

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)):

Teachers from each grade level and resource areas, parent representatives, counselor, instructional coach and the administrator review state and local data to determine strengths and weaknesses of our instructional program. Goals and strategies are developed for the current year and a professional development plan is developed for teacher implementation.

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)

Andrea Hamner - Principal *Andrea Hamner*
 Belinda Jones- Instructional Coach *Belinda Jones*
 Michele Rogers - Counselor *Michele Rogers*
 Rob Livingston - 4th Grade Teacher *Rob Livingston*
 Tonya Baggett - 3rd Grade Teacher *Tonya Baggett*
 Carol Zeannah - 5th Grade Teacher *Carol Zeannah*
 Crystal Traweek - 3rd Grade Teacher *Crystal Traweek*
 Olivia Montgomery - Parent *Olivia Montgomery*
 Rhondia Liles - Special Education *Rhondia Liles*
 Charlotte Alvarez - ESL Specialist *Charlotte Alvarez*

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).

Teachers from each grade level and resource areas, parent representatives, counselor, reading coach, and the administrator review state and local data to determine strengths and weaknesses of our instructional program. Goals and strategies are developed for the current year and a professional development plan is developed for teacher implementation.

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.

The Tuscaloosa County BOE seeks to employ certified, highly qualified individuals through the Alabama State Department of Education online job application program.

Number and percentage of teachers Non-HQT:

N/A

Number and percentage of Classes Taught by Non-HQT:

N/A

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

N/A

Weaknesses:

N/A

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

3rd Grade Math- 77% of students Level 4 and 16% Level 3- 93% of students (Level 3 and 4)
 4th Grade Math- 67% of students Level 4 and 25% Level 3- 92% of students (Level 3 and 4)
 5th Grade Math - 82% of students Level 4 and 18% Level 3- 100% of students (Level 3 and 4)
 3rd Grade Reading- 89% met the standard
 4th Grade Reading- 96% met the standard
 5th Grade Reading- 97% met the standard

Weaknesses:

Gap exists between special education vs. regular education students in 3rd grade reading and math; 3rd graders scored 82% in reading and 82% in math

Alabama Science Assessment:**Strengths:**

97% of 5th graders scored at Level III (Meets Standards) or Level IV (Exceeds Standards).

Weaknesses:

N/A

Stanford 10:

AAA assesses each child's individual needs

Weaknesses:

Time consuming, unclear expectations for evidence required for each standard. The scoring is subjective and no feedback is given on the reasons for certain scores to be assigned.

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

Strengths:

Grade level assessments include: DIBELS, Progress Monitoring, daily school-wide math intervention, GoMath assessments for benchmarks, pre and post STI Math Assessment tests

Weaknesses:

Time consuming, difficult to get grade-levels together due to size of school, in need of intermediate assessment tools directly correlated to standards

Career and Technical Education Program Data Reports:

Strengths:

N/A

Weaknesses:

N/A

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:

Most parents are very involved and offer assistance when discipline and attendance issues arise

Weaknesses:

4 students suspended

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

Strengths:

Planned attendance incentives are in place. The administration quickly addresses attendance issues. The Problem Solving Team (PST) meets with parents after the 3rd unexcused absence.

Weaknesses:

Feeder high school dropout rate at risk

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

Strengths:

100% Highly Qualified and low teacher turnover

System: Tuscaloosa County

School: Huntington Place Elementary School

Page 4 of 15

Weaknesses:

N/A

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:

97% attendance rate

Weaknesses:

Excessive students checking in and out

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

Strengths:

Communication with every parent, PTO meeting, school progress reports, and report cards
We also utilize technology to communicate with parents. Facebook, website, INOW, newsletters

Weaknesses:

Consistent communication tool for all grade levels- planner

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 existing curriculum provides full opportunities for participation of students with limited English proficiency. This includes providing information in an understandable and uniform format, including alternative formats.

Weaknesses:

Focusing more on written language for ELLs

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:

Teachers of ELLs are Highly Qualified. A certified ESL Specialist serves the ELLs. Title III Tutors are available to provide extra support throughout the year. Teachers are provided additional training if they have a student that is non-English speaking.

Weaknesses:

Focusing more on written language for ELLs

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

Strengths:

Materials, resources, assessments, and instructional strategies are aligned with the curriculum at each grade level.

Weaknesses:

We need more materials for Non-English speaking students. We also need to provide more training for the entire staff.

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):

1. Increase Reading Scores

Description:

By the end of the 2012-2013 school year, we will increase the percentage of 3rd grade students scoring proficient in levels 3 and 4 by 7% on the ARMT to 96% with a focus on special education students increasing from 82% to 96%.

Data Results on which goal is based:

ARMT results indicate special education in 3rd grade reading 82% and math 82% which is below the goal

Target Grade Level(s): 3rd grade

Target Content Area(s): Reading

ARMT: Reading

Additional Academic Indicators:

N/A

Target Student Subgroup(s):

Special Education

Courses of Study:

Use strategies to comprehend literary/recreational materials.

Strategies:

1.1 Catching Kids up with Acceleration

Description:

Catching Kids up with Acceleration is a research based strategies to provide additional support to students. It focuses on Vocabulary Strategies, Advance Organizers, Activating Strategies, previewing, and Acceleration.

Action Steps:

AS1.1.1 Technology implemented to enhance student learning

Description:

Teachers will receive training from U of A technology department on how to implement differentiated instruction with the use of technology.

Benchmarks:

Increase on ARMT tests by 7%.

AS1.1.2 Uses formative assessment to provide feedback

Description:

Teacher will be trained on how to use the results from all formative assessments to guide instruction. We will focus on Global Scholar, Unit tests in reading and math.

Benchmarks:

5% increase from the beginning of the year Global Scholar Assessment to the end of the year assessment

AS1.1.3 Variety of Instructional Strategies

Description:

Description: All reading teachers will incorporate various instructional strategies (research based strategies, scaffolding of instruction, and cooperative learning, etc.) into their lessons daily

Benchmarks:

Benchmarks: The goal is for 80% of the class to make an 80 or better on the theme test.

Interventions:

The school will train 2 teachers to train grade level representatives. The grade level representatives will then train others on their grade level with the strategies. If we do not see change in performance we will offer more additional training and classroom visits.

Resources:

We will provide job embedded training so no additional funds will be needed. Title 2 payed for the initial training.

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):

1.1. ELL Goal**Description:**

Since we do not have 10 ELLs, we do not have an ELL specific goal. If we had 10 or more ELLs, we would follow EL plan.

Data Results on which goal is based:

There is not a goal due to number of ELLs

Target Grade Level(s): There is not a goal due to number of ELLs

Target ELP Language Domain(s): Writing

WIDA Standards: There is not a goal due to number of ELLs

Strategies:**1.1.1 ELL Strategy****Description:**

There is not a goal due to number of ELLs

Action Steps:**1.1.1 ELL Action Step****Description:**

There is not a goal due to number of ELLs

Benchmarks:

There is not a goal due to number of ELLs

Interventions:

There is not a goal due to number of ELLs

Resources:

There is not a goal due to number of ELLs

Part IV - STRATEGIES TO ADDRESS SCHOOL SAFETY, CLASSROOM MANAGEMENT/DISCIPLINE, AND BUILDING SUPPORTIVE LEARNING ENVIRONMENT

Part IV - STRATEGIES TO ADDRESS SCHOOL SAFETY, CLASSROOM MANAGEMENT/DISCIPLINE, AND BUILDING SUPPORTIVE LEARNING ENVIRONMENT 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.

1. Attendance**Description:**

Maintain 95% attendance rate to meet AYP goal for 2010-2011.

Strategies:

1.1 Attendance Incentive

Description:
Monthly attendance incentive

Action Steps:

1.1.1 Monthly Perfect Attendance Recognition

Description:
Adopt-a-School partners will provide monthly attendance recognition for students with perfect attendance for the previous month.

Benchmarks:
Review attendance monthly

1.1.2 Problem Solving Team

Description:
Meet with all parents of students that have 3 unexcused absences. We will also conduct home visits.

Benchmarks:
Reduce number of absences and check ins and check outs.

Interventions:
Follow county board 10 day absence warning and parent phone calls

Resources:
Adopt A School will provide incentives

2. Office Referrals and Discipline Incidents

Description:
Reduce number of office referrals and discipline incidents

Strategies:

2.1 Leader in Me/7 Habits

Description:
Students will learn the 7 Habits of Highly Effective People based on the book The Leader in Me. Students will learn one habit each month to encourage positive behavior through learning the skills of taking responsibility, time management, working together, and developing good decision-making skills.

Action Steps:

2.1.1 Increase Positive Behavior

Description:
Recognize students exhibiting positive behavior and/or one of the 7 Habits at school by featuring them on morning HPTV program. We will also

recognize Golden Broom and Golden Plunger awards. Students will also work together to develop expectations in common areas.

Benchmarks:

Evaluate number of discipline referrals

Interventions:

Evaluate and revamp school discipline strategies

Resources:

Provide training to all new staff. We will also train para-educators and support staff on the 7 habits. PTO will provide resources to new teachers and staff. They will also purchase posters to reinforce the 7 habits. Provide parents with car riders signs that state the 7 habits.

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?

Teachers new to HPES are partnered with grade level teams for planning, mentoring, and support.

Budget:

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

N/A

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.

Incoming 3rd graders visit HPES in spring prior to enrollment.

5th Grade students have an assembly with feeder school concerning course scheduling. Parent night is held at feeder school. We will implement the use of planners to support the transition to middle school. We will hold cross grade level meetings with feeder schools.

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.

100% certified staff meets Highly Qualified requirements. New certified employees are required to provide documentation prior to employment.

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.

100% highly qualified faculty. Pleasant working conditions, dedicated faculty and staff, and positive reinforcement from all areas make teacher retention an area that has not been a problem.

Special Populations:

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

ELLs are considered a "protected group" by the SDE and do not have to adhere to regular admission requirements to be enrolled. Home language surveys are filled out by all students to

determine who needs to be screened for ESL services. Once possible ELLs are identified, their names are submitted to the Central Office for evaluation by a certified ESL Specialist. Once a student qualifies for ESL services, the school follows the system's ESL plan.

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.

N/A

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.

Extended Day provides enrichment and intervention opportunities. Scholarships are available through Child Care Services. Extended Day will be implementing Math IXL to assist in intervention. We will have a tutoring program in Extended Day.

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.

Open House is held to explain curriculum, assessments, and student achievement expectations. Individual parent conferences are held to discuss individual student progress. Translators are available as needed.

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

Struggling students are assigned staff help to encourage, monitor, and reward student academic achievement. Students will also be assigned a peer partner.

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

Parent comments and suggestions are solicited through parent surveys sent out by administrator, library media specialist, and counselor. Parent meetings are held to solicit feedback.

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.

Parents are encouraged to join PTO, volunteer at school, and participate on various school committees. The administration and teachers are actively involved in recruiting PTO and parent volunteers.

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.

Report Cards are currently available in both English and Spanish. Teachers may also submit progress reports to the ESL office for a translation into the parent's native language (if the program has a translator of the native language on staff). Parent Student Information Guides are distributed to all students in the TCSS. The guides are currently available in both English and Spanish. Translators in multiple languages are available through the ESL Program Office for parent teacher conferences, Open House, PTO, and other needs that may arise. Our school meets handicapped accessible requirements.

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, Sections, Technology Initiatives, Publications).

Learning Activities:

Catching Kids up with Acceleration

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

Learn new strategies to catch kids up with acceleration. Previewing, advance organizers, vocabulary strategies

What types of professional learning will be offered?

Turn around training by teacher leaders

When will the session be delivered?

2012-2013 school year

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?)

Improved classroom instruction

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

Participate in Professional Development meetings and evaluate results of student instruction

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

Title II County Board

Technology Implementation

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

Students and teachers will receive training on bring your own device to school and how to use these devices for educational purposes

What types of professional learning will be offered?

Training by the University of Alabama technology department

When will the session be delivered?

2012-2013 school year

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 become accountable for their actions, time management, and being proactive and having a plan for academic success

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

Students' math and reading grades and scores should improve

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

Title 2 and Local Funds

Part VIII - Coordination of Resources/Comprehensive Budget**I. State Foundation Funds**

	FTEs Earned	Units Placed	Total Salaries
FTE Teacher Units	23.94	23.94	1,710,370.00
Administrator Units	1	1	0.00
Assistant Principal	0	0	0
Counselor	.5	1	0
Librarian	1.25	1.25	0
Career and Technical Education Administrator	0	0	0
Career and Technical Education Counselor	0	0	0
Technology			0
Professional Development			0
State ELL Funds			0
Instructional Supplies			0
Library Enhancement			0
Total of All Salaries:			\$1,710,370.0

II. Federal Funds

Title I: Improving the Academic Achievement of the Disadvantaged

Provide a brief explanation and a breakdown of expenses.

N/A

Total : 0

Title I: ARRA Funds

Provide a brief explanation and a breakdown of expenses.

N/A

Total : 0

Title II: Professional Development Activities

Provide a brief explanation and a breakdown of expenses.

N/A

Total : 0

Title III: For English Language Learners

Provide a brief explanation and a breakdown of expenses.

N/A

Total : 0

Title IV: For Safe and Drug-free Schools

Provide a brief explanation and a breakdown of expenses.

N/A

Total : 0

Title VI: For Rural and Low-income Schools

Provide a brief explanation and a breakdown of expenses.

N/A

Total : 0

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

Provide a brief explanation and a breakdown of expenses.

N/A

Total : 0

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

Provide a brief explanation and a breakdown of expenses.

N/A

Total : 0

Other: 21st Century, Learn and Serve, Even Start, School Improvement Grant
Provide a brief explanation and a breakdown of expenses.
N/A

Total : 0

III. Local Funds (if applicable)

Local Funds

Provide a brief explanation and a breakdown of expenses.

Public - \$96,882

Non-Public - \$74,565

Total : 230,359