

## Assurances

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

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

Ⓟ Indicates LEA Principal Approval based on Assurances listed above.

## Part I NEEDS ASSESSMENT- SUMMARY OF DATA

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

In the first nine weeks of school, the school leadership team reviewed the School Improvement Plan to assess parent surveys, teacher surveys and student data. The team will continue to meet periodically throughout the year to discuss academic strategies, professional development, budget requirements and parental involvement ideas to implement for the 2013-2014 school year. The plan will be shared with faculty members and parents in September. The plan will be available in the Title One classroom, Mrs. Brooks' office, on the Pick website, each teacher's computer desktop, and ACS Central Office. Additionally, the Title One teacher has solicited feedback, ideas, and suggestions from the Pick Elementary PTO Board, Pick parents at the Annual Title One meeting, and the following statement has been posted on the Pick Website:

Parents,

PES is in the process of developing our Title 1 plan for 2013-2014 school year. We invite your input as we develop the plan. If you have ideas, or suggestions that you would like considered for the plan, please contact Dr. Pamela Williams at pswilliams@auburnschools.org or 334. 887.2110. Moreover, Pick teachers are highly involved in the school's decision making processes, especially with regard to student achievement and instructional practices. A representative from each grade level, ARI Instructional coach, Title 1 teacher, and the school counselor serve alongside the principal and assistant principal on a school-wide Data Supporting Instruction Team(DSI) Team. The DSI meets monthly to analyze student data across grade levels and engage in short and long term planning. The DSI team assists teachers in identifying students in need of educational support. The DSI team also brainstorms and offers input regarding the most effective ways to utilize our schedule and resources to better meet the needs of all of our students.

### Instructional Leadership Team Names and Positions

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

Mrs. Debbie Brooks, Principal  
 Mrs. Debbie Reetz, Assistant Principal  
 Elizabeth Brannon, 3rd Grade Teacher  
 Kari Cleveland, 4th Grade Teacher  
 Seth House, 5th Grade Teacher  
 Betty Weeden, ARI Instructional Coach  
 Dr. Pamela Williams, Title 1 Teacher  
 Mary West, ESL Teacher  
 Sherry Rainer, Counselor  
 Tricia Roberts, Parent  
 Claire Goldman, Community Representative

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

### SUMMARY OF NEEDS BASED ON A COMPREHENSIVE REVIEW OF DATA

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

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

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

Faculty surveys and parent surveys were distributed at the beginning of the year. The results were compiled to determine our students' needs. The Leadership Team and teachers analyzed data including DIBELS, STAR Reading and Math, and STI Reading and Math. Various other surveys were distributed including the System Wide Needs Assessment and the Title 1 Teacher Survey in order to determine needs.

### 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.

Auburn City School's hiring process is twofold: initial screening with personnel department and principal/assistant principal interview. Applicants for teaching positions are screened by Auburn City School's Personnel Department. Then, if they pass the initial screening, which includes a rigorous screening of knowledge, certification, and experience; principals are then able to interview applicants. This hiring process ensures that only highly-qualified teachers that meet the educational needs of Auburn City Schools' students are considered for employment.

### Number and percentage of teachers Non-HQT:

0;0%

### Number and percentage of Classes Taught by Non-HQT:

0;0%

### Alabama High School Graduation Exam (AHSGE):

#### Strengths:

Auburn City Schools graduation rate is 97%.

#### Weaknesses:

Three percent of our high school students did not pass the Alabama High School Gradation Exam.

### Alabama Reading and Mathematics Test (ARMT):

#### Strengths:

There were no level I's in 3th grade math, 3th grade reading, 4th grade math, and 4th grade reading.

#### Weaknesses:

There were one level II in 4th grade reading, three level II's in 4th grade math, and one level II in 3rd math.

**Alabama Science Assessment:****Strengths:**

The ASA was given; however, data was sent on Drake Middle School.

**Weaknesses:**

The ASA was given; however, data was sent on Drake Middle School.

**Stanford 10:****Strengths:**

The Alabama State Department of Education did not administer the Stanford 10 during the 2012-2013 school year.

**Weaknesses:**

The Alabama State Department of Education did not administer the Stanford 10 during the 2012-2013 school year.

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

The Oral Reading Fluency assessment was administered to third grade students in September 2013. Based on our DIBELS baseline data, 71% of Pick third graders benchmarked.

**Weaknesses:**

Based on DIBELS baseline data, 21% of the students scored strategic and 8% scored intensive.

**Part I (cont.) NEEDS ASSESSMENT- SUMMARY OF DATA****Alabama Direct Assessment of Writing (ADAW):****Strengths:**

The Alabama State Department of Education did not administer the ADAW for the 2012-2013 school year.

**Weaknesses:**

The Alabama State Department of Education did not administer the ADAW for the 2012-2013 school year.

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

Analysis of 2013 ACCESS data indicates that listening and reading are domain areas of strength for our students.

**Weaknesses:**

Analysis of 2013 ACCESS data indicates speaking as the greatest domain area for improvement.

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

Due to reconfiguration and the opening of our school, all faculty members are new to Pick Elementary School. At the end of this academic, teacher evaluation data will be analyzed and considered to determine professional development needs for the following school year.

### **Weaknesses:**

Due to reconfiguration and the opening of our school, all faculty members are new to Pick Elementary School. At the end of this academic, teacher evaluation data will be analyzed and considered to determine professional development needs for the following school year.

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

### **Strengths:**

The 2013-2014 school year will be the first year AAA will be administered to students at PES. Eight students currently enrolled at PES meet the qualifications. The AAA begins in grade 3. Based on current enrollment, the assessment will be administered to 4 third graders, 2 fourth graders, and 2 fifth graders.

### **Weaknesses:**

The 2013-2014 school year will be the first year AAA will be administered to students at PES. Eight students currently enrolled at PES meet the qualifications. The AAA begins in grade 3. Based on current enrollment, the assessment will be administered to 4 third graders, 2 fourth graders, and 2 fifth graders.

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

### **Strengths:**

Based on RTI Management System, STAR, the beginning of the year assessment indicated 83% of our third graders, 93% of our fourth graders, and 88% of our fifth graders are at/or above the benchmark in math. Although not as high as math, our STAR beginning of the year assessment indicated 76% of our third graders, 77% of our fourth graders, and 76% of our fifth graders are at/or above the benchmark in reading.

### **Weaknesses:**

Based on RTI Management System, STAR, the beginning of the year math assessment indicated 17% of our third graders, 8% of our fourth graders, and 11% of our fifth graders are below the benchmark in math. Even higher than math, our STAR beginning of the year reading assessment indicated 24% of our third graders, 23% of our fourth graders, and 24% of our fifth graders are below the benchmark in reading.

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

### **Strengths:**

Not Applicable

### **Weaknesses:**

Not Applicable

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

**School Demographic Information related to student discipline (e.g. total office referrals, long- and short-term suspensions, expulsions, alternative school placements, School Incidence Report (SIR) data, or student attendance).**

### **Strengths:**

Being a new school, there is no discipline data to report. However, PES has designed Positive Behavior System based on rewards and incentives.

\*Pick Leader- "Picked Being Good" passes

\*Class Discipline Plans

\*School-Wide Positive Behavior Plan

\*Nine week celebrations are held school-wide to encourage positive behavior

### **Weaknesses:**

Due to PES being a new school, there is not any prior data pertaining to student discipline.

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

#### **Strengths:**

Auburn City Schools' graduation rate is 97%.

#### **Weaknesses:**

Three percent of Auburn City Schools' seniors did not meet the graduation requirements or dropped out.

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

#### **Strengths:**

Pick Elementary School was established and opened in 2013. The 2013-2014 school year is the first year for a Pick Elementary student population and faculty. Therefore, we do not have a history of data regarding attendance and leave to analyze and reflect. Research indicates the classroom teacher is the most influential component in impacting student achievement. Classroom instructional time is prioritized and protected at PES. Research findings relating the influence of the classroom teacher on student achievement will be shared with PES teachers at our data meetings to encourage regular attendance for our faculty and staff. A teacher mentoring program, SWIM, Support with Induction and Mentoring, supports all new teachers to Auburn City Schools. SWIM meets once per month to discuss a plethora of topics including organization, expectations, and climate. Additionally, Auburn City offers Great Beginnings, a week long new teacher orientation.

#### **Weaknesses:**

The challenge that we are facing this year is, in addition to a high percentage of new teachers, our faculty has been drawn from five different schools.

### **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:**

Student attendance is essential for student achievement. Although we are working with a new student population, our baseline data indicates in the first 25 days of school our average daily attendance rate was 97.92% based on the ADA/ADM Report.

#### **Weaknesses:**

Within the first 25 days of school during the 2013-2014 school, PES had 186 total student tardies based on the ADA/ADM Report.

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

#### **Strengths:**

Results from our Parent Workshop Survey indicated that parents are most interested in workshops related to reading and math websites that their child(ren) can use at home and workshops on specific reading and math skills.

#### **Weaknesses:**

Based on the results of the 2013 Annual Citizen of Auburn Survey, the numbers of citizens very satisfied with the quality of schools in Auburn decreased from 94% to 91%: a 3% decrease.

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

**Strengths:**

Not Applicable

**Weaknesses:**

Not Applicable

**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:**

The ESL teacher understands how integrate the core language program, SDAIE, content curriculum and WIDA standards with the general education curriculum. The ESL teacher provides training on our core English Language Program, SDAIE and sheltered instruction to our entire faculty and more in-depth training to teachers in a small group setting.

**Weaknesses:**

Due to time constraints and a transient EL population, collaborative planning between classroom teachers and the ESL teacher is limited.

**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:**

PES has a shared HQT ESL teacher that has completed professional development. General education teachers are provided professional development and coaching in the areas of SDAIE, sheltered instruction and embedding the WIDA standards in daily instruction and assessment. All stakeholders share in the language acquisition process.

**Weaknesses:**

PES has a shared HQT ESL teacher and is not able to solely designate a teacher to our school at this time.

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

\*Auburn City Schools has implemented an RtI framework system-wide.

\*The reading series, Wonders, is aligned with CCSR standards.

\*PES has made changes in our daily schedule to implement an intervention/enrichment time for all students. The schedule allows for additional help in reading and math with the support of the Title 1 teacher, ARI Reading Coach, and Title 1 tutors.

**Weaknesses:**

Teachers will be learning and implementing a new reading series, Wonders.

**Part II - GOAL TO ADDRESS ACADEMIC NEEDS**

**Part II - GOAL TO ADDRESS ACADEMIC NEEDS – All components to support improving academic achievement, INCLUDING SCHOOL CULTURE CONSIDERATIONS, should be related to the weaknesses identified in the data summary. Use the SMART Goals format to address areas of need.**

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

**G1. Increase Reading Comprehension Proficiency****Description:**

Pick Elementary will increase reading comprehension across all grade levels. Specifically, we will work on point of view and compare and contrast.

**Data Results on which goal is based:**

Our goal is based on the STAR Reading assessment that was given in August 2013.

**Target Grade Level(s):** Our targeted grade levels are third through fifth grade.

**Target Content Area(s):** Reading

**ARMT:** Reading

**Additional Academic Indicators:**

STI assessment

**Target Student Subgroup(s):**

Increasing reading comprehension is a school-wide goal.

**Courses of Study:**

The Alabama Continuum for Teacher Development Standard 3: Literacy(3.3 and 3.4)(Uses age-appropriate instructional strategies to improve learner's skills in critical literacy components; and integrates narrative, expository, and informational text reading strategies across the curriculum. Alabama Course of Study Objectives include:Third Grade:(RL2)Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. (RL6)Distinguish their own point of view from that of the narrator or those of the characters(RI15) Distinguish their own point of view from that of the author of a text.Fourth Grade:(RL5)Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.(RL6)Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.(RI15)Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.(RI17)Explain how an author uses reasons and evidence to support particular points in a text. Grade 5:(RI17)Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).(RI14)Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.(RI11)Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

**Strategies:****S1.1.1 Daily Reading Intervention/Enrichment****Description:**

A school-wide master schedule that included daily times for intervention and enrichment has been implemented. IE times are staggered in order for Title 1 Teacher and tutors to better assist with all grade level IE blocks. The programs and strategies that will be implemented include Marzano Best Practice Strategies, Voyager Passport, Voyager Math, Ticket to Read, SPIRE, Navigating Non-Fiction by Scholastic, and Read Naturally.

**Action Steps:****AS1.1.1 DSI Team Meetings****Description:**

The Pick Elementary School DSI Team will meet the third Wednesday of each month to analyze student assessment data and student progress monitoring. The team determines if the student is improving at an efficient rate to meet school-wide goals. If the student's intervention is not meeting the student's needs, the team will collaboratively plan an alternative intervention for the student. In addition, grade level team meet weekly to discuss data and student progress.

**Benchmarks:**

STAR reading and math assessments and DIBELS oral reading fluency screeners will be given bi-weekly to Tier II and Tier III students. Student progress will be tracked using graphs from the STAR management system and Voyager.

**AS1.1.2 Walk-Throughs****Description:**

PES developed a team of administrators and teacher leaders from within the DSI Team to conduct walk-throughs to evaluate classroom environment, materials, differentiated instruction, climate, and implementation of research based materials and instructional strategies.

**Benchmarks:**

Following the observations, observers will meet with teachers to discuss the evaluation and foster teacher self-reflection and evaluation.

**AS1.1.3 Implementation of Research-Based Programs****Description:**

Professional development has been provided to all teachers to ensure a thorough understanding of program goals, plans, and teaching strategies on the Wonders reading series. Direct instruction routines for phonics skills and sight words are being implemented which include SPIRE and Voyager Passport. Graphic organizers, teacher modeling, and think-aloud strategies will be implemented to increase proficiency in comprehension.

**Benchmarks:**

The progress will be measured through review of teacher lesson plans, student academic improvement, and individual student reports including students' graphs in STAR.

**AS1.1.4 Research Based Programs****Description:**

Wonders Reading Series, SPIRE, and Voyager Passport

**Benchmarks:**

Data results will be analyzed

**Interventions:**

If the strategies do not change students' academic performance, the DSI Team will meet collaboratively to plan an alternative intervention for the student.

**Resources:**

Intervention will be supported through the hiring of Title 1 tutors who will provide small group instruction. The Title 1 budget indicates the allocated cost for this intervention support is \$36,768.68

**S1.2 Comprehension Strategies Across the Content Areas****Description:**

Marzano High Impact Strategies(including comparing and contrasting and using graphic organizers)will be implemented in science and social studies instruction to increase reading comprehension proficiency.

**Action Steps:**



**AS1.2.1 Professional Development****Description:**

Professional development will be provided to all teachers to ensure a thorough understanding of Marzano High Impact Strategies and how they can be incorporated in all subject areas.

**Benchmarks:**

The progress will be measured through review of teacher lesson plans and walk-throughs.

**AS1.2.2 Walk-Throughs****Description:**

PES developed a team of administrators and teacher leaders from within the DSI Team to conduct walk-throughs to evaluate classroom environment, materials, differentiated instruction, climate, and implementation of research based materials and instructional strategies.

**Benchmarks:**

Following the observations, observers will meet with teachers to discuss the evaluation and foster teacher self-reflection and evaluation.

**AS1.2.3 Walk-Throughs****Description:**

Walk-through data will provide data for future improvement.

**Benchmarks:**

Walk-through Rubrics

**Interventions:**

The ARI Instructional Coach will lead a workshop to demonstrate and model the instructional implementation of additional strategies.

**Resources:**

All required resources to successfully implement the strategy are regularly available to PES teachers.

**G2. Increase Math Proficiency****Description:**

In all grade levels, Pick Elementary School will implement a school wide focus for instruction in the area of math fact fluency and application of skills. The CCSR will guide the grade level focus.

**Data Results on which goal is based:**

The goal is based on the STAR beginning of the year benchmark.

Target Grade Level(s): 3rd-5th

Target Content Area(s): Math

ARMT: Math

Additional Academic Indicators:

**ARMT and STI****Target Student Subgroup(s):**

This is a school-wide goal.

**Courses of Study:**

7.) Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that  $8 \times 5 = 40$ , one knows  $40 \div 5 = 8$ ) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers. [3-OA7] 15.) Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size. [3-NF3] 9.) Fluently add and subtract multi-digit whole numbers using the standard algorithm. [4-NBT4] 20.) Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale. [4-MD2] 14.) Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction. [5-NF4]

**Strategies:****§2.1 Fact Fluency Focus****Description:**

Flexible fact fluency grouping has been implemented in our intervention schedule that allows for 15-30 minutes of fact fluency practice daily.

**Action Steps:****AS2.1.1 Daily Fact Fluency****Description:**

Research indicates student automaticity and fluency with grade appropriate basic math facts positively impacts their mathematical understanding and computation. Classroom teachers will implement various practice opportunities and strategies for fact fluency regularly. These will include computer based speed drills, peer partner practice, and teacher led activities.

**Benchmarks:**

Progress for each student will be measured through timed drills.

**AS2.1.2 Resources for Parents****Description:**

PES will send home multiple academic resources providing parents with information on how to improve their child's fact fluency. Parents will also be given an opportunity to attend a technology workshop (Based on August 2013 Title 1 Parent Survey) that will include apps and games that incorporate fact fluency practice.

**Benchmarks:**

Parents will be given multiple opportunities to communicate the effectiveness of the resources being sent home. Additionally, at any time in the year, parents can request additional resources.

**Interventions:**

If the strategies do not change students' academic performance, the DSI Team will meet collaboratively to plan an alternative intervention for the student.

**Resources:**

Title 1 tutors will provide fact fluency instruction and practice.

**S2.2 Increase Math Proficiency**

Description:  
STAR Math

**Action Steps:****AS2.2.1 Math Proficiency**

Description:  
Pick will provide school-wide instruction for math fact fluency and skill application.

Benchmarks:  
STAR data will be used for analysis.

Interventions:  
School will offer after-school tutoring and student pull-out sessions.

Resources:  
\$0

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

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

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

**G1. Language Acquisition Gain**

Description:  
Our goal is for at least 50% of students to make the .5 Adequate Progress in Language Acquisition gain as evaluated by the ACCESS for English Learners in the spring of 2014. In addition, 9% of EL students at PES will attain proficiency(4.8) as evaluated by the ACCESS for English Language Learners.

Data Results on which goal is based:  
Analysis of 2013 ACCESS data indicates speaking and writing as the greatest area for improvement. The ESL teacher will focus on this in small group instruction and use the WIDA standards to guide development of activities and learning opportunities that offer multiple opportunities to use all language standards for authentic writing purposes as well s speaking practice to build confidence, vocabulary, and fluency.

Target Grade Level(s): 3rd-5th grade

Target ELP Language Domain(s): Writing,Speaking

WIDA Standards: To increase the number of students scoring Level 4 Expanding and Level 5 Bridging of the speaking and writing domain.

**Strategies:****S1.1 Small Group Language Instruction**

**Description:**

Students will be placed in small group with ESL teacher.

**Action Steps:****AS1.1.1 Implementation of Research Based Instruction****Description:**

Professional development has been provided to ESL and regular education teacher to ensure a thorough understanding of program goals, plans, and ESL teaching strategies. Multiple opportunities for speaking and writing will be implemented along with visuals when appropriate. If possible, small groups will be made up of native and non-native English speakers. This will provide English Language Learners with multiple opportunities to hear good models of English and correct pronunciation of sounds. In addition, they will given multiple opportunities to practice and receive teacher feedback and support.

**Benchmarks:**

The progress will be measured through review of teacher lesson plans, student academic improvement, and individual student reports including students' graphs in STAR.

**Interventions:**

The DSI Team meets once a month to discuss progress.

**Resources:**

All required resources to successfully implement the strategy are regularly available to PES teachers.

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

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

### **G1. Building Student Relationships**

**Description:**

ACS reconfigured and rezoned the elementary schools for the 2013-2014 school year. PES is a new school that began this year as well. The faculty is a culmination of new hires and transfers from the other seven elementary schools in the system. The students were rezoned from multiple elementary school as well. In addition, we have had many new students enroll from other systems. Therefore, PES is presented with the challenge of learning the personalities, backgrounds, and academic abilities of all students.

**Strategies:****S1.1.1 7 Habits of Successful Kids****Description:**

PES has adopted the 7 Habits of Happy Kids as a common language and foundational principle for school safety, positive learning environment, and building relationships.

**Action Steps:****AS1.1.1 Book Study****Description:**

The book, *The Leader in Me* by Stephen R. Covey will be read by the PES faculty to foster conversations about the 7 habits and how to incorporate these leadership skills into the core curriculum and the culture of the their classroom, school, and community.

**Benchmarks:**

Progress will be monitored through grade level minutes, faculty meeting sign-in sheets and agendas, and walk-throughs to determine if the 7 habits are being incorporated into the culture of the classroom and school.

**Interventions:**

The Leadership Team will meet and plan additional strategies for teamwork and building student rapport.

**Resources:**

To a support successful implementation of the program, the Title 1 budget reflects the need to purchase copies of the 7 Habits of Happy Kids for school and home use. One thousand six hundred twenty-eight dollars and ten cents has been allocated in the Title 1 budget for these materials.

## **Part V - Additional Components, That When Addressed, Positively Impact Student Achievement**

**Teacher Mentoring:**

### **Describe teacher mentoring activities. For example, are novice teachers given support from an assigned master teacher and what does that support look like?**

Each new teacher is assigned a mentor in their grade level. The mentor meets with the new teacher to help plan lessons, discuss teaching/learning strategies, and gather resources. Novice teachers are provided a week of training with Central Office staff. This program is titled Great Beginnings. New teachers are provided an orientation session with the principal before school begins. The ARI Instructional Coach will provide the modeling of lessons and instructional support. Additionally, Auburn City Schools provides a program called SWIM, which is a monthly system wide meeting for new teachers.

**Budget:**

### **Describe the coordination of all federal, state, and local programs, including career and technical education.**

The plan includes a list of all federal, state, and local funds that will be included in the school wide plan. These allocations are used to provide technological support, instructional support, and individual support to all students at PES. All funds are used together to provide a meaningful, comprehensive program. The Title 1 funds will be used to enhance all program at PES and to provide the support needed for each and every student and their parents. Our school-wide program supports and enhances the education of all students enrolled at PES. The after school program and Title 1 funds will be used to supplement the total instructional program in our school. The technology funds have been instrumental in PES staying abreast of current technological trends in schools. PES' Professional Development money is used to purchase materials needed for teacher training. A professional development survey is completed by teachers to determine the individual needs of our teachers. PES administration also looks at results of teacher evaluations and walk-throughs of classrooms to determine activities for professional development. Through the State Foundations Program, various Federal Programs, Local funds, and the Title 1 funds, we have benefited in hiring qualified teachers and staff, thus providing a quality educational program for all students. PES also benefits from a very strong partnership with Auburn University. Several of their colleges have partnered with us to provide a well balanced system of varying teaching strategies.

**Transition:**

### **Describe transition 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.**

Second grade students will visit PES in the spring to become acquainted with their new school. The visit will include story time, a scavenger hunt throughout the school, and art and music activities. Summer school was also offered to rising third graders that needed additional support or intervention prior to their third grade year. Likewise, our fifth graders will attend Drake

Middle School. The students will be given a tour of Drake Middle School in the spring. The counselor of Drake talks to the students and lets them know Drake's expectations. The principal of the middle school will talk with parents and review their expectations. During the summer months, Camp Drake is offered as an orientation to all incoming sixth graders. Also, a system-wide data card has been developed to help transition information from one school to the next.

### **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.**

All certified personnel are hired based on knowledge, expertise, and highly qualified status. Because our school is located in a university town we have an overflow of applicants. Many of the applicants completed their internship in our school; administrators have first hand knowledge of how these novice teachers will perform in the classroom. Our close working relationship with Auburn University College of Education allows us to stay abreast of highly qualified teaching candidates. ACS strives to attract highly qualified, high quality teachers. The central office personnel director, along with other administrators, attend Career Days at colleges and universities across the country to recruit quality personnel. Principals recognize the characteristics of a quality teacher and strive to hire highly-effective individuals to teach in their schools. On-going training is always available to staff for professional growth.

### **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.**

PES teachers collaborate during their common planning time and weekly grade level meetings. At the system level, professional development days are built into our academic calendar. On these days, teachers from the system meet as grade levels, cross grade levels, and with committees to discuss a variety of on-going topics. Moreover, PES teachers attend regional professional development through the East Alabama Regional In-Service Center.

Professional development activities are planned and implemented at both the system level and at the local level. System level professional development activities are planned for various topics from technology to new teacher training. Additionally, teachers can go onto the STI system for e-learning professional development opportunities. All elementary schools are provided reading training on a continual basis through teacher expertise and the ARI Instructional Coach.

At the local school level, each teacher completes a needs assessment survey and a prioritized list is developed for professional activities at the school.

### **Special Populations:**

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

Migrant: PES does not have any migrant students.

ESL: The ESL population is served not only by the homeroom teacher but by an ESL teacher as well. The ESL teacher provides training and feedback to the classroom teachers. When enrolling ESL students all efforts are made to place them in a class with a child who has a similar culture to make the transition easier. Upon registering, parents of ESL children are provided with a welcome packet. If possible, the welcome packet is in the native language.

Disabled: We have two specialty units devoted to educating our students with severe needs. These classrooms utilize many teaching techniques while teaching students according to their Individualized Education Plans based on the Alabama Extended Standards. Our students less involved disabilities are included in a regular education classroom and the special education teachers co-teach with the regular education teacher serving that child. Students are instructed according to their Individualized Education Plans and lessons are re-taught in small groups using research based methods and curriculums.

Homeless: PES does not have any homeless students identified at this time.

Neglected/Delinquent: PES does not have students identified as delinquent or neglected. These students are identified through the counselor, teacher, and administration at the school.

Assistance is provided whether they are neglected physically, mentally, or academically. The Mental Health and Department of Human Resources partners with the schools in our district to provide a better home and school life for these individuals.

### **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.**

PES is an intermediate school.

### **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.**

Highly qualified classroom teachers are hired to tutor and offer extra instructional time to students after school. PES also provides a summer school opportunity. It is designed for students needing extra time and assistance learning and performing on grade level. The Summer School program provides research based, explicit instruction in reading and math.

## Part VI – School Parental Involvement Plan

### Parental Involvement:

**Describe how the school will communicate information about the Parent Involvement Plan and, to the extent practicable in a language they can understand, how parents can have access to descriptions of the school's curriculum, assessments, and student achievement expectations, and opportunities for regular meetings to review and assist in improving student progress.**

In September, during the first nine weeks of school, we hold Parent Informational Meetings. Parents are notified of the meeting through flyers, phone message system, and the school website. Topics that are discussed at this meeting include the school-wide plan, the school's parent involvement plan, school parent compacts, school-wide status and federal government money, parents' rights to know, 1% set aside for Parental Involvement, and the CIP. At the meeting, opportunities for parental involvement are shared and encouraged. The meeting topics are guided through the ALSDE Title 1 Informational Powerpoint presentation. Parental involvement opportunities that will be offered during the 2013-2014 school year include:

- Quarterly All Pro Dads Meeting
- Monthly PTO Meetings
- Pick a Grand Guest Luncheon
- Veteran's Day Assembly
- Musical Programs
- Parent Appreciation
- Various Parent Workshops

**Describe how parents, the school staff, and students share responsibility for improved student academic achievement for students.**

At the system level, parents and teachers are involved in writing and Parent Involvement section of the CIP. Parents and Teachers serve on the ACS Advisory Council. At the school level, Title 1 committee members developed the PES Parent Involvement Plan. The plan is distributed to parents each year. Furthermore, parents, students, teachers, and the principal sign a Parent-Student-School Compact that describes the responsibilities of each member. Every teacher's house has their compacts in their classroom and uses these during Parent Conferences. The PTO Board represents PES parents. Parents are afforded the opportunity to meet with the school's administration and Title 1 faculty to discuss issues related to the school as a whole.

**Describe procedures to allow parents to submit comments of dissatisfaction with the School Parent Involvement Policy.**

PES has a school-wide leadership team that reviews, evaluates, and revises its school-wide plan. A parent representative will serve on this council to represent parent interests. All PES parents receive a copy of the Parental Involvement section of the CIP and are notified of revision processes through an attached parent letter. The letter makes parents aware that the plan is available for review in the Title 1 room, on the website, and in the office. If a parent finds the plan unsatisfactory, he or she has the right to submit any concerns in writing to the school. The school will, in turn, submit the concerns to the Central Office.

**Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children.**

Pick Elementary School will provide training for parents in understanding such topics as CCSR standards, local academic assessments, the requirements of Title 1, how to monitor their child's progress and work with teachers. PES will accomplish the majority of this through Meet the Teacher and Curriculum Night during the first nine weeks of school. Parents received an overview of the state's academic content standards and local assessments. In addition, at our annual Title 1 Meeting, an explanation of our school-wide Title 1 status will be explained, along with a description of services offered, and how parents have the right to be involved in their child(ren)'s education. Parents will be given the opportunity to meet their child's teacher, learn about individual classroom assessments, and learn what their role will be in helping their child to succeed.

PES will provide materials and training to help parents work with their children to improve their children's academic achievement. There will be Parent Education Fairs hosted at the school parental involvement events including Literacy Night, Curriculum Night, and Parent Conference Days. A monthly newsletter will be sent home by the ARI Instructional Coach and Title 1 teacher that includes helpful events on a number of academic topics.

**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.**

PES provides opportunities for the participation of all parents including parents with limited English proficiency, parents with disabilities, and parents of migratory student. Our EL teacher

provides communication and outreach opportunities for EL and Immigrant Families to build relationships, bridge the communication and cultural gap, and provide assistance with tasks and activities associated with merging in a new culture. Every effort is made to ensure that necessary parent communication letters are sent home in their native language. We presently use the translation forms on the TransAct website. Efforts are made through community resources provide verbal translations during conferences so parents can communicate and feel comfortable coming to school to discuss their child's academic progress. At this time, PES has no migratory students. Every effort is made to accommodate parents with disabilities. PES is a handicapped-accessible building and abides by all ADA regulations and policies.

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

Does the plan provide opportunities for professional development activities that are high-quality, effective, and research-based?

- Yes
- No

Does the plan include opportunities for teachers, principals, paraprofessionals, other staff, and parents?

- Yes
- No

Does the plan include required district-wide training for English language acquisition? (If LEA receives Title III funds)

- Yes
- No

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

### **Learning Activities:** **Technology**

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

Integrating technology into the Rtl process, as well as daily instruction, is an integral part of our professional development goal this year. Due to our identified weakness in fluency and reading informational text various resources were purchased to help the individual needs of students. A laptop cart was purchased for class use. Each teacher has four computers for student use in the classroom. These computers will be utilized for all tiers of instruction. Title 1 funds were used to purchase I pads for small group use, parent communication, and training. With new technology, appropriate use and training is necessary.

#### **What types of professional learning will be offered?**

Teachers will have individualized training designed to meet their specific classroom and instructional needs. Teachers completed a survey at the beginning of the year indicating the top three areas training was desired. Throughout the year small group sessions will be offered to teachers during the day, during planning times, and after school to meet teachers' needs.

#### **When will the session be delivered?**

Sessions will be offered after school, during the school day, and during individual teacher's planning times.

#### **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?)**

As a result of the training, teachers will increase their use of technology to motivate, engage, and instruct their students. Students will have more learning lessons and projects that integrate technology. Teachers will feel more confident in their abilities to plan and teach with varied technological equipment and resources.



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

Teachers will show evidence of technology utilization in their lesson plans. They will plan student projects that include using technology. They will incorporate technology into small group learning centers. Classroom instruction will be observed and the use of technology will be documented. We will see evidence that the Smartboard is used for daily instruction, students are using technology to work independently on reading and math skills, and students are technology for projects.

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

Funding for technology equipment purchases will come from the school's technology budget, library media budget, PTO, after school funds, and Title 1 budget. Proposed equipment purchases for this year include laptops, Ipads, Wireless slates, and supplies such as ink for the poster printer and laser printer. Title I Budget 12 I-pads \$4588 8 Elmos \$2280

**ELL Acquisition**

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

PES will provide trainings for faculty and staff members on strategies to increase student achievement for ELL students. Resources for differentiating instruction will be shared. SAMUEL training for ACS EL teachers will result in turn around training for the PES faculty. Throughout the PES professional development on the 7 habits, habit 6 synergize will be focused on in meeting the needs of our ELL students.

**What types of professional learning will be offered?**

Workshops and collaborative discussion groups

**When will the session be delivered?**

Workshops will be offered three times during the 2013-2014 academic year and turn around trainings will occur during faculty meetings and/or grade level meetings.

**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?)**

Students will make adequate progress on their ACCESS assessment. Teachers will increase their knowledge and implementation of differentiated instruction and strategies for EL students.

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

Teachers will document strategies in lesson plans and administrators will conduct walk-throughs. Additionally, students work will reflect the successful implementation of integration strategies.

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

The ACS ELL teacher that serves PES students and ELL professional development are funded through LEA Title III funds. Professional development is also supported by the State Department.

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

**I. State Foundation Funds**

	<b>FTEs Earned</b>	<b>Units Placed</b>	<b>Total Salaries</b>
FTE Teacher Units	23.24	29.50	0.00

Administrator Units	1.0	1.0	0.00
Assistant Principal	0	0	0.00
Counselor	1.0	1.0	0.00
Librarian	1.0	0	0.00
Career and Technical Education Administrator	0	0	0.00
Career and Technical Education Counselor	0	0	0.00
Technology			0.00
Professional Development			0.00
State ELL Funds			0.00
Instructional Supplies			0.00
Library Enhancement			0.00
<b>Total of All Salaries:</b>			<b>\$0.00</b>

**II. Federal Funds**

**Title I: Improving the Academic Achievement of the Disadvantaged**

**Provide a brief explanation and a breakdown of expenses.**

- Certified Title I Teacher - \$76,745.68
- During and After School Tutors - \$36,768.68
- Equipment - \$9,028.00
- Parental Involvement - \$3,443.29
- Materials and Supplies - \$5,594.35

**Total :** 131,580.00

**Title I: ARRA Funds**

**Provide a brief explanation and a breakdown of expenses.**

N/A

**Total :** 131,580.00

**Title II: Professional Development Activities**

**Provide a brief explanation and a breakdown of expenses.**

Funds distributed by Central Office

**Total :** 0.00

**Title III: For English Language Learners**

**Provide a brief explanation and a breakdown of expenses.**

Funds distributed by Central Office

Total : 0.00

**Title IV: For Safe and Drug-free Schools**

**Provide a brief explanation and a breakdown of expenses.**

N/A

Total : 0.00

**Title VI: For Rural and Low-income Schools**

**Provide a brief explanation and a breakdown of expenses.**

Not Applicable

Total : 0.00

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

**Provide a brief explanation and a breakdown of expenses.**

Not Applicable

Total : 0.00

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

**Provide a brief explanation and a breakdown of expenses.**

Not Applicable

Total : 0.00

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

**Provide a brief explanation and a breakdown of expenses.**

Not Applicable

Total : 0.00

**III. Local Funds (if applicable)**

**Local Funds**

**Provide a brief explanation and a breakdown of expenses.**

Funds distributed by Central Office

Total : 0.00