool Kit lessons in 2nd and 3rd grade during second semester. -Literacy centers in grades 1-5 classrooms for students to participate in Accelerated Reader. -4th grade reading teacher will use NAEP lessons for comprehension instruction during second semester.</p>	<p>AR Test and STAR reports, DIBELS (1-2)</p>	<p>STAR Reading grade equivalency score will increase one grade level by April 2010.</p>	<p>Weekly AR reports will determine student success and identify students that need extra reading time provided by librarian and foster grandparents.</p>	<p>Refer to Renaissance Learning purchase. Comprehension Tool Kit for 2nd grade \$500.00 Library books for grades K-8 to use for AR tests. \$7,000.</p>	

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<p>Grade 3 Standard 3 Use a wide range of strategies, including using context clues and predicting outcomes, to comprehend third-grade recreational reading materials in a variety of genres.</p> <ul style="list-style-type: none"> • Reading fluently 110-120 words per minute • Identifying literary elements and devices • Determining sequence of events • Distinguishing fiction from nonfiction • Using sentence structure to assist in comprehension • Drawing conclusions to determine authors' intent • Using self-monitoring for text understanding, including rereading and adjusting rate and speed of reading • Using vocabulary knowledge to construct meaning • Relating main ideas to prior knowledge and specific life experiences • Previewing and predicting to anticipate content • Utilizing text feature to gain meaning. • Using prior knowledge and experience 	<p>STRATEGY: -Implement explicit instruction according to the Scott-Foresman Reading Street reading program to teach students to comprehend literary and recreational materials..</p> <p>ACTION STEPS: -Weekly Literacy stations established by classroom teachers will include comprehension of magazine articles, newspaper articles, and TV guides in grades 2nd and 3rd. -Comprehension Toolkit will be used by classroom teachers in 3rd grade to teach comprehension through explicit lessons during 2nd semester. -Scott Foresman Reading Street small group lessons will be taught daily by classroom teachers to monitor comprehension in grades K-5. -Fresh Reads and Accelerated Reading will be used by students independently to measure comprehension in grades 1-8 weekly with classroom teacher supervision.</p>	<p>Weekly reading test and unit tests and AR test reports and STAR test results</p>	<p>Students will score 80% or higher on AR tests.</p>	<p>Teachers will track student progress and place students in instructional groups for intervention and remediation to be provided by classroom teacher and resource teacher.</p>	<p>Purchase subscriptions to children's magazines for classroom use \$200.00 Purchase 7 computers for teachers to use with Renaissance Learning Program that includes STAR Math, Math Facts in a Flash, STAR Reading, and Accelerated Reader. \$7,000.</p>	<p>Monthly September 2009 – April 2010</p>
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Part III - GOAL TO ADDRESS ANNUAL MEASURABLE ACHIEVEMENT OBJECTIVES (AMAOs) AND ENGLISH PROFICIENCY NEEDS – Note: Refer to the ELL Data Compilation as part of the needs assessment in forming goals.

ENGLISH PROFICIENCY GOAL (SHOULD ADDRESS IDENTIFIED WEAKNESSES AND GAPS):
 ELL students will improve 5% on the writing section of the '10 ACCESS English Language Proficiency Test.

Data on which goal is based:
 100% of ELL Students (7) scored at or below Level III on the writing section of the '09 ACCESS for English Language Learners Assessment.

TARGET GRADE LEVEL(S): All Grade Levels	TARGET ELP LANGUAGE DOMAIN(S): Circle all that apply.	Reading	Writing	Listening	Speaking	Comprehension
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WIDA ENGLISH LANGUAGE PROFICIENCY STANDARDS	REFORM STRATEGIES	BENCHMARKS		INTERVENTIONS	RESOURCES	CONTINUOUS LEA REVIEW IN SUPPORT OF THE PLAN	
WHICH WIDA* ENGLISH LANGUAGE PROFICIENCY STANDARDS OR DOMAINS ARE LINKED TO EACH STRATEGY?	WHAT RESEARCH-BASED STRATEGIES/ACTIONS WILL BE USED TO IMPROVE ENGLISH LANGUAGE PROFICIENCY? (List specific strategies, not programs or program names.)	WHAT DATA WILL BE USED THROUGHOUT THE YEAR TO MEASURE PROGRESS? HOW OFTEN WILL PROGRESS BE REVIEWED?	WHAT INCREASE (%) IN PROFICIENCY IS ANTICIPATED WITH EACH REVIEW? MO/QUARTERLY	HOW WILL THE SCHOOL PROVIDE TIMELY ASSISTANCE TO STUDENTS NOT MAKING ADEQUATE PROGRESS IN LANGUAGE ACQUISITION (APLA) AND OR ATTAINING ENGLISH LANGUAGE PROFICIENCY?	WHAT RESOURCES ARE NEEDED FOR SUCCESSFUL IMPLEMENTATION?	DATE	+, -, N/A
Writing Domain on ACCESS for ELLs	STRATEGY: Use writing prompts to write narrative, descriptive, and expository text. ACTION STEP: -Use graphic organizer to assist with writing process. -Manipulatives and pictures will be used with students to write in descriptive mode. -K and 1 st grade students will write simple sentences with classroom teacher and label pictures with words.	Teacher developed rubric to score writing each nine weeks period. Writing scores on '10 ACCESS for ELLs.	Students will increase writing scores by 5%.	ELL Teacher will evaluate writing samples and provide one-on-one instruction.	Time for ELL Teacher to work with classroom teacher.	Spring '10	
Reading Domain for ACCESS for ELLs	STRATEGY: Use vocabulary words in context to reinforce word meanings. ACTION STEP: -Scott Foresman Reading program to implement reading weekly. -ELL supplementary materials with Reading Street to teach vocabulary lessons that reinforce classroom instruction. -Waterford computer program for supplemental phonics instruction will be used with students once per week.	Reading Tests scores given each week.	Students will score 70% on weekly reading tests.	ELL Teacher will assist with students for intervention.	Reading Street supplemental materials and Waterford computer materials.	Each semester	

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	STRATEGY: ACTION STEP:					
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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.

WHAT CHALLENGES RELATED TO SCHOOL SAFETY, CLASSROOM/DISCIPLINE, AND SUPPORTIVE LEARNING ENVIRONMENTS HAVE BEEN IDENTIFIED THROUGH THE REVIEW OF SCHOOL DEMOGRAPHIC, PRECEPTION, AND PROCESS DATA?	WHAT ADDITIONAL OR NEW REFORM STRATEGIES/ACTIONS WILL BE USED TO ADDRESS THESE CHALLENGES?	WHAT ADDITIONAL RESOURCES (materials, personnel) WILL BE NEEDED TO SUCCESSFULLY IMPLEMENT THESE STRATEGIES?	DOCUMENT CONTINUOUS LEA REVIEW IN SUPPORT OF PLAN
<p>School safety concerns:</p> <ul style="list-style-type: none"> Lighting of school grounds inadequate. 	<p>New lighting will be installed to adequately light school grounds after dark.</p> <p>Parkside School has a full time school nurse for the 2009-20010 school year. There are presently one diabetic student, six students who use inhalers, 2 students who have Epipens, and six with daily routine medicines.</p>		
<p>The primary needs are to raise SAT scores for 2010 to show percentage gains on the Alabama Direct Assessment of Writing and Alabama Reading and Math Test (ARMT) and to continue to meet our AYP goals.</p>	<p>A full day teacher is funded with Title I funds to assist with ARI in grades K-5, to help with 5th grade writing, to aid 3rd grade students with reading intervention, and 4th grade students with Math Facts in a Flash..</p> <p>One resource teacher assists with 1st – 8th interventions in math and reading. She goes in the classroom for inclusion in some classes and pulls out special needs students from other classes. A second resource teacher who is funded by special education works with kindergarten through fourth grades. She also does inclusion and pull-outs. Parkside has four foster grandparents who work four days each week to help with tutoring.</p> <p>A schoolwide schedule was developed for the 2009-2010 school year to include 30 minutes intervention block for every class grades K-6 to allow extra time for enrichment activities and remediation for students.</p>	<p>Special Education funds pay for two resource teachers.</p> <p>Title I funds for one resource teacher</p> <p>School wide schedule</p>	
<p>Parkside School has seven students with Limited or no English spoken at home. Cullman County does not have a facility for delinquent and neglected children.</p> <p>Parkside school has a Special Education population consisting of 53 students (13.5%). Of these 53 students 21 (5.3%) receive Speech-Language services and 16 (4.6%) receive Gifted services. Special Education students receive instruction in the General Education classroom with their non-disabled peers. The Special Education teachers provide collaborative support to the General Education teachers and intensive/resource room support to the students as needed.</p>	<p>Cullman County School has adopted specific board policies concerning migrant, ELL, students with disabilities, homeless students, neglected/delinquent students, and economically disadvantaged students. Migratory students may participate in 21st Century after school program at Parkside School. They will each receive health screenings.</p> <p>Provisions are being made to accommodate the language barrier through an interpreter for communication in the home language. An ELL teacher comes to Parkside School two days each week to work with ELL students. Rossetta Stone computer software program will be used for ELL students to help with learning the English language.</p> <p>Cullman County has an alternative school which is available to our students when needed. School clubs and organizations will be available to provide funding and help for needy and homeless children. They will also receive help from some area businesses associated with Parkside Elementary School.</p> <p>Special education classes, occupational therapy, gifted classes and speech therapy classes are available to Parkside School students who qualify.</p>		

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

1. Teacher Mentoring: Describe teacher mentoring activities. For example, are new or inexperienced teachers given support from an assigned master teacher and what does that support look like? (Section 1116)

Parkside School participates in a mentoring program that encourages grade level and across grade level camaraderie among faculty and staff. New teachers are assigned a mentor teacher to help with concerns and issues that arise for the new teacher. Grade level meetings are scheduled each week to allow teachers the opportunity to stay informed about students and curriculum needs for their classes. This allows teachers to plan activities for the students such as field trips, class parties, class programs, and class projects.

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

The state of Alabama provides Parkside School with a Foundation Program. This includes teacher units and transportation. Other state components include Department of Human Resources, Community Actions (Foster Grandparents), Intern Teacher Training (Athens State College), state approved safety plan, counseling, and gifted classes. Federal funds are used at Parkside School to supplement the regular classroom programs. Title I funds are used to pay the salary of one resource teacher, purchase parent materials, professional development, and purchasing supplies and materials. Federal funds are also used to fund two special education resource teachers and substitutes for members of the BBSST to meet. Local funding at Parkside Elementary School includes the PTO, Operation Round-up, Adopt-a-School sponsor, Baileyton Town Council, local churches, Box Tops for Education, DARE, and the Cullman Caring for Kids Program. Title I Part A funds will be used to pay the salary and benefits of one teacher, parent involvement materials, and the remainder will be used to purchase supplies to implement schoolwide continuous improvement plan.

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.

Parkside has a Headstart Program and students eat breakfast and lunch, use the gym, and restrooms at Parkside School. The students visit the library one time each month and are also invited to attend events and programs that are held during school. Parkside School coordinates a Kindergarten pre-registration for students in March of each year. This gives parents an opportunity to visit the school and meet the teachers and staff. Students receive a health and readiness screening prior to entry into kindergarten. Kindergarten teachers will schedule a parent meeting prior to the first day of classes to inform parents about school policy and procedures. Anyone picking up kindergarten students is required to show a picture I.D., and their name must be on the pick-up list before students are released to them during the first three days. This gives the school personnel an opportunity to recognize the parents or guardians. A Schoolwide Open House is planned before the first day of school each year for all students. This gives parents the opportunity to meet and greet teachers and staff. The students have the opportunity to visit their classroom and meet their teacher to make them feel at ease on the first day of school. Eighth grade students participate in an orientation session at Fairview High School in the spring each year before transferring to the high school in the fall. The principal at Parkside coordinates this session with the principal and counselor at Fairview. This provides the parents and students a tour of Fairview High School and allows them to get the information needed to make the transition to high school. Schedules and requirements for graduation are discussed as well as classes offered at the high school. When a student transfers, permanent records are sent, upon request, to the new school. These records include report cards, AR Reports, STAR Reports, Math Facts in a Flash Reports, unit, midyear, and end of year reading assessment grades, and any other information that may help new teachers to understand the ability levels of the student. All parents or guardians of students who are late enrollments to Parkside School will complete an agriculture survey sheet. These sheets will be checked to determine their eligibility to attend migrant class or 21st Century classes. Classroom teachers will also track the success of students enrolling late in the year. Additional school supplies are kept on hand for late enrollment students. Students who transfer in during the school year are paired with a classmate to facilitate their adjustment to a new environment.

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.

The Cullman County Board of Education is following the guidelines for the No Child Left Behind Act. All teachers hired before the NCLB Act will be required to meet the highly qualified status. No person will presently receive a job interview or be hired unless they are already highly-qualified for the position. All county personnel who work directly with students on academics will be highly qualified by the deadline for compliance. Parkside School is in compliance with this act. Every member of the faculty and staff are highly qualified. Parkside School faculty and staff recognize the need to continually improve and update their teaching skills through professional development opportunities, workshops, and continuing education courses. Parkside faculty's desire to stay abreast of the latest research and technological advances is pertinent to our school's continued commitment to provide our students with many opportunities to experience personal success and growth while obtaining a quality education.

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.

Analyses of the SAT, DIBELS, and Alabama Direct Assessment of Writing were conducted by different groups of teachers. The information gained from this process will be shared with all Parkside School faculty members. The classroom teachers and resource teachers will collaborate to use this information to plan strategies for reform in areas where limitations were recognized. Individual students identified as "at risk" on these assessments will be afforded opportunities to engage in supplemental scientifically based research lessons and activities. Data meetings are planned for five times during the school year for teachers to meet and discuss student progress and remediation needed in math and reading. These meetings give teachers the opportunity to review student data and school goals to discuss action steps and strategies needed to insure students success.

6. Special Populations: Describe programs used for each group of Migrant, English Language Learners, Economically Disadvantaged, Special Education, Neglected and/or Delinquent, and Homeless students.

Cullman County School has adopted specific board policies concerning migrant, ELL, students with disabilities, homeless students, neglected/delinquent students, and economically disadvantaged students. Migratory students may participate in 21st Century after school program at Parkside School. They will each receive health screenings. Provisions are being made to accommodate the language barrier through an interpreter for communication in the home language. An ELL teacher comes to Parkside School two days each week to work with ELL students. Rossetta Stone

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computer software program will be used for ELL students to help with learning the English language. Cullman County has an alternative school which is available to our students when needed. School clubs and organizations will be available to provide funding and help for needy and homeless children. They will also receive help from some area businesses associated with Parkside Elementary School. Special education classes, occupational therapy, gifted classes and speech therapy classes are available to Parkside School students who qualify. Two special education teachers serve students at Parkside School. One teacher concentrates on students K-4th grades and one teacher concentrates on students 5th-8th grades. All students have equal access to the same free appropriate public education including those identified as migrant, limited-English proficient, homeless, economically disadvantaged, and neglected/delinquent. These students have access to all services and programs available.

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

Parkside School has a 21st Century after school program at the school to provide additional tutoring services to students. Parents pay a weekly fee for students to participate. Students stay from 3:00 p.m. to 5:30 p.m. each and participate in homework, enrichment, and other activities that focus on student needs. Students identified as academically needy with financial concerns are given special consideration where fees are concerned. Discounts, grants and local sponsorship can help pay tuition for children who need the services. Migrant and limited-English proficient students will be provided an opportunity to attend after-school and summer 21st Century programs at Parkside School.

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Part VI - Additional Components To Be Addressed to Satisfy Federal Requirements Related to Parental Involvement (Note: This Section of the Plan must be distributed to Parents):

A. Parental Involvement: 1) Describe how the school will convene an annual meeting to inform parents of Title I requirements and offerings; 2) how there will be a flexible number and format of parent meetings offered; 3) how parents will be involved in the planning, review and improvement of the Title I Program; and 4) how funds allocated for parent involvement are being used in the school.

1) Parenting tips will be given to each parent through a Parkside handbook presented at the beginning of the school year. Suggestions will be offered about how parents can become involved in his or her child's education. Adult literacy classes are being taught at Parkside School each Monday and Thursday night. There is no charge for the services. Parents who have not completed their educations are encouraged to attend. All parents will have an opportunity to schedule a parent conference in October. Open house is at the beginning of each school year and parents receive packets including compacts and Parents' Right to Know and a copy of the Parental Involvement Policy. Parents are informed of materials available for check out so they can become partners in their child's education. All parents and teachers are encouraged to become active members of the local Parent Teacher Organization. These meetings include updates on our schoolwide program.

2) Parent meetings are scheduled alternately for afternoons or evenings to accommodate parent participation. SchoolCast, an automated phone messaging system, is used to inform parents of all school meetings and activities. Parkside School has an open door policy and encourages parent participation in the school day including classroom visits, volunteering, or scheduled parent conferences. Parents have ample opportunities to attend school activities, field trips, and awards ceremonies.,

3) Parkside School has a parent representative on our CIP committee who was an active participant in the development of the plan. Each year the CIP and the Parental Involvement Plan is reviewed and evaluated. All parents receive a copy of student data with a letter attached to describe the contents of data and what each component represents. Information is also given on how to correctly interpret the results of the data.

4) Parkside School will improve it's communication with parents regarding academic programs, suggestions for parental support and parental involvement, and classroom assignments and requirements. Communication will take the form of handouts, newsletters, bulletins, workshops, parent meetings, etc. Purchase color laser printer and paper to print reports, reward certificates and parent letters for parent communication. \$1538.

B. 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.

Parkside School's annual meeting will be conducted at Open House prior to the start of school. Parents will be informed about the schoolwide program, requirements and offerings. Parents will meet with classroom teachers, and the resource teachers will be available to speak with parents about the schoolwide program. A letter explaining the schoolwide program will be sent home to all parents. All parents will be asked to sign and return a parent/teacher/student compact. A copy of the plan will be available for the parents to view. The principal will explain the schoolwide program at the first PTO meeting in the fall.

C. Parental Involvement: Describe how parents, the school staff, and students share responsibility for improved student academic achievement for participating students (School-Parent Compact).

A committee that included parents and teachers was formed to design a school compact. This committee designed a compact that identified specific ways that administration, parents, teachers, students can develop a good working relationship that will result in student progress. A copy of the compact was presented to all faculty and staff at an after school meeting. Each teacher was asked to analyze the compact and make suggestions for changes that would improve it for his or her grade level. The teachers unanimously decided that this one compact would accommodate all grade levels and all Parkside students. The compact will be sent home with every student so that parents may discuss each person's responsibilities. The compact will be signed by the administrator, teacher, parent, and student. These compacts will be filed at school and will be revised when necessary. An appended copy of the compact is in the schoolwide plan.

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

According to Cullman County policies, parents are allowed to make and submit comments of dissatisfaction to the LEA if they disagree with any aspect of the School Parent Involvement Policy and plan. They are informed that they should contact Mr. Don McPherson, Federal Programs Coordinator, or Mr. Hank Allen, Superintendent of Education.

E. 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)

Parkside School will provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the State's academic content standards and the State student academic achievement standards, state and local academic assessments, the requirement of this part, how to monitor a child's progress and work with educators to improve the achievement of their children; Parkside school has a full time counselor who is available to meet with parents who need help understanding state assessment scores. He sends copies of the assessment results to the parents. Parkside School also has a reading coach who is available to meet with parents to discuss assessment results. A parent conference is scheduled in the fall of each school year to provide parents with the opportunity to review test results.

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(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)

Parkside School will provide materials and training to help parents to work with their children to improve their children's achievement; Parkside School has a resource room filled with materials available for parents to checkout. The school librarian, reading coach, counselor, and Title I teacher is available to explain the materials and how to use the manipulatives with the children. A parent workshop is planned to train parents to work with their children on new strategies for reading comprehension and fluency.

(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)

Parkside will educate teachers and other staff 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; Parkside School has several activities planned throughout the school year to include parents as equal partners in education. Fourth grade classes have a Harry Potter day in which parents participate by hosting stations where children rotate to engage in an activity. Third grade classes have a Thanksgiving Re-enactment in which parents participate. This day focuses on the First Thanksgiving with parents teaching the students how to perform a skill that was used in the past. Parents are invited to a graduation ceremony for the sixth grade DARE program. First grade classes involve parents in constructing bird houses for the students while studying habitats. Kindergarten classes celebrate the hundredth day of school by including parents in counting to one hundred activities. P.A.W.S. is a program designed to incorporate parents as volunteers in the school. Parents participate by working with teachers to read with students, work with students one-on-one with flash cards, and prepare student materials.

(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)

Parkside School will, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, the Home Instruction Programs for Preschool Youngsters, The Parents as Teachers Program, and public preschool and other 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; this includes Headstart students and parents participating in Parkside School programs and activities, speech therapy services are provided for qualifying students, and access to teacher resource materials are available for parents and Headstart teachers;

(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)

Parkside school will insure 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; Parkside School has a web site available to parents to provide needed information. Parent newsletters are sent home weekly to keep parents informed about daily school activities and academics. PTO letters are sent monthly to detail school fund raisers and projects that are currently being held to support the school. Parent letters are available in English and Spanish format. Connie Underwood is available to our school to provide interpretation for conferences and communications with Hispanic population.

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

Parkside will provide such other reasonable support for parental involvement activities under this section as parents may request; Communication between parents and administration is open and respectful. Mr. Gambrell is available for parent meetings and is open to new ideas. Parkside Pride Committee has meetings to discuss school improvements and to address parent concerns.

F. 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.

Parkside School presently has parents with limited-English proficiency. These mothers have friends who interpret all messages between home and school. However, there is an interpreter who is employed by the Cullman County Board of Education who is available if the need arises. Information gained through our parent survey indicates that the majority of our students have at least one literate parent or guardian at home who can understand school correspondence and can communicate with school officials. If the need arises, we will read school reports and documents aloud to parents so that they may have a better understanding of their intended meaning. Migrant parents are also encouraged to attend parenting sessions at Fairview High School two nights per week. The sessions promote parent literacy and necessary skills for parental involvement. We also have available to us, upon request, interpretation services for our parents provided through the Central Office.

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

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

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

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 WILL 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
Reading skills for 6 th grade 51 students shows a weakness with a score of 56% for the content standard of: <i>Apply Strategies to Comprehend Textual/Informational and Functional Material</i> . This was a decrease of 3% over 2008 ARMT data for the same content area with 37 students tested.	Grade level meetings for all teachers. Data meetings to discuss reading progress after each Unit Test. Cross Grade level meetings for all teachers.	Teachers will meet weekly with their grade levels. Teachers will meet for one and one half hours 5 times during the school year to discuss student progress. Teachers will meet across grade levels once per semester.	All students will increase reading scores on Unit Tests by 2%.	Walk throughs by principal and reading coach will be conducted to insure teachers are following next steps outlined during data meetings and grade level meetings. Professional Learning Teams will be developed through grade level meetings and a log will be kept to document meeting outcomes and next steps.	Substitutes for teachers to attend data meetings and cross grade level meetings and to participate in professional learning teams. \$3,000.	

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<p>100% of ELL Students scored at or below Level III on the writing section of the English Language Proficiency Test.</p>	<p>Rosetta Stone training for all classroom teachers, resource teachers, and reading coach</p>	<p>One session during 1st semester and 2nd semester</p>	<p>ELL students will improve 5% proficiency level on the writing section of the ACCESS English Language Proficiency Test.</p>	<p>Rosetta Stone data can be tracked on computer to measure student progress.</p>	<p>Substitute for ELL Teacher (Mrs. Thompson) for turn-around training \$75.00</p>	
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DUPLICATE PAGES AS NEEDED

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Part VIII - Coordination of Resources/Comprehensive Budget

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

Example:

I. State Foundation Funds:		
State Foundation Funds	TOTAL	\$1,158,970.
Teacher Assigned Units: classroom teachers:	TOTAL OF ALL SALARIES	\$1,415,895.
Administrator Units:		\$110,240.
Assistant Principal:		N/A
Counselor:		\$33,812.
Librarian:		\$67,207.
Instructional Supplies		
Library Enhancement		
Technology		
Professional Development		
State ELL Funds		
II. Federal Funds:		
Title I: Part A: Improving the Academic Achievement of the Disadvantaged	TOTAL	\$97,975.
<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> Used for Title I staff salary and benefits Professional Development, materials and supplies, technology Parental Involvement (School's portion of Parental Involvement set-aside)</p>		
Title II: Professional Development Activities	TOTAL	
<i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</i>		
Title III: For English Language Learners	TOTAL	
<i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</i>		

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Title IV: For Safe and Drug-free Schools	TOTAL
<i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</i>	
Title V: For 26 different uses; Also called “Innovative Programs”; Includes school improvement, gifted education, nurses, etc.	TOTAL
<i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</i>	
Title VI: For Rural and Low-income Schools	TOTAL
<i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</i>	
III. Local Funds (if applicable)	
Local Funds	TOTAL
PTO Operation Roundup Grants <i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</i>	

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School:

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Part IX – MONITORING/REVIEW DOCUMENTATION

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

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