



**2009 - 2010
CONTINUOUS IMPROVEMENT PLAN
Title I Schoolwide Plan**

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



NAME OF SCHOOL: Harry N. Mixon Elementary School			
STREET ADDRESS: 349 Sherril Lane		CITY: Ozark	STATE: Alabama ZIP CODE: 36360
CONTACT: Donna Stark, Principal		TELEPHONE: (334) 774-4912	E-MAIL: dstark@ocbe.k12.al.us
Identified for School Improvement? No <input checked="" type="checkbox"/> Yes <input type="checkbox"/> Delay Status <input type="checkbox"/> Year 1 <input type="checkbox"/> or Year 2 <input type="checkbox"/> *Submit to LEA for Board approval. Retain the original plan in the LEA. Submit the plan electronically to your system's e-GAP Document Library by November 3, 2009.			
Year 3 <input type="checkbox"/> or Year 4 or more <input type="checkbox"/> Submit to LEA for Board approval. Scan <u>PAGE ONE</u> and <u>PAGE TWO</u> to indicate signatures. Submit the plan and signature pages electronically to your system's e-GAP Document Library by November 3, 2009.			
Made AYP? YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>	Made AMAOs (ELL)? YES <input type="checkbox"/> NO <input type="checkbox"/> N/A <input checked="" type="checkbox"/>	Career Tech Made AYP? YES <input type="checkbox"/> NO <input type="checkbox"/> N/A <input checked="" type="checkbox"/>	Are all federal resources (including Titles I, II, III, IV, V, and VI) used to coordinate and supplement existing services and not used to provide services that, in the absence of federal funds, would be provided by another fund source? YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
Describe how this plan will be made available to parents and other stakeholders, such as through parent meetings or on Web sites. NOTE: The Parental Involvement section of this plan <u>must</u> be distributed to all parents. The Continuous Improvement Plan (CIP) for Mixon Elementary School will be available to parents and other stakeholders in the media center, the guidance counselor's office, and the administration offices. The CIP will also be available on the school website http://www.ozarkcityschools.net after sharing the plan with parents at the first PTO meeting of the year. Teachers will review the plan during parent conferences.			
*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:	

CONTINUOUS IMPROVEMENT PLAN DEVELOPMENT AND IMPLEMENTATION TEAM

This plan was developed/or revised during the following time period (e.g. April, May – September 200_):

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): Each spring the school leadership team meets to discuss the implementation of the Continuous Improvement Plan. At this meeting, the implementation of the plan is discussed to determine which goals have been met. This is reviewed again at the beginning of the fall term when all standardized testing results have been received. The team reconvenes to determine which goals have been met, which goals need continued improvement and should therefore be included in the new academic year, and which areas need to be addressed that were not addressed in the previous CIP. The team reviews all data collected including SAT scores, ARMT scores, DIBELS scores, Alabama Alternative Assessment scores, benchmark tests, the Alabama Direct Assessment of Writing, School Incident Report Data, PEPE data, the Advance Ed Survey conducted every May and any additional local data collected. All data is shared with teachers, staff and parents. Once the plan has been constructed for the academic year, it will be shared with all stakeholders for needed revisions. The plan will then be submitted to the Board of Education Leadership Team for approval before being published.

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)
Mrs. Donna Stark Dr. Teri Prim Mrs. Rachel West Mrs. Brooke Campbell Mrs. Danielle Cruit Mrs. Lisa Thompson Mr. Monica Weeks Mrs. Lisa Bushnell Mrs. Rosa Edwards Mrs. Beth Collier Mrs. Doris Fenn Mrs. Sue Eddings Mrs. Melinda Hodge Mr. Shirvon Marsh Mrs. Chasity Terry	Principal Administrative Assistant 1 st Grade Teacher 2 nd Grade Teacher 3 rd Grade Teacher 4 th Grade Teacher 5 th Grade Teacher Special Education Teacher Resource Teacher, ELL Reading Coach Counselor Parent Parent Parent Parent	

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

182 Ozark City - 0040 Harry N Mix

2009-2010 AYP Status	
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Reading	
Made AYP	Part
Not in School Improvement	Go
All Students	
Special Education	
American Indian / Alaskan Native	
Asian / Pacific Islander	
Black	
Hispanic	
White	

Limited English Proficient	~	N/A	~	N/A
Free / Reduced Meals	100	Yes	12.47	Yes

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 2008-2009.
- 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.

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	15.20	Yes
Special Education	100	N/A	-14.91	N/A
American Indian / Alaskan Native	~	N/A	~	N/A
Asian / Pacific Islander	~	N/A	~	N/A
Black	100	Yes	10.06	Yes
Hispanic	100	N/A	27.80	N/A
White	99	Yes	18.89	Yes
Limited English Proficient	~	N/A	~	N/A
Free / Reduced Meals	100	Yes	13.36	Yes

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

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.

Briefly describe the process your faculty used to conduct the needs assessment (analysis of all data).	
Data meetings are held monthly at each grade level to discuss assessment data. This information is evaluated and discussed to inform future instruction. The continuous improvement team met to discuss the process for developing CIP for our school. Relevant data (test data and survey data) was reviewed and discussed in order to make informed decisions regarding future instructional practices. Grade level meetings were utilized to review data and construct a plan based on grade level and school needs. Parents were involved in the process of reviewing recommendations once the plan was developed. Teacher, staff, and parent input from the annual Advance Ed Survey was included to make informed decisions.	
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.	
All faculty and staff at Mixon Elementary are highly qualified. Hiring highly qualified teachers helps to ensure that our students are receiving high quality instruction to meet their academic needs. Instruction is geared to individual student needs based on ongoing assessments and data collection.	
Number and percentage of teachers Non-HQT: We have 0% of our teachers who are Non-HQT; 100% of teachers are highly qualified to teach grade level and content.	Number and percentage of Classes Taught by Non-HQT: None-0%
Alabama High School Graduation Exam (AHSGE):	
Strengths: N/A	Weaknesses: N/A
Alabama Reading and Mathematics Test (ARMT):	
Strengths: Grade 3: On the 2008-2009 ARMT 51.89% of the 3 rd graders scored Level IV and 37.74% scored Level III in Reading and in Math 50% of the students scored Level IV and 33.02 scored a Level III. This was also an increase in both academic areas from the 2007-2008 ARMT scores. There was positive movement in every level from the previous year. The percentage of students in Math Levels I and II was lower than the previous year. Reading Level IV was close to the state average of 52.51%. Math Level IV was similar to the state average of 50.53%. Grade 4: On the 2008-2009 ARMT 53.40% of the 4 th graders scored Level IV and 37.86% scored Level III in Reading, an increase from the previous year. There was positive movement in every level from the previous year. In Math, 54.37% scored Level IV which was an increase from the previous year of 34.43%. In Reading, 53.40 % of students scored Level IV which is close to the state average of 53.56%. Reading Levels IV and III combined are 91.26%, while the state average for Levels IV and III combined are 86.50. In Math Level IV (54.37) was above the state average. Grade 5: No strengths noted.	Weaknesses: Grade 3: In Reading and Math, there were more free and reduced lunch and black students in Levels I And II. Grade 4: In Reading and Math, there were more free and reduced lunch and black students in Levels I and II. Grade 5: On the 2008-2009 ARMT 40.32% of the students scored Level IV in Reading, a decrease from the previous year of 47.27%. In Math, the number of students scoring Level IV (31.45) decreased from the previous year (38.18). In Reading and Math the number of students in Level IV is below the state average.

Alabama Science Assessment:	
Strengths: None	Weaknesses: 45% of students scored Levels I or II
Stanford 10	
Strengths: 3 rd Grade-Reading Comprehension (86% of students scored average or above average) 4 th Grade-Reading Comprehension (93% of students scored average or above average) 5 th Grade-Math Procedures (83% of students scored average or above average)	Weaknesses: 3 rd Grade-Word Skills (28% of students scored below average) 4 th Grade-Patterns/Relationships/Algebra in Math Problem Solving (24% of students scored below average). 5 th Grade-Language Mechanics (30% of students scored below average)
Dynamic Indicators of Basic Early Literacy Skills (DIBELS):	
Strengths: Grade 1 - Fall 2009 DIBELS data indicates that in First grade 82% of the students benchmarked in PSF and overall first grade indicators showed students were 81% benchmarked. Grade 2 - Fall 2009 DIBELS data indicates that in Second grade 91% of the students benchmarked in NWF and the Spring 08 DIBELS data for First grade indicated 91% of the students benchmarked. It seems the students retained their decoding skills over the summer. Grade 3 -Fall 2009 DIBELS data indicates that 71% of the students benchmarked in ORF. Spring of 2008 DIBELS data indicated 84% of second graders benchmarked. The decrease is within the normal 10% drop over summer and includes new students. Grade 4 – Fall 2009 DIBELS beginning data has increased 2% for ORF. Grade 5 - Fall of 09 DIBELS data indicate 73% of the students benchmarked. This was a 4% increase over the Spring 2009 DIBELS data for 4 th grade. The students data indicate the ORF skills were retained from 4 th grade and over the summer break.	Weaknesses: Grade 1 -DIBELS LNF Fall 2009 scores indicate 76% benchmarked, 17% strategic , and 7% intensive. This was an increase of high risk students from spring in Kindergarten to fall First Grade. DIBELS NWF Fall 2009 scores indicate that 71% benchmarked, 17% strategic, and 12% intensive. Grade 2 - Fall 2009 DIBELS ORF data indicate 64% benchmarked, 29% strategic, and 8% intensive. This was a 20% decrease of benchmarked students, a 22% increase in strategic, and a 1% decrease in intensive students from the 1 st grade Spring 09 data. The data indicates that several benchmark students moved to strategic. This could be due in part to the lack of support for these struggling readers over the summer. Grade 3 DIBELS ORF Fall 2009 scores indicate 71% benchmarked, 20% strategic, and 8% intensive. This was a 13% decrease of benchmarked students and a 13% increase in strategic from the 2 nd grade Spring 09 data. Grade 4 – DIBLES ORF Fall 2009 scores indicate 63% benchmarked, 22% strategic, and 15% intensive. This was a 13% decrease of benchmarked students and a 4% increase in strategic and 8% increase in intensive from the 3 rd grade Spring 09 data. Grade 5 - DIBELS ORF Fall 2009 scores indicate 7% intensive, which is a 1% increase from the 4 th grade Spring 09 data.
Alabama Direct Assessment of Writing (ADAW):	
Strengths: The school system has implemented a system-wide writing plan in grades 1through 5. Writing assessments will be administered every two months in grades 1-5. Scoring rubrics were developed and implemented to ensure more consistent grading. Essays will be evaluated independently by two readers.	Weaknesses: Spring 2009 ADAW results indicate a dramatic decrease in the number of students scoring Levels III (44%) and IV (3%) from the Spring 2008 scores in Level III (67%) and Level IV (6%). The number of students scoring a score of III in expository writing dropped from 72% in 2008 to 38% in 2009.

ACCESS for English Language Learners (ELLs):	
Strengths: One student was identified as ELL during the 2008-2009 academic year. Her overall score on ACCESS was a 4.3, which is in expanding proficiency level. All of her scores ranged in the 3-5 cluster (developing to bridging proficiency levels).	Weaknesses:
Professional Education Personnel Evaluation (PEPE) School Profile Information:	
Strengths: 2.0 Presentation of Organized Instruction 5.0 Positive Learning Climate	Weaknesses: 3.0 Assessment of Student Performance
Additional Data Sources: (e.g., Alabama Alternate Assessment [AAA], School Technology Plan Data)	
Strengths: School Technology Plan-district implementing 21 st Century Classroom training; commitment to install SMART Boards in all classrooms. Only 4 students were tested on the AAA.	Weaknesses: School Technology Plan-limited infrastructure to support increasing technology. Of the 4 students tested, only 2 of the students scored a level III on Reading; 1 of 3 students scored a IV on Math; 1 of 2 students tested scored a level III on Science.
Local Data (e.g., LEA, school, and grade-level assessments, surveys, program-specific assessments):	
Strengths: AdvancEd surveys indicate that students feel that teachers do a good job of teaching and that the principal and teachers care about the students. AdvancEd surveys indicate that parents feel welcome at the school, feel that the school is doing a good job of communicating rules to the parents and teaching the language arts.	Weaknesses: Students scored low across the board on reading and math benchmark tests that were implemented during the 2008-2009 school year. As the year progressed, students seemed to improve on these tests, particularly in the area of reading. We are expecting an increase in year two scores due to background knowledge being more developed. Students and parents indicated on the AdvancEd surveys that the school has a problem with bullying.
Career and Technical Education Program Improvement Plan:	
Strengths: N/A	Weaknesses: N/A

Part I – Continued (CULTURE RELATED DATA):

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

Strengths:
 School attendance was reported at 97% for the 2008-2009 academic year. This is 2% higher than the State Dept. of Education goal of 95%.

Weaknesses:
 Absences: 36 students had 20 or more absences and 44 students had 15 or more absences during the 2008-2009 school year. Black students had more excessive absences than other populations. They accounted for the majority of students with 15 or more absences.
 Tardies: There were 1,252 unexcused tardies during the 2008-09 school year. 4 students had 20 or more tardies and 13 students had 10 or more tardies. The majority of the students with excessive tardies also had excessive absences.
 Office Referrals: There was a total of 437 office referrals during the 2008-2009 school year.
 Suspensions: There were a total of 159 suspensions during the 2008-09 school year. Suspensions were often utilized due to restricted number of options for children who chronically misbehave and/or present a danger to other students.

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 is a low teacher turnover rate at Mixon Elementary School. Of the 6 new teachers employed this year, only 2 are beginning teachers. Of the new teachers hired for 2009-2010, 1 has 20+ years of experience and 3 have 5 or more years of experience.

Weaknesses:
 33 % of the teachers at Mixon last year were non-tenured (14 of 42 teachers).
 Teachers were absent a total of days last year; maternity leaves accounted for days.

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:
 Mixon’s attendance on AYP was reported at 96%, which is 1% over the goal of 95%.

Weaknesses:
 69 students enrolled during the academic year; 29 during the second semester.
 66 students withdrew during the academic year, 42 during the second semester.
 There continues to be a concern regarding excessive tardies and students with 15 or more absences.

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

Strengths:
 AdvancEd surveys indicate that parents feel welcome at the school, feel that the school is doing a good job of communicating rules to the parents and teaching the language arts.

Weaknesses:

School Perception Information related to student PRIDE data.

Strengths: N/A

Weaknesses: N/A

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

Strengths:
 The school system has a procedure for identifying ELL students on admission. The new ELL coordinator has taken an active role in ensuring that teacher’s are knowledgeable in serving these students and seeking help with curricula as needed from her.

Weaknesses: N/A

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

Strengths:
 The school system has employed an ELL coordinator for the system’s increasing number of ELL students. She has met With our faculty to train them on ways to identify and work with ELL students. She will provide continuous support throughout the year for this population of students, as well as teachers who serve them.

Weaknesses: N/A

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):
 To increase the percentage of students reading at or above grade level in Grades 1-5 by 3% as measured by DIBELS, ARMT, SAT 10 scores, STAR testing and benchmark assessments.

Data Results on which goal is based:
 DIBELS, Unit Reading test scores, ARMT, SAT 10, STAR tests

TARGET GRADE LEVEL(S): Grades 1-5	TARGET CONTENT AREA(S): Circle One Reading Math Science Other	AHSGE: Reading Math Science Social Studies Language	ADDITIONAL ACADEMIC INDICATORS:	TARGET STUDENT SUBGROUP(S): Black male students including free/reduced lunch group
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COURSES OF STUDY	REFORM STRATEGIES	BENCHMARKS	INTERVENTIONS	RESOURCES
WHICH COURSE OF STUDY STANDARDS, AHSGE STANDARDS/OBJECTIVES, ELIGIBLE CONTENT, OR WIDA* STANDARDS ARE LINKED TO EACH STRATEGY?	WHAT RESEARCH-BASED STRATEGIES/ACTIONS WILL BE USED TO IMPROVE STUDENT ACADEMIC PERFORMANCE? (Give specific strategies, not just programs or program names.)	HOW WILL PROGRESS FOR EACH ACTION STEP BE MEASURED? (PERFORMANCE DATA, LISTS, SURVEYS, ETC)	HOW WILL THE SCHOOL PROVIDE TIMELY ASSISTANCE IF STRATEGIES DO NOT CHANGE PERFORMANCE?	WHAT RESOURCES AND SPECIFIC EXPENDITURES WILL BE NEEDED FOR SUCCESSFUL IMPLEMENTATION? (Ex: 6 Classroom Libraries, \$.....00)

<p>Reading Course of Study Standards in Grades 1-5 from the AL Course of Study</p>	<p>STRATEGY: S1: Use longitudinal data and monthly data to address weakest standards in reading classes.</p> <p>AS1: Create charts to identify weak areas in reading for each grade level. AS2: Identify curricular materials and teaching strategies needed to address weaknesses. AS3: Determine indicators for measuring improvement. AS4: Intervention teachers will use Tier III instruction daily to address needs of all students identified as achieving below grade level. AS5: Success Maker Lab will be utilized to meet individual needs of all students in grades 3-5 two times weekly for math and two times weekly for reading. AS6: All teachers will use the results of unit reading tests to meet And plan for future instruction including remediation. AS7: Identify and recruit mentors for at-risk population. AS8: Identify and serve students working below grade level with after-school tutoring.</p>	<p>AS1-B1: During summer months administrators will create charts of ARMT and SAT 10 to share with teachers in August. AS1-B2: Data Charts will be prepared in reading for each grade level and shared during monthly data meetings. AS1-B3: Item analysis of unit reading tests will be conducted with each assessment to identify weak areas. AS2-B1: Monthly walk-throughs during reading will be conducted to identify needed materials and/or ARI strategies using observation checklists. AS2-B2: Weekly grade level meetings will be utilized to discuss instructional needs and plan for future instruction and will be documented through sign-in sheets for PD. AS3-B1: Administrators will meet to identify measurements for identifying success and will share this information at monthly data meetings with grade levels. PowerPoint presentations will be utilized to present findings. AS4: B1: Administrators will create master schedule to provide remedial instruction for identified students. AS4-B2: List of students needing additional instruction will be created by the administrators and teachers at the beginning of the school year and updated in monthly data meetings. AS4-B3: List of students being served by resource teachers will be modified based on data at monthly data meetings to provide flexible scheduling. AS5-B1: Administrators will create a schedule for Success Maker Lab resource teacher to provide instruction for students scoring below proficiency. AS6-B1: Grade level teachers will meet monthly to discuss the results of an item analysis of unit reading tests and plan for future instruction. Minutes from these meetings will record discussions. AS7-B1: Work with JROTC department at CHS to identify mentors who can work with at-risk students one day per week on academic and social skills. AS8-B1: Meet with grade level teachers to construct a list of students who are performing below grade level.</p>	<p>Flexible scheduling to address ongoing needs of students. Professional development to address needs identified in monthly walk-throughs (Active Engagement). Weekly grade level planning meetings to address ongoing needs of teachers and/or students. After-school tutoring will be scheduled as needed to meet the individual needs of students. Small group instruction with resource teachers will be provided as needed. Parent-teacher conferences will be held each 9 weeks to discuss academic achievement and needs of each student. Non-mastery students will be re taught using peer tutors, after-school tutoring, and different strategies and/or resources. Peer observations will be utilized for teachers struggling with teaching strategies and meeting needs of students. Conference with student to identify if there any barriers to learning that have not been identified previously.</p>	<p>Title I Funds</p> <ul style="list-style-type: none"> • Substitutes for Parent Conferences • Purchase additional materials/supplies as needed • After-School Tutoring contracts • Hire additional classroom reduction/resource teachers to provide small group instruction <p>Local School Funds</p> <ul style="list-style-type: none"> • Substitutes for teachers for Professional Development activities • Binder to keep data charts • Reading charts to show progress • Spreadsheets of JROTC mentors/mentees
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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): To increase the percentage of students scoring at or above grade level in math in Grades 1-5 by 3% as measured by ARMT, SAT 10 scores, and benchmark assessments.
Data Results on which goal is based: ARMT, SAT 10, Benchmark Test Scores

TARGET GRADE LEVEL(S): Grades 1-5	TARGET CONTENT AREA(S): Circle One Reading <input type="checkbox"/> Math <input checked="" type="checkbox"/> Science <input type="checkbox"/> Other <input type="checkbox"/>	AHSGE: Reading <input type="checkbox"/> Math <input type="checkbox"/> Science <input type="checkbox"/> Social Studies <input type="checkbox"/> Language <input type="checkbox"/>	ADDITIONAL ACADEMIC INDICATORS:	TARGET STUDENT SUBGROUP(S): Black male students including free/reduced lunch group
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COURSES OF STUDY	REFORM STRATEGIES	BENCHMARKS	INTERVENTIONS	RESOURCES
WHICH COURSE OF STUDY STANDARDS, AHSGE STANDARDS/OBJECTIVES, ELIGIBLE CONTENT, OR WIDA* STANDARDS ARE LINKED TO EACH STRATEGY?	WHAT RESEARCH-BASED STRATEGIES/ACTIONS WILL BE USED TO IMPROVE STUDENT ACADEMIC PERFORMANCE? (Give specific strategies, not just programs or program names.)	HOW WILL PROGRESS FOR EACH ACTION STEP BE MEASURED? (PERFORMANCE DATA, LISTS, SURVEYS, ETC)	HOW WILL THE SCHOOL PROVIDE TIMELY ASSISTANCE IF STRATEGIES DO NOT CHANGE PERFORMANCE?	WHAT RESOURCES AND SPECIFIC EXPENDITURES WILL BE NEEDED FOR SUCCESSFUL IMPLEMENTATION? (Ex: 6 Classroom Libraries, \$.....00)

<p>Math Course of Study Standards in Grades 1-5 from the AL Course of Study</p>	<p>STRATEGY: S1: Use longitudinal data and monthly data to address weakest standards in reading classes. AS1: Create charts to identify weak areas in math for each grade level. AS2: Identify curricular materials and teaching strategies needed to address weaknesses. AS3: Determine indicators for measuring improvement.</p> <p>S2: Intervention teachers will provide remedial instruction to address needs of students. AS1: Success Maker Lab will be utilized to meet individual needs Of students in grades 3-5. AS2: Resource teachers will provide additional instruction to meet needs of students working below grade level.</p> <p>S3: All teachers will use the results of math assessments during grade level meetings to plan for additional support. AS1: All teachers will use the results of math benchmark tests to meet and plan for future instruction including remediation.</p> <p>S4: Provide mentors for at-risk students. AS1: Administrators and teachers will identify at-risk students during the summer based on ARMT and SAT 10 data. AS2: Identify and recruit mentors for at-risk students.</p> <p>S5: Provide students working below grade level with remedial math instruction and practice. AS1: Utilize common planning time to discuss remedial instruction for students working below grade level. AS2: Resource teachers will provide additional remediation and practice for math students working below grade level.</p>	<p>S1-AS1-B1: Data Charts will be prepared in math for each grade level and shared during monthly data meetings. S1-AS1-B2: Item analysis of math benchmark tests will be conducted with each assessment to identify weak areas. S1-AS2-B1: Data on curricular material needs and instructional improvement needs will be gathered through monthly walk throughs. S1-AS3-B1: List of additional math achievement data will be developed at monthly grade level meetings. S2-AS1-B1: Data will be collected from the Success Maker Lab in January and May to monitor the progress of students. S2-AS2-B1: Item analysis of benchmark tests will be constructed by resource teachers. S2-AS2-B2: 100% of students identified as below grade level will receive intervention instruction. S3-AS1-B1: Data charts of math benchmark test scores will be reviewed and plans for future instruction will be developed from the data. S4-AS1-B1: List of at-risk math students will be constructed in August. S4-AS1-B2: Sign-in sheets will be kept to monitor attendance of mentors/mentees. S4-AS2-B1: List of mentors and mentees will be developed in collaboration with JROTC instructor at high school. Schedule for visits will be constructed. S5-AS1/2-B1: 100% of at-risk students are making individual progress towards mastery of non-mastered skills.</p>	<p>Flexible scheduling to address ongoing needs of students. Professional development to address needs identified in monthly walk-throughs (Active Engagement). Weekly grade level planning meetings to address Ongoing needs of teachers and/or students. After-school tutoring will be scheduled as needed to meet the individual needs of students. Small group instruction with resource teachers will be provided as needed. Parent-teacher conferences will be held each 9 weeks to discuss academic achievement and needs of each student. Non-mastery students will be re taught using peer tutors, after-school tutoring, and different strategies and/or resources. Peer observations will be utilized for teachers struggling with teaching strategies and meeting needs of students. Conference with student to identify if there any barriers to learning that have not been identified previously.</p>	<p>Title I Funds</p> <ul style="list-style-type: none"> • Substitutes for Parent Conferences • Purchase additional materials/supplies as needed • After-School Tutoring contracts • Hire additional classroom reduction/resource teachers to provide small group instruction • Professional Development <p>Local School Funds</p> <ul style="list-style-type: none"> • Professional Development
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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): To increase the percentage of students scoring at or above grade level in Grades 1-5 by 3% as measured by District Writing Assessments and the Alabama Direct Assessment of Writing.
Data Results on which goal is based: District Writing Assessments, Alabama Direct Assessment of Writing

TARGET GRADE LEVEL(S): Grades 1-5	TARGET CONTENT AREA(S): Circle One Reading Math Science Other	AHSGE: Reading Math Science Social Studies Language	ADDITIONAL ACADEMIC INDICATORS:	TARGET STUDENT SUBGROUP(S):
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COURSES OF STUDY	REFORM STRATEGIES	BENCHMARKS	INTERVENTIONS	RESOURCES
WHICH COURSE OF STUDY STANDARDS, AHSGE STANDARDS/OBJECTIVES, ELIGIBLE CONTENT, OR WIDA* STANDARDS ARE LINKED TO EACH STRATEGY?	WHAT RESEARCH-BASED STRATEGIES/ACTIONS WILL BE USED TO IMPROVE STUDENT ACADEMIC PERFORMANCE? (Give specific strategies, not just programs or program names.)	HOW WILL PROGRESS FOR EACH ACTION STEP BE MEASURED? (PERFORMANCE DATA, LISTS, SURVEYS, ETC)	HOW WILL THE SCHOOL PROVIDE TIMELY ASSISTANCE IF STRATEGIES DO NOT CHANGE PERFORMANCE?	WHAT RESOURCES AND SPECIFIC EXPENDITURES WILL BE NEEDED FOR SUCCESSFUL IMPLEMENTATION? (Ex: 6 Classroom Libraries, \$.....00)
English/Language Arts Writing Standards in Grades 1-5 from the AL Course of Study	<p>STRATEGY:</p> <p>S1: Implement intensive writing in all English/Language Arts classrooms.</p> <p>S1-AS1-Implement District Writing Plan including Writing Assessments to increase the amount of writing instruction, writing practice for students, quality of instruction and provide immediate feedback to students to increase the quality of students' writing work.</p> <p>S2: Implement rubrics in all grade levels. S2-AS1- Train teachers in the use of writing rubrics.</p>	<p>S1-AS1-B1: Reading Unit tests writing assessments S1-AS1-B2: Benchmark Writing Assessment data S1-AS1-B3: Walk-throughs will be conducted monthly to document writing instruction in LA block S1-AS1-B4: Review of LA lesson plans to record amount of writing instruction in LA block.</p> <p>S2-AS1-B1: Standardizing the use of the writing rubric by assigning faculty to grading teams.</p>	<p>Grade level meetings will be used to discuss writing assignments across the grade levels. Small group instruction with resource teachers to improve writing ability of students at-risk. Professional development on how to increase achievement on the benchmark writing assessments.</p> <p>Additional training/practice in the use of rubrics as needed. Faculty meetings to discuss inconsistencies.</p>	Central Office funding for implementation of the District Writing Plan

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. If any ELL student did not make AMAOs complete this page.

ENGLISH PROFICIENCY GOAL (SHOULD ADDRESS IDENTIFIED WEAKNESSES AND GAPS): To increase ACCESS scores for 2009-2010 in the domain of Writing by 2% for all identified ELL students.
Data on which goal is based: ACCESS Scores for 2008-2009, Alabama Direct Assessment of Writing

TARGET GRADE LEVEL(S): Grades 1-5	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
WHICH WIDA* ENGLISH LANGUAGE PROFICIENCY STANDARDS OR DOMAINS ARE LINKED TO EACH STRATEGY?	WHAT RESEARCH-BASED STRATEGIES/ACTIONS WILL BE USED TO IMPROVE STUDENT ACADEMIC PERFORMANCE? (Give specific strategies, not just programs or program names.)	HOW WILL PROGRESS FOR EACH ACTION STEP BE MEASURED? (PERFORMANCE DATA, LISTS, SURVEYS, ETC)	HOW WILL THE SCHOOL PROVIDE TIMELY ASSISTANCE IF STRATEGIES DO NOT CHANGE PERFORMANCE?	WHAT RESOURCES AND SPECIFIC EXPENDITURES WILL BE NEEDED FOR SUCCESSFUL IMPLEMENTATION? (Ex: 6 Classroom Libraries, \$.....00)
Goal 2-Standard 2 The language of language arts.	Strategy 1: Incorporate ARI strategies to meet the individual needs of ELL students. AS1: Incorporate graphic organizers in reading/writing instruction. AS2: Incorporate cooperative learning in instruction. AS3: Incorporate audio visual materials in instruction including the use of technology.	1) ELL student benchmark test scores in writing and reading will be analyzed by ELL Specialist. 2) ELL student grades will be reviewed each nine weeks by ELL Specialist.	ELL Specialist will re-assess and possibly refer students to BBSST as needed, as well as refer for language arts intervention instruction with resource teacher(s) as needed.	ELL Specialist-position funded through Central Office
	STRATEGY: ACTION STEP:			
	STRATEGY: ACTION STEP:			

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

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.

CULTURE (REFER TO CULTURAL DATA IN NEEDS ASSESSMENT)	REFORM STRATEGIES	BENCHMARKS	INTERVENTIONS	RESOURCES
WHAT CHALLENGES RELATED TO SCHOOL, SAFETY, CLASSROOM MANAGEMENT/DISCIPLINE, AND SUPPORTIVE LEARNING ENVIRONMENTS HAVE BEEN IDENTIFIED THROUGH THE REVIEW OF SCHOOL DEMOGRAPHIC, PERCEPTION, AND PROCESS DATA?	WHAT RESEARCH-BASED STRATEGIES/ACTIONS WILL BE USED TO IMPROVE CULTURAL BARRIERS IMPACTING STUDENT ACADEMIC PERFORMANCE? (Give specific strategies, not just programs or program names.)	HOW WILL PROGRESS FOR EACH ACTION STEP BE MEASURED? (PERFORMANCE DATA, LISTS, SURVEYS, ETC)	HOW WILL THE SCHOOL PROVIDE TIMELY ADJUSTMENT IF STRATEGIES DO NOT CHANGE PERFORMANCE?	WHAT RESOURCES AND SPECIFIC EXPENDITURES WILL BE NEEDED FOR SUCCESSFUL IMPLEMENTATION? (Ex: Teacher Incentives, Title II \$.....00, Supplies for Mentors/Mentees, etc)
Bullying continues to be problem based on AdvancEd Survey data from 2008-2009.	<p>STRATEGY:</p> <p>S1: Foster a climate in which all students and teachers believe that bullying is unacceptable to reduce the number of bullying incidents.</p> <p>S1-AS1: Training will be provided for students on how to identify and respond to bullying behavior.</p> <p>S1-AS2: Training will be provided for faculty on how to identify and handle students who are bullying.</p> <p>S1-AS3: Bullying curriculum will be integrated in all 2nd grade classrooms yearly.</p>	<p>S1-AS1-B1: Counselor will keep training schedule for classroom counseling sessions on bullying.</p> <p>S1-AS2-B1: Faculty sign-in sheets for professional development on bullying.</p> <p>S1-AS3-B1: 2nd Grade Lesson Plans will document integration of bullying curriculum.</p> <p>S1-AS1-3/B-2: Analysis of SIR data twice yearly to document number of incidents classified as bullying.</p>	<p>Small group counseling sessions with school counselor will be utilized as needed to target students who have problems with bullying.</p> <p>Resource licensed counselors will be utilized to work with students who have very aggressive bullying behaviors (with consent from parents).</p> <p>SGA will act as advisory committee to provide feedback as needed to make program adjustments.</p>	<p>State Funds-School Counselor</p> <p>At-Risk Funds-Licensed Counselors</p> <p>School Funds-Bullying Curriculum</p>
Students do not feel that they have a voice in establishing rules and procedures (based on PEPE surveys).	<p>STRATEGY:</p> <p>S2-Establish an advisory committee made up of SGA officers to advise faculty/staff on student issues related to rules.</p> <p>S2-AS1: SGA will vote on and elect an advisory council to meet regularly with Principal and/or Administrative Assistant to provide valuable feedback.</p> <p>S2-AS2: Utilize Beginning of Year Faculty meeting to discuss the initial rule setting procedures for classrooms.</p>	<p>S2-AS1-B1: Keep written notes of advisory council meetings.</p> <p>S2-AS2-B1: Faculty Meeting agenda</p> <p>S2-AS1-2-B2: Analysis of PEPE data at end of year</p>	<p>Minutes from Advisory Council meetings will be used to make modifications in programming to change interpretations of rule setting procedures.</p> <p>Faculty meetings will be used to discuss how rules/procedures are implemented as we get feedback from students on changes.</p> <p>Survey data will be utilized to change/modify procedures.</p>	N/A

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)

Ozark City School System has a teacher mentoring program for all new teachers. The mentoring program provides an assigned master teacher who provides support throughout the school year to the new teacher. The Mentor Teacher is in the same school as the new teacher and is normally at the same grade level. The mentoring program for new teachers offers monthly meetings to discuss and share ideas including organization, academic issues, Instructional concerns, etc.

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.

Mixon Elementary School is a Title I school. Because of this status, the school receives additional federal funds to meet the needs of our students. The school utilizes funds including local, state and federal funds to provide programs that meet the needs of our students. Funding (including Title I funding) helps to provide remediation including resource teachers, classroom reduction teachers, after-school tutoring programs, parent involvement activities, and to provide materials/instructional supplies. Title II funds are used for professional development opportunities and for class-size reduction teachers. Title IV funds are utilized to provide drug-free activities including Red Ribbon Week activities and to provide contracted services including counseling for children identified as at-risk. Title III funds are utilized to supplement activities for ELL students. Funds were utilized this year to employ a ELL Coordinator to meet the needs of our system's increasing number of ELL students.

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.

The school provides support for students who are transitioning into and out of our school. This includes students coming to 1st grade from kindergarten, students leaving our school to attend the middle school and new students transferring in during the school year. Our guidance counselor helps to coordinate these services. Kindergarten students come over during the spring to visit our campus and our 5th grade students are taken to tour the middle school each May. Prior to the beginning of the school year, our school holds an Open House for our parents and students. Parents are encouraged to attend so that they can meet with the faculty and staff and visit their child's new classroom. Our guidance counselor meets with all new students and takes the student and family on a tour of our facilities. She also introduces the new student to the administration, faculty and staff including the Principal, Administrative Assistant, Librarian, Cafeteria Manager, etc.

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.

Ozark City School System actively recruits highly qualified teachers including minority candidates. This plan includes yearly visits to teacher education career fairs at universities across the state. The school system also participates annually with Mock Interviews at nearby universities. Our school system has a formal partnership with Troy University to collaborate on field experiences and internships. The system now accepts online applications for all teaching positions, which has resulted in a larger pool of applicants who have more extensive qualifications. A leadership team (including central office administrators and principals) is utilized to select qualified candidates to interview each summer. This committee also conducts the interviews to develop a "pool" of applicants that can be pulled from as vacancies occur throughout the year. The leadership team has diversity including gender and ethnicity.

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.

Common Grade Level Planning is scheduled once per week for an hour. This provides time for the Administration and Reading Coach to meet and review/discuss assessment data and plan interventions for students who are at-risk academically. A monthly Data Meeting is held during this time to discuss specific benchmark assessments in the areas of reading and math. Teachers have planning with members of their same grade level each day to facilitate collaboration.

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

All students at Mixon Elementary School have access to a large variety of services and programs at our school. These services include remedial instruction, counseling services, free/reduced lunches, Title I services, Special Education services, At-Risk services and ELL services. An ELL coordinator was hired this year in the school system to facilitate a seamless transition for all ELL students. Many community services are utilized to meet our students' needs including the Department of Human Resources, the Dale County Family Advocacy Center, the Dale County Health Department, the Dale County Juvenile Services Dept., and the Ozark City Police Department. When children enroll, our Guidance Counselor meets with the parent/guardian to determine if the child has any specific needs including special education, ELL, 504 services, migrant, homeless, medical needs, etc. Our registration cards have a Home Language survey and a Student Medical Form is completed for all students on medications or who have specific medical needs/conditions.

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.

Mixon Elementary School utilizes Title I funds to provide after-school tutoring for students with the highest academic needs. All students are eligible for the program, which is based on the individual needs of our students. The library has extended hours during the evenings and on Saturdays to meet the needs of parents who need to visit the library for reading materials after traditional school hours. The librarian and one of our Title I resource teachers are providing an early intervention literacy program for 1st and 2nd grade students before school begins each day. This program focuses on fun literacy activities that reinforce and extend early literacy skills. Our school is developing an early morning program for students in grades 3-5 that will focus on academic skills to improve academic performance.

Students who are experiencing difficulties in school are quickly identified through our weekly grade-level data meetings. Once identified, extended instruction is planned for the child that may include additional small group instruction in the classroom, additional instruction from Title I Resource teachers, after-school tutoring services, and referral to BBSST for evaluation and recommendations. The Reading Coach assists with providing teachers and students with additional guidance on techniques and strategies in the area of reading. Mixon Elementary School is part of the Alabama Reading Initiative, therefore we benefit from assistance from Regional Reading Coaches and ARI administrators who help by conducting regular walk-throughs and assistance with the resolution of academic challenges and obstacles.

Part VI –School Parental Involvement Plan as required by Section 1118 of NCLB [Note: This section of the CIP (Part VI) must be distributed to Parents]:

A. Parental Involvement: Describe how the school will convene an annual meeting to inform parents of the school’s participation in Title I and explain Title I requirements, including the 1% set-aside, and the right of parents to be involved.

Parents have opportunities throughout the year to attend meetings at the school in which the school Title I Program is discussed. We offer many opportunities at various times of day throughout the year for parents to meet with school faculty/staff to discuss the Title I Program and how it impacts our school/students. At these meetings we discuss how Title I funding affects our programs at the school and provides for additional opportunities to learn including the after-school tutoring program, additional teachers to meet student needs and parent-teacher conferences. Parents are informed of these meetings by letters that are mailed directly to the home addresses, newspaper announcements, grade-level newsletters and school newsletters. During these meetings, the following items are discussed: 1) Continuous Improvement Plan (CIP); 2) Standardized Testing and Results; 3) Overall Assessment Plan for School; 4) Annual Advance Ed Survey results; 5) School-Parent Compact Agreements; 6) School System and State Content Standards; 7) Title I Funding and it’s overall impact on services we provide for all children. At these annual meetings we discuss our School-wide Title I designation, how funding is addressed at academic goals in the areas of reading and math, how parents can become involved in the Title I planning process, federal requirements we must adhere to, the Continuous Improvement Plan, the School Parent Involvement Plan, the Title I Parent Information booklet, the School/Parent Compact, and the District Parent Involvement Plan. Offering these meetings at different times of the day removes barriers to parent involvement. The school provides extended-day services in the form of After-School tutoring throughout the year. The School/Parent Compact is distributed throughout the year to parents during Title I annual meetings, Parent-Teacher conferences, Parent Picnics, and Title I Planning meetings. We utilize every opportunity we have for distributing and discussing the importance of the School/Parent Compact.

The 1% Title I Parent Involvement set-aside funds are used for activities including Parent-Teacher conferences at the conclusion of each 9-weeks and extended library hours. Our school receives 100% of our fair share of the set-aside funds each year. Parent representatives meet with the Title I committee each year to decide how these funds will be utilized to involve/help our parents to increase student achievement. The Parents Right to Know information is available in several locations in the school system including at the Central Office, on the school system’s website and in individual school offices. Translations are available in several other languages.

In addition, parents are encouraged to meet with teachers throughout the year to discuss their child’s progress, specific needs and programs available to assist the student. Parents are invited to participate in the Continuous Improvement Plan. PTO officers serve on the CIP Committee, as well as other parents. The plan is posted on the school’s website to provide easy access for parents and/or community members.

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

Each year a variety of Title I Parent meetings are held at different times and dates to encourage parent attendance and participation. Parents have opportunities throughout the year to attend meetings at the school in which the school Title I Program is discussed. We offer many opportunities at various times of day throughout the year for parents to meet with school faculty/staff to discuss the Title I Program and how it impacts our school/students. At these meetings we discuss how Title I funding affects our programs at the school and provides for additional opportunities to learn including the after-school tutoring program, additional teachers to meet student needs and parent-teacher conferences. Parents are informed of these meetings by letters that are mailed directly to the home addresses, newspaper announcements, grade-level newsletters and school newsletters. During these meetings, the following items are discussed: 1) Continuous Improvement Plan (CIP); 2) Standardized Testing and Results; 3) Overall Assessment Plan for School; 4) Annual Advance Ed Survey results; 5) School-Parent Compact Agreements; 6) School System and State Content Standards; 7) Title I Funding and it’s overall impact on services we provide for all children. At these annual meetings we discuss our School-wide Title I designation, how funding is addressed at academic goals in the areas of reading and math, how parents can become involved in the Title I planning process, federal requirements we must adhere to, the Continuous Improvement Plan, the School Parent Involvement Plan, the Title I Parent Information booklet, the School/Parent Compact, and the District Parent Involvement Plan. PEPE Parent Survey data and AdvancEd Survey data is analyzed each year to incorporate valuable parent feedback in our planning.

C. Parental Involvement: Describe how the school provides parents of participating children timely information in a uniform format and, to the extent practicable in a language they can understand, about programs under Title I, a description and explanation of the curriculum in use, forms of academic assessments, and achievement expectations used, and, if requested by parents, opportunities for regular meetings to formulate suggestions and participate as appropriate in decisions related to the education of their children.

Mixon Elementary has many ways that it communicates information to parents. Each nine weeks, report cards and sent home and parent/teacher conferences are scheduled for the following week. Mid-term progress reports are also sent home each 9 weeks to keep parents informed of their child’s progress at mid-point of the grading cycle. System level achievement data including DIBELS, ARMT, SAT 10, and benchmark assessments are also shared with parents during conferences and throughout the school year. Teachers send home graded papers in folders on a weekly basis. Information is also sent home on monthly school newsletters and weekly/monthly classroom newsletters. The website also provides information regarding curriculum, assessments, important upcoming events, etc. When needed, parent communications are translated into other languages using the TransAct program. The school provides appropriate accommodations for eligible students on state assessments including the use of the Alabama Alternative Assessment. Monthly PTO meetings provide an opportunity for parents to come to school and participate in educational forums, activities, etc. PTO meetings are often used to convey important curriculum and assessment information to parents in a timely manner. Quarterly Parent-Teacher conferences also offer an additional opportunity for parents to come in and meet one-on-one with their child’s teacher throughout the year.

D. Parental Involvement: Describe how parents, the school staff, and students share responsibility for improved student academic achievement for participating students (How the School-Parent Compact is jointly developed with Title I parents; how it is used, reviewed, and updated).

Each year, the School-Parent Compact is evaluated and revised if necessary to reflect the current needs and programs. Upon review by the school-wide Title I Curriculum Committee and PTO, the parents are given a copy of the School-Parent Compact at Title I meetings held throughout the year. The School-Parent Compact includes all of the NCLB required components. It is discussed with the parents and students throughout the year and a signed copy is kept on file as evidence that the school, parents and students agree to work in partnership to ensure each child's success in school.

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

The school system has a general grievance procedure. The grievance process begins at the school level where a parent can voice his/her dissatisfaction. If the parent cannot resolve the issue to their satisfaction, they may then take their grievance to the Federal Projects Director at the Board of Education. If they still are not satisfied, they may take the grievance to the Superintendent of Education and the school board. The final grievance step would be to take the issue to the Federal Programs Director at the Alabama State Department of Education.

F. Parental Involvement: Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children. (See NCLB Section 1118, requirements for building capacity in parental involvement.)

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

- (1) **Shall provide training for parents of participating children in understanding such topics as the State's academic content standards and State student academic achievement standards, State and local academic assessments, the requirements of Title I, and how to monitor their child's progress and work with teachers to improve the achievement of their children.** (Describe)

Mixon Elementary School provides training for teachers throughout the year. At the Open House in August, parents are informed on the state academic standards, assessments throughout the year, requirements of Title I and how to help their child(ren) at home daily. We also provide them with academic data and information on different academic topics throughout the year at PTO meetings and Title I Parent meetings. Examples of topics covered are Bullying, How to Help your child with Mathematics, information on the current reading series, benchmark testing, Accelerated Reading, etc. These meetings keep parents informed and knowledgeable about

- (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)

Mixon Elementary School offers training throughout the year at PTO meetings and through After-School Tutoring. PTO programs include topics like "How to Help you Child in Mathematics," "How to Work with Your Child on Accelerated Reader" and information on the new reading series. We also provide after-school library time on week nights and on Saturdays to work with children and parents who work during the daytime. Our CIP Committee works to ensure that our parent training is closely aligned with our school achievement goals for the year in order to create a climate that is conducive to academic success for all of our students.

- (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)

Mixon Elementary School works with all stakeholders including teachers, office personnel and staff on developing and maintaining positive relationships with parents. Our Guidance Counselor offers training sessions on an annual basis for teachers and staff on maintaining positive working relationships with parents. We use Title I funds to provide time for Parent-Teacher conferences following each report card distribution so that teachers have time to meet with each individual parent to discuss their child's progress.

- (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)

Parents are encouraged to participate in their child's education. We provide quarterly conference time, monthly PTO meetings, and volunteer opportunities. Parents are encouraged to observe in their child's classroom throughout the year. We invite parents to specific celebrations including holiday meals, Family Picnics, AR Celebration Days, etc.

- (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)

All documents that are distributed to parents are available in languages other than English including newsletters, free/reduced meal applications, letters to parents, etc. These documents are easily translated using a free tool on Google.com. At this time, we do not have any parents who need this additional service. Our Guidance Counselor obtains information on the Home Language Survey upon a child's enrollment and informs the office when these services are needed.

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

Mixon Elementary tries to accommodate all requests from parents. We utilize information from the Advance Ed Survey each year to determine what areas need to be addressed including parental involvement. Parents are invited to the Open House in August before school begins and are invited to monthly PTO meetings. We also have several work days throughout the year on Saturdays in which parents are invited to Participate in improving the school grounds, playgrounds and facilities. There are several annual events that involve parents including special dinners, picnics and celebrations including Field Day.

G. Parental Involvement: Describe how the school will ensure the provision for participation of parents with limited English proficiency, parents with disabilities, and parents of migratory students; including providing information and school reports in a format and, to the extent practicable, in a language that parents can understand.

Mixon Elementary School attempts to meet the needs of all parents including those with limited English proficiency, parents with disabilities, and migratory parents. At the time of enrollment, the Guidance Counselor and/or secretary has the parent/guardian complete a Home Language Survey to assess whether or not there are ELL needs. She also obtains information on special services that the parent might need including assistance with free/reduced lunch applications and other disabilities. This enables us to better serve our parents.

The school system has employed an ELL Program Coordinator this year to help meet with the needs of our increasing number of ELL students. We utilize a combination of immersion/pullout services to meet the needs of our ELL Population. This includes the use of Rosetta Stone and TransAct (used to translate materials). We utilize Building Based Student Support Teams (BBSST) to make sure that we respond when students are not achieving on grade level. All parent meetings are held in rooms that are handicapped accessible. We immediately enroll any students who are categorized as Homeless or Migrant.

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? YES NO

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

WHAT WEAKNESS OR NEED IDENTIFIED IN ACADEMIC, INCLUDING ELL AMAOs OR SCHOOL CULTURE GOALS WILL THE PROFESSIONAL LEARNING ADDRESS?	WHAT TYPES OF PROFESSIONAL LEARNING WILL BE OFFERED?	WHEN WILL THE SESSION BE DELIVERED? (Please list dates of future PD sessions, not those that have already taken place.)	WHAT ARE THE EXPECTED OUTCOMES OF PROFESSIONAL LEARNING? (Following the professional learning, how will academic or cultural challenges be impacted – what does it look like?)	HOW WILL PARTICIPANTS BE HELD ACCOUNTABLE FOR SUCCESSFUL IMPLEMENTATION AND IN WHAT WAYS WILL EVIDENCE BE COLLECTED TO SHOW EFFECTIVE ASSIMILATION/INTEGRATION OF STRATEGIES?	WHAT ARE THE FUNDING SOURCES, ESTIMATED EXPENSES, AND PROPOSED NAMES OF CONSULTANTS OR ENTITIES? Example: Title II, \$....00 Dr. Verry Goode	DOCUMENT CONTINUOUS LEA REVIEW AND SUPPORT RESULTS
Needs of ELL students	1) Workshop for teachers on timely identification of ELL students. 2) Workshop on WIDA Standards.	1) September 2009 2) February 2010	1) ELL students will be identified upon enrollment. 2) Increase in WIDA standards in lesson plans. 3) Observation of teachers will reveal a better understanding of ELL students' abilities and expectations based on WIDA score.	1) Sign-in sheet for Professional Development. 2) ELL referrals for incoming students within 14-day window. 3) Review of weekly lesson plans for WIDA Standards. 4) Increased test scores on ACCESS testing.	Title I and Title III funding of ELL Specialist	ELL Referrals ACCESS Scores ARMT/SAT Data ADAW Data
Active Engagement	1) ½ day workshop on Active Engagement by ARI trained Administrative Asst. and Principal 2) Peer observations	October 2009- following Parent-Teacher Conferences September 2009	Increased active engagement in classrooms. Gain better knowledge and understanding of effective teaching strategies that increase active student engagement.	1) Monthly walk-through data will document an increase in active student engagement. 2) Quarterly ARI walk-throughs will be used to document increase in active student engagement.	Local School Funds to pay for ½ day substitutes for classroom teachers	Walk-Through Data Sign-in sheets for PD sessions
Student Bullying	Workshops during Faculty Meetings on how to identify bullying behaviors and how to implement effective strategies for stopping bullying.	September 2009 February 2010	Teachers/staff will be able to identify bullying behaviors and will know how to effectively implement strategies to stop behaviors.	Office Referral Data will be analyzed at the end of the year to determine whether the number of referrals for bullying have declined. AdvancEd Survey data from parents and students will be analyzed to determine if the perception of bullying at school has decreased.	N/A Funding for AdvancEd Surveys-General Fund	STI Office Referral Data AdvancED Survey Results
Writing Performance	Workshop for implementation of District Writing Plan including the use of rubrics	August 2009-District Writing Plan October 2009-Rubrics	Teachers will effectively implement the District Writing Plan and rubrics for increased student achievement.	Writing Benchmark Testing will be analyzed quarterly Alabama Direct Assessment of Writing data will be analyzed at the end of the year to see if student achievement has increased.	Title I Funds-School Improvement Specialist (provide workshops)	Quarterly Writing Assessment Data ADAW scores

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
Teacher Assigned Units:	classroom teachers:	TOTAL OF ALL SALARIES

Administrator Units:	
Assistant Principal:	
Counselor:	
Librarian:	
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
	\$396,114.00
<i>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.)</i>	
<i><u>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</u></i>	
Salaries and Benefits- \$349,469.00	
Extended Day Contracts for After-School Tutoring- \$12,029.00	
School-wide Instructional Supplies- \$29,753.00	
Parent Involvement- \$4,763.00	
Homeless- \$100.00	
ARRA FUNDS	TOTAL
	\$85,895.00
<i><u>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</u></i>	
Salary and Benefits- \$74,138.00	
Instructional Supplies- \$8,769.00	
Parent Involvement- \$2,988.00	
Title II: Professional Development Activities	TOTAL
<i><u>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</u></i>	

Title III: For English Language Learners	TOTAL
<i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</i>	
Title IV: For Safe and Drug-free Schools	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
<i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</i>	

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>