



**2010 - 2011  
CONTINUOUS IMPROVEMENT PLAN  
Title I Schoolwide Plan**

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



NAME OF SCHOOL: <b>Ashville Elementary School</b>				
STREET ADDRESS: <b>33225 US Hwy. 231</b>		CITY: <b>Ashville</b>		STATE: <b>Alabama</b> ZIP CODE: <b>35953</b>
CONTACT: <b>Patti M. Johnson</b>		TELEPHONE: <b>(205)594-5242</b>		E-MAIL <b>patti.johnson@sccboe.org</b>
Identified for School Improvement? No <input type="checkbox"/> Yes <input checked="" 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. <b>Submit the plan electronically to your system's e-GAP Document Library by November 3, 2010.</b>				
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. <b>Submit the plan and signature pages electronically to your system's e-GAP Document Library by November 3, 2010.</b>				
<b>Made AYP?</b> YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>	<b>Made AMAOs (EL)?</b> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A <input type="checkbox"/>	<b>Career Tech Made AYP?</b> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A <input type="checkbox"/>	<b>Are all federal resources</b> (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"/>	<b>Describe how this plan will be made available to parents and other stakeholders, such as through parent meetings or on Web sites.</b> <b>NOTE: The Parental Involvement section of this plan <u>must</u> be distributed to all parents.</b>  The Continuous Improvement Plan (CIP) for Ashville Elementary School will be available to parents and other stakeholders in the school's administrative office, on the school's web site, and with the local Board of Education. Parents and stakeholders will be informed of the plans' content during the annual Title I Parent Meeting in September 2010 and will be sent reminders through the school's monthly newsletter. In addition, AES will distribute the parental involvement section of the plan to all Title I parents.
*Board Approval: Yes <input type="checkbox"/> No <input type="checkbox"/> Board approval received on _____, 2010.				
Board Signature: _____				
Superintendent Signature: _____			Date: _____	
Federal Programs Coordinator Signature: _____			Date: _____	
Principal Signature: _____			Date: _____	

System: St. Clair County Schools

School: Ashville Elementary School

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**CONTINUOUS IMPROVEMENT PLAN DEVELOPMENT AND IMPLEMENTATION TEAM**

This plan was developed/or revised during the following time period (e.g. April, May – September 200_): April 2010 - August 2010		
<b>Instructional Leadership Team Names</b> (The Leadership Team must include the principal, faculty [including ELL resource lead teacher if applicable], staff, parents, community stakeholders, and/or students.)	<b>Positions</b> (Identify position held, e.g., Administration, Faculty, Staff, Grade Level and/or Subject Area, Parents and Community members.)	<b>Signatures</b> (Indicates participation in the development of the CIP)
1. Patti Johnson	Principal	1.
2. Billy Jenkins	Assistant Principal	2.
3. Kim Kirby	Reading Coach	3.
4. Anita Wilson	Counselor	4.
5. Sharon Cater	Special Education teacher	5.
6. Karen Freeman	ELL teacher	6.
7. Theresa Smith	Kindergarten teacher	7.
8. Tambra Smith	First grade teacher	8.
9. Jeanna Gossett	Second grade teacher	9.
10. Julie Murphree	Third grade teacher	10.
11. Tracy Cash	Fourth grade teacher	11.
12. Emily Wakefield	Parent	12.
13. Jennifer Spears	Parent - Advisory Committee	13.
14. Eloise Rodriguez	Parent	14.
15. Tammy Cluck	Parent	15.

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

<b>Alabama AYP Accountability Reports</b>				
<b>School Status Report</b>				
<b>Alabama Department of Education</b>				
<b>Adequate Yearly Progress Status for 2010-2011</b>				
Based on School Year 2009-2010 Data				
<b>058 St Clair County - 0005 Ashville Elementary School</b>				
<b>2010-2011 AYP Status</b>	This school met 13 goals out of 13 (100%).			
	<b>Made AYP</b>			
	Not in School Improvement			
<b>Reading</b>				
<b>Made AYP</b>	Percent Participation Goal = 95%	Met Participation Goal	Proficiency Index Goal = 0.00	Met Proficiency Goal
Not in School Improvement				
All Students	100	Yes	12.35	Yes
Special Education	100	N/A	-6.39	N/A
American Indian / Alaskan Native	No Data	No Data	No Data	No Data
Asian / Pacific Islander	~	N/A	~	N/A
Black	100	N/A	14.46	N/A
Hispanic	~	N/A	~	N/A
White	100	Yes	12.02	Yes
Limited English Proficient	~	N/A	~	N/A
Free / Reduced Meals	100	Yes	10.52	Yes
<b>Mathematics</b>				
<b>Made AYP</b>	Percent Participation Goal = 95%	Met Participation Goal	Proficiency Index Goal = 0.00	Met Proficiency Goal
Not in School Improvement				
All Students	100	Yes	10.43	Yes
Special Education	100	N/A	-17.68	N/A
American Indian / Alaskan Native	No Data	No Data	No Data	No Data
Asian / Pacific Islander	~	N/A	~	N/A
Black	100	N/A	6.08	N/A
Hispanic	~	N/A	~	N/A
White	100	Yes	11.22	Yes
Limited English Proficient	~	N/A	~	N/A
Free / Reduced Meals	100	Yes	6.30	Yes
<b>Additional Academic Indicator - Attendance Rate</b>				
<b>Made AYP</b>	Attendance Rate Goal = 90%		Met Additional Academic Indicator	
Not in School Improvement				
All Students	95%	Yes		

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**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. Additionally, please report data pertaining to the Response to Instruction (RtI) framework, include data used to determine the type of support provided to students (i.e.: universal screening results, benchmark testing, progress monitoring, etc.)

<b>Briefly describe the process your faculty used to conduct the needs assessment (analysis of all data).</b>	
Our CIP committee reviewed numerous data sources to decide upon the needs of our school. These data sources included: DIBELS, SAT-10, ARMT, ACCESS, STAR reading and math, parent surveys, student attendance, teacher attendance, percentage of homeless students, percentages of students living in poverty, and teacher observation results. Needs from these data sources were essential in writing improvement goals for our school.	
<b>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.</b>	
All teachers hired must show documentation that they are highly qualified in the area for which they are applying. All teachers are assigned to teaching positions based on their Alabama teaching certificate.	
<b>Number and percentage of teachers Non-HQT: 0%</b>	<b>Number and percentage of Classes Taught by Non-HQT: 100%</b>
<b>Alabama High School Graduation Exam (AHSGE):</b>	
<b>Strengths: N/A</b>	<b>Weaknesses: N/A</b>
<b>Alabama Reading and Mathematics Test (ARMT):</b>	
<p><b>Strengths:</b> Ninety-three percent of all third graders and ninety-one percent of all fourth grade students were proficient (scored Level III or IV) in the area of reading on the ARMT during the 2009-2010 school year. These results showed a six percent increase for third grade students and a three percent increase for fourth grade students over the 2008-2009 ARMT assessment scores.</p> <p>The greatest increase for both third and fourth grades was seen in the 2010 mathematics portion of the ARMT assessment. Eighty-three percent of third grade students and eighty percent of all fourth grade students scored proficient (scored Level III or IV) in mathematics. These results showed an increase of eight percent for third grade and a ten percent increase for fourth grade over the 2009 ARMT math results.</p> <p>Overall, our school showed improvements in all areas and sub-groups on the ARMT over the previous year. The greatest improvements can be seen in the special education and black sub-groups.</p> <p>Improvements over 2008-2009: All students - Reading +2.73 / Math +4.61 Special Education - Reading +10.72 / Math +7.14 Black students - Reading +15.48 / Math +12.88 White students - Reading +0.59 / Math +3.80 Free/reduced students - Reading +3.80 / Math +5.15</p>	<p><b>Weaknesses:</b> While there was a significant increase for both grades three and four in the mathematics area of the ARMT over the previous year's assessment, the percent of students in both grade levels who are performing below proficiency (Levels I and II) is an area of concern for our school. Seventeen percent of all third graders and twenty percent of all fourth graders scoring in Level I and II will have to become a focus for the 2010-2011 school year in order for our school to continue to reach Adequate Yearly Progress status. Presently on the 2009-10 data, the percent of third grade students who have reached proficiency is at 83.17%. With the 2011 AMO goal of 84% for third grade mathematics, improvements must be made. Fourth grade students reaching proficiency in 2010 is 80%. Improvement in this grade level is also an area of concern in order to meet the 2011 AMO goal of 83%.</p>

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<b>Alabama Science Assessment:</b>	
<b>Strengths:</b> N/A	<b>Weaknesses:</b> N/A
<b>Stanford 10</b>	
<p><b>Strengths:</b> Areas of strength on the reading portion of the Stanford 10 for both grades three and four were seen in Reading Comprehension. In Reading Comprehension, grade three had a national percentile ranking of sixty-one percent and grade four had a ranking of sixty-five percent.</p> <p>Areas of strength on the mathematics portion of the Stanford 10 for both grades three and four were seen in Mathematical Procedures. In Mathematical Procedures, both grades three and four had a national percentile ranking of sixty-five percent.</p>	<p><b>Weaknesses:</b> On the Stanford 10, both third and fourth grade students showed deficiencies in the area of reading vocabulary. Third graders had a national percentile ranking of fifty-three percent and fourth graders national percentile was fifty-five percent. Both of these percentages were significantly less than the areas of strength. Third grade students also showed a deficiency in the area of word study skills with a percentile ranking of fifty percent.</p> <p>Another concern for third grade students can be identified from the longitudinal data compiled from the Stanford 10, DIBELS Oral Reading Fluency, and ARMT Reading comparison. This data shows increased percentages in the number of students who are benchmarking on DIBELS ORF and those students who are reaching proficiency on the ARMT Reading test over a period of time. However, the data does not show the same increase in growth for the Stanford 10.</p>

<b>Dynamic Indicators of Basic Early Literacy Skills (DIBELS):</b>	
<p><b>Strengths:</b></p> <ul style="list-style-type: none"> <li>• Ninety-six percent of kindergarten students met benchmark goals in NWF on the 2010 end of year assessment. This was a 1% increase over the 2009 test and a 7% increase over the 2008 test.</li> <li>• Seventy-three percent of third grade students reached their benchmark goal in Oral Reading Fluency. This is a 7% increase over the 2009 test results.</li> </ul>	<p><b>Weaknesses:</b></p> <ul style="list-style-type: none"> <li>• First grade students showed a slight decrease in Oral Reading Fluency during 2010. The percentage of benchmarked students dropped 2% from 85% to 83%.</li> <li>• Second grade students had a 4% decrease in 2010 results in the area of ORF. Percentages of students reaching benchmark status dropped from 82% in 2009 to 78% in 2010.</li> </ul>

<b>Part I - Continued:</b>	
<b>Alabama Direct Assessment of Writing (ADAW):</b>	
<b>Strengths:</b> N/A	<b>Weaknesses:</b> N/A
<b>ACCESS for English Language Learners (ELs):</b>	
<b>Strengths:</b> Our school met the AMAO goals. Thirteen students were tested and all made progress in Language acquisition (AMAO 1). Three of the thirteen attained EP (AMAO 2), the 20% goal was reached. Grade level standards in reading were reached for ten of the thirteen EL students in kindergarten through fourth grade. Five of the EL students are in grades three and four; out of these five, three reached the grade level standards in mathematics.	<b>Weaknesses:</b> More support for migrant and LEP 1 students is needed. Migrant students are here for a short period and we do not have ample time to make a huge impact on their education.
<b>EducateAL or other Professional Evaluation Profile Information:</b>	
<b>Strengths:</b> Our administration and faculty were trained on EducateAL during the 2009-2010 school year. The new program gave us the tools to discuss instruction and the strategies our teachers are using in the classroom.	<b>Weaknesses:</b> Teachers found that they were not meeting the levels above Emerging in too many of the instructional areas of EducateAL. The administration will need to assist teachers in becoming more collaborative with one another and help lead them into roles where they serve as coaches to one another.
<b>Additional Data Sources: (e.g., Alabama Alternate Assessment [AAA], School Technology Plan Data)</b>	
<b>Strengths:</b> Based on national standards, 100% of our students use technology during the instructional day in the classroom. Our school has two well equipped computer labs that students visit once per week and are provided instruction based on the AL Technology Course of Study. Teachers also have the ability to use the labs during open lab time throughout the week. Every classroom has at least four computers for students to use daily during small group instruction in the areas of math and reading.  During 2009-10, no students were administered the AAA.	<b>Weaknesses:</b> Due to the high number of our students living in poverty and the rural area in which the majority of our student population lives, it is not possible for students to have internet access and use resources available on the web to assist them in homework and projects. Approximately 42% of students surveyed said they were not able to use the internet while at home

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

**Strengths:**  
According to the 09-10 parent survey, strengths of our school were:

- Caring staff members, Communication with parents, small class sizes, and the reading program
- 95% of parents surveyed felt their children were safe
- 99% felt our computer program was preparing their child
- 99% of parents think the school's curriculum is appropriate and challenging

During the 2009-10 school year, our school began using Theme Assessments at the end of thematic units in reading. We also began end of nine weeks test in Mathematics. Both assessments gave us valuable information when making decisions about re-teaching concepts that were not mastered.

**Weaknesses:**  
The 09-10 parent survey showed the following as areas of weakness for our school:

- lack of facilities (portable classrooms)
- fine arts expansion needed
- cleanliness of the building

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

**Strengths:**  
N/A

**Weaknesses:**  
NA

<b>Part I – Continued (CULTURE RELATED DATA):</b>	
<b>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).</b>	
<b>Strengths:</b> Our school has very few incidents to report. Most discipline issues that occur are Class I or II Violations. There were a total of 213 discipline referral, which is fifty-three incidents less than the previous year. There was only one Class III incidents to report on the SIR state report during 2009-2010. The student was placed at our Alternative School for a total of ten days.	<b>Weaknesses:</b> There were a total of ninety discipline referrals from bus drivers during the 2009-10 school year. Bus incidents accounted for 42% of all discipline referrals.
<b>School Demographic Information related to drop-out information and graduation rate data.</b>	
<b>Strengths:</b> Ashville High School graduation rate for 2009-10 was at 85%, which was an increase over the previous two years.	<b>Weaknesses:</b>
<b>School Demographic Information related to teacher attendance, teacher turnover, or challenges associated with a high percent of new and/or inexperienced faculty.</b>	
<b>Strengths:</b> Teacher turnover is not an issue at our school with the majority of the staff having over fifteen years or more experience. In the past five years, nine teachers have retired, but five of the nine have returned to the school to work as part-time intervention teachers.	<b>Weaknesses:</b> Teacher attendance continues to be an area in which we need to improve. In the past three years, teachers have averaged nine days absent each year. Student achievement is dependent upon student attendance as well as teacher attendance.
<b>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).</b>	
<b>Strengths:</b> Only 32 students were referred to the St. Clair County Early Warning Program for Truancy during the 2008-2009 school year which is less than 7% of the student population.	<b>Weaknesses:</b> Our school has quite a number of students who enter and withdraw throughout the school year. Very few (less than 1%) of these transient moves are migratory. Students are better able to retain academic material when stable in one environment and not moved from school to school.
<b>School Perception Information related to parent perceptions and parent needs including information about literacy and education levels.</b>	
<b>Strengths:</b> Parent surveys revealed that 93% of parents filling out the survey understood and had knowledge of the reading and math content standards used to educate their child.	<b>Weaknesses:</b> End of the year surveys are sent to all parents of K-4 <sup>th</sup> grade students. At the end of the 2009-10 school year, 470 were sent home, but only 86 (18%) were completed and returned. More parent input is needed at our school.
<b>School Perception Information related to student PRIDE data.</b>	
<b>Strengths:</b> N/A	<b>Weaknesses:</b> N/A

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**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:**  
 ELL teacher is a member of TESOL and attends all regional TESOL conferences. She will be attending the national TESOL conference during the 2010 school year.

**Weaknesses:**  
 The ELL teacher is itinerant and presently serves students on three different campuses.

**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:**  
 Our school met the AMAO goals. Thirteen students were tested and all made progress in Language acquisition (AMAO 1). Three of the thirteen attained EP (AMAO 2), the 20% goal was reached. Grade level standards in reading were reached for ten of the thirteen EL students in kindergarten through fourth grade. Five of the EL students are in grades three and four; out of these five, three reached the grade level standards in mathematics.

**Weaknesses:**  
 More support for migrant and LEP 1 students is needed. Migrant students are here for a short period and we do not have ample time to make a huge impact on their education.

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

**Strengths:**

- AES has a strong reading program through the Alabama Reading Initiative.
- AES has adopted a researched based reading series. (Harcourt)
- Teachers have a variety of instructional materials and technology readily available.
- The ARI coach provides professional development and guidance daily.
- All teachers attend professional development throughout the school year that pertains to the instructional needs of their students.
- Resource teachers are scheduled in classrooms to assist with reading instruction daily.
- All grade levels have been assigned a 40-minute shared planning time daily to work through lesson plans, strategies, and their instruction together.
- A 30-minute reading intervention time has been set for all grade levels so that at-risk students can receive additional assistance.
- A 30-minute block has been added to the fourth grade schedule in order for teachers to remediate students in the area of reading and math based on data from the 09-10 testing.
- An after-school program is in place for students each day from 3-6 p.m. Students are able to complete homework, have a physical activity time, and computer time.
- A free robotics class is held each week and is sponsored by 4-H.
- Students have the opportunity to sign up for dance/gymnastics, art, or drama after school each week.
- Ashville High School civics classes provide Jr. Achievement for all students at AES.
- AMS and AHS have collaborated with AES and provide students with tutors.
- Science and Math Olympiad teams have been developed for the upper grade levels.

**Weaknesses:**

Teachers will also continue to implement the Tier II and Tier III portions of the new reading series in order to help our special education population increase their proficiency index.

The curriculum alignment for the area of mathematics will continue to be readjusted to ensure students meet all COS standards.

Our school does not provide any specific additional tutoring programs outside the school day to assist in preparing students for the upcoming state assessments.

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

**CONTINUOUS IMPROVEMENT GOAL (SHOULD ADDRESS IDENTIFIED WEAKNESSES AND GAPS):**  
 By the end of the 2010-11 school year, we will increase the proficiency level of the 3<sup>rd</sup> and 4<sup>th</sup> grade special education students from -6.39 to 0.00 or better in the area of reading.  
**Data Results on which goal is based:** AYP results for 2010 showed that the special education sub-group was the only group who scored below the 0.00 proficiency level in the area of reading.

<b>TARGET GRADE LEVEL(S):</b> 3 <sup>rd</sup> and 4 <sup>th</sup> grade students	<b>TARGET CONTENT AREA(S):</b> Circle One <b>Reading</b> Math Science Other	<b>AHSGE:</b> Reading Math Science Social Studies Language	<b>ADDITIONAL ACADEMIC INDICATORS:</b>	<b>TARGET STUDENT SUBGROUP(S):</b> Special education students
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COURSES OF STUDY	REFORM STRATEGIES	BENCHMARKS	INTERVENTIONS	RESOURCES
WHICH COS 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?
<p><b>COS 4.</b> Use a wide range of strategies and skills, including retelling information, using context clues, and making inferences to identify main idea, to comprehend third-grade informational and functional reading materials.</p> <p><b>COS 5.</b> Use a wide range of strategies and skills, including using sentence structure, locating information, and distinguishing fact from fiction, to comprehend fourth-grade informational and functional reading materials</p>	<p><b>STRATEGY:</b> Teachers will provide explicit and systematic instruction of reading daily based on student needs.</p> <p><b>ACTION STEP:</b></p> <ul style="list-style-type: none"> <li>• Small group instruction will be utilized to meet the needs of all students during the Reading Block. (front-loading and reteaching)</li> <li>• Tier II (Harcourt) will be used in addition to whole group instruction for Strategic learners.</li> <li>• Tier III (Harcourt) will be used in addition to whole group instruction for Intensive learners.</li> <li>• Additional resource teachers will assist in the classroom during reading and target at-risk students.</li> </ul> <p><b>STRATEGY:</b> Teachers will collaborate with peers, special education teachers, the administration and the reading coach in order to discuss adjustments in reading instruction.</p> <p><b>ACTION STEP:</b></p> <ul style="list-style-type: none"> <li>• Monthly data meetings to discuss progress or issues. Special education teachers will lead a meeting with regular education teachers monthly.</li> <li>• Item analysis of Harcourt theme assessments.</li> <li>• Item analysis of Discovery Ed. Assessments.</li> </ul>	<p>Initial reading assessment will be given by resource teachers in August to strategically place students in appropriate reading groups.</p> <p>DIBELS progress monitoring done monthly by classroom teacher.</p> <p>DIBELS test data will be reviewed in Sept., Jan., and May by teachers, administration, and reading coach.</p> <p>Reading skills tests will be monitored bi-weekly by the classroom teacher.</p> <p>Reading theme assessments will be monitored at the end of each thematic unit.</p> <p>Discovery Education reading data will be reviewed in Sept., Jan., and March by teachers and admin.</p> <p>Periodic classroom visits by administrators and ARI coaches will be used to monitor instruction.</p> <p>STAR Reading will be monitored in Aug. and May by the classroom teacher and administration.</p> <p>SAT-10/ARMT data reviewed yearly.</p>	<p>Reading assistance from the intervention and resource teachers during the reading block each day.</p> <p>Fourth grade has an additional 30-minute block of time for reteaching.</p> <p>Strategic readers will be instructed by the classroom teacher with Harcourt's Tier II module (building upon Tier I).</p> <p>Intensive readers will be instructed by the classroom teacher with Harcourt's Tier III module (building upon student need).</p> <p>An additional 30-minute reading intervention time is built into the school day separate from the reading block of time (gr. K-3).</p> <p>Special education teachers will assist the regular education teacher during the reading intervention time to target at-risk readers.</p>	<p>ARI Coach (\$60,000.00)</p> <p>3 Intervention Teachers (\$63,000.00)</p> <p>Harcourt intervention kits</p> <p>Harcourt's Think Central</p> <p>Leveled reading texts</p> <p>Capstone Library</p>

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

**CONTINUOUS IMPROVEMENT GOAL (SHOULD ADDRESS IDENTIFIED WEAKNESSES AND GAPS):** By the end of the 2010-11 school year, we will increase the percent of 3<sup>rd</sup> and 4<sup>th</sup> grade students scoring proficient (Levels III and IV) by 5% in mathematics on the ARMT in order for 3<sup>rd</sup> grade to reach 88% or greater and for 4<sup>th</sup> grade to reach 85% or greater.

**Data Results on which goal is based:** AYP results for 2010 showed that the special education sub-group was the only group who scored below the 0.00 proficiency level in the area of mathematics. Also, 3<sup>rd</sup> grade reached their baseline standard by only 4% and 4<sup>th</sup> grade reached their standard by only 2%.

<b>TARGET GRADE LEVEL(S):</b> 3 <sup>rd</sup> and 4 <sup>th</sup> grade	<b>TARGET CONTENT AREA(S):</b> Circle One Reading <b>Math</b> Science Other	<b>AHSGE:</b> Reading Math Science Social Studies Language	<b>ADDITIONAL ACADEMIC INDICATORS:</b>	<b>TARGET STUDENT SUBGROUP(S)::</b> Special education students
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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>COS 7. Gr. 3 Complete a given numeric or geometric pattern.</p> <p>COS 12. Gr. 3 Recognize data as either categorical or numerical.</p> <p>15.) Represent categorical data using tables and graphs, including bar graphs, line graphs, and line plots.</p> <p>COS 8. Gr. 4 Recognize equivalent forms of commonly used fractions and decimals.</p> <p>COS 9. Gr. 4 Write number sentences for word problems that involve multiplication or division.</p>	<p><b>: STRATEGY:</b> Teachers will implement explicit, intensive instruction of the mathematics curriculum.</p> <p><b>ACTION STEP:</b></p> <ul style="list-style-type: none"> <li>Alabama COS will be followed daily.</li> <li>Teachers will pace COS objectives in order to ensure student mastery of all.</li> <li>Manipulatives will be used to help teach concepts and reinforce material.</li> <li>Small group instruction will be used to focus on non-mastered skills.</li> <li>Grade level meetings will be held to monitor student progress.</li> </ul> <p><b>STRATEGY:</b> Support for at-risk students will be established.</p> <p><b>ACTION STEP:</b></p> <ul style="list-style-type: none"> <li>Item analysis of assessments to determine areas of concern.</li> <li>Use assessment data to discuss non-mastered data with prior grade level.</li> <li>Intervention and resource teachers will provide assistance to at-risk students.</li> </ul>	<p>Discovery Ed. mathematical data will be reviewed in Sept., Jan., and March by the classroom teacher and administration.</p> <p>Discovery Ed. probes will be used by the classroom teacher throughout the year to determine mastery of skills.</p> <p>End of nine weeks tests will be given in grades 1-4.</p> <p>STAR Math data will be monitored in August and May by teachers and administration.</p> <p>SAT-10/ARMT data will be reviewed each year to determine strengths and weaknesses by teachers and administrators.</p> <p>MTS Software will be used and monitored by teachers weekly to ensure skills are being maintained.</p>	<p>Computerized tutorial programs will be used to enhance skills that at-risk students have not fully mastered.</p> <p>Teachers or resource personnel will provide small group instruction for students who are not performing on grade level.</p> <p>An additional 30-minute block of time has been designated in fourth grade for re-teaching purposes.</p>	<p>Intervention Teachers - 3 (\$62,000.00)</p> <p>Accelerated Math (\$500.00)</p> <p>Math Facts in a Flash (\$500.00)</p> <p>MTS Software program</p> <p>Manipulatives (\$2,500.00)</p>

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

**ENGLISH PROFICIENCY GOAL (SHOULD ADDRESS IDENTIFIED WEAKNESSES AND GAPS):** To increase the scaled score in reading by 10% or greater on the 2010 ACCESS.

Data on which goal is based: 2009 ACCESS results

TARGET GRADE LEVEL(S): K-4 <sup>th</sup> grade	TARGET ELP LANGUAGE DOMAIN(S): Circle all that apply.	<b>Reading</b>	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)
English Language Proficiency Standard 1 - English language learners communicate in English for social and instructional purposes.	STRATEGY: Explicit instruction in vocabulary  ACTION STEP: Sheltered instruction in vocabulary and language development to make reading content more accessible.	<ul style="list-style-type: none"> <li>Reading strategies teacher observation checklist</li> <li>Assessing fluency</li> <li>Reading strategies analytical rubric</li> <li>Reading strategies student self-assessment rating scale</li> <li>Weekly vocabulary assessments</li> </ul>	<ul style="list-style-type: none"> <li>EL pull-out</li> <li>Harcourt Tier III Intervention</li> <li>L1 support</li> </ul>	<ul style="list-style-type: none"> <li>ELL teacher paid .25 from AES foundation (\$13,751.25)</li> <li>ELL support kit - furnished by Harcourt and coincides with the core reading program</li> <li>E Blocks</li> <li>Software programs such as A to Z and English in a Flash</li> </ul>

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

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**Part IV - STRATEGIES TO ADDRESS SCHOOL SAFETY, CLASSROOM MANAGEMENT/DISCIPLINE, RI FRAMEWORK 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, RI FRAMEWORK 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)
Student attendance directly affects a child's ability to learn and retain information.	<b>STRATEGY:</b> To encourage students to regularly attend school. <b>ACTION STEP:</b> <ul style="list-style-type: none"> <li>• Recognize students for attendance at Honor Assembly.</li> <li>• Give incentives for attendance each nine weeks and yearly.</li> </ul>	<ul style="list-style-type: none"> <li>• Student attendance reports.</li> <li>• School Messenger data.</li> </ul>	The school will work with the St. Clair County Early Warning Program to ensure student attendance is monitored closely if student absences become an issue.	<ul style="list-style-type: none"> <li>• Certificates</li> <li>• Incentives funded by PTO and private donors</li> </ul>
Teacher absences over the past three years have averaged 9 days per year.	<b>STRATEGY:</b> To encourage teacher attendance in order to better instruct students. <b>ACTION STEP:</b> <ul style="list-style-type: none"> <li>• Recognize teachers for attendance at Honor Assembly.</li> <li>• Provide teachers with ½ day free time for perfect attendance during a nine week period.</li> <li>• \$100 drawing for those with perfect attendance per nine- week period.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher attendance reports.</li> </ul>	The administration will work with teachers to monitor attendance by holding individual conferences.	<ul style="list-style-type: none"> <li>• Certificates</li> <li>• AES local funds for providing substitutes and \$100 gift certificate.</li> </ul>
An average of 67% of the student population has qualified for assistance through the Child Nutrition Program due to the socio-economic guidelines established by the federal government.	<b>STRATEGY:</b> To provide students with a quality education without limitations. <b>ACTION STEP:</b> <ul style="list-style-type: none"> <li>• Provide needed school supplies.</li> <li>• Provide in-school counseling program to help student morale and self-esteem.</li> <li>• Provide parents with supplies to assist their child's academic needs, including nine-week objectives.</li> <li>• Provide free parental involvement activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Surveys</li> <li>• Parental attendance at events and conferences</li> </ul>	The school will use the parent survey to provide parents with opportunities they are seeking to help their child academically.	<ul style="list-style-type: none"> <li>• Parent liaison</li> <li>• Local church and community donations</li> <li>• Local school funding</li> </ul>

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<p>Everyday safety for our students is a great concern for our faculty. With limited space within the present building, one classroom and three resource rooms are housed in portable classrooms. Three exit doors in the building must be left unlock at all times for these teachers and students to be able to access the main building.</p>	<p><b>STRATEGY:</b> To provide a safe environment for all students during the school day and after school hours.</p> <p><b>ACTION STEP:</b></p> <ul style="list-style-type: none"> <li>• Monitor camera system that has been placed on all exit doors throughout the day.</li> <li>• Provide teachers in portables two-way radios for communication.</li> <li>• Provide barricades to block roadway around school so students can cross the road safely.</li> <li>• Build an additional wing onto the present building to house the classrooms that are in portables.</li> <li>• Lock exit doors in the afternoon so there can be no entrance to the students staying in the after care program.</li> </ul>	<ul style="list-style-type: none"> <li>• Surveys</li> <li>• Parent input and emails.</li> </ul>	<p>The school presently has a copy of plans for the addition. Clearing and site work have been completed.</p> <p>Ten of the sixteen cameras have been placed within the school. The remaining six will be installed later in the school year when funding is released. New cameras will also be added to the new addition when it is completed.</p>	<ul style="list-style-type: none"> <li>• Federal grant funds</li> <li>• LEA funding</li> <li>• Donation from St. Clair County road department</li> <li>• Funding from Rep. Galliher and Senator Marsh</li> </ul>
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**Part V - Additional Components To Be Addressed to Satisfy Federal Requirements**

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

Each new teacher to our school is paired with an experienced veteran teacher for guidance in all situations. Mentors meet with the new teachers numerous times throughout the month and document dates and activities accomplished. Periodic meetings are held at the local board of education to ensure that the mentors are achieving their goals and that the novice teachers are receiving the guidance needed. Mentors assist new teachers with orientation, parent meetings, preparing instructions, classroom management, preparing for observations, STI, etc. Mentors are paid a stipend for their time through Alabama's State Department of Education. AES presently has two trained mentor teachers on campus.

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

- State Foundation Program - The state of Alabama provides funding for a majority of our teaching staff, fringe benefits, and textbooks. The total amount for the 2010-2011 school year that is provided by the state equals \$2,270,604.00.
- State ARI Program - The state of Alabama provides funding of approximately \$60,000.00 for our school to have a full time reading coach. The coach works with students, monitors reading instruction, and provides quality professional development for teachers.
- Legislative Funding - The state representative and state senator for our area has secured \$35,000.00 for our school to use toward computer literacy for the 2010-11 school year.
- Federal Title I - Title I funds supplement the instructional program by providing a third grade teacher (to reduce class size) and five part-time intervention teachers. The total amount in salaries comes to \$164,584.00. An additional amount of \$15,839.84 from Title I is used to provide instructional supplies, computer hardware and software, professional development substitutes, and a morning tutorial program.
- Federal Title III - Title III monies provide professional development for teachers and translators for parents to better understand discussions concerning their child's education. St. Clair County has set aside \$15,286.00 for Title III.

**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.**

- Kindergarten faculty members send information to St. Clair County Head Start program so they can ensure students have learned skills necessary to begin kindergarten.
- Students attending St. Clair County Head Start visit the school in the spring before they enter kindergarten. During this visit, the children tour the facilities and visit kindergarten classrooms. The faculty from Head Start takes proper paperwork back to the parents of these students to make sure that they have everything necessary to register with our school.
- Students attending the East Coast Migrant Head Start Project visit the school before they close each October. During this visit, the children will tour the facilities and visit kindergarten classrooms. AES has a written agreement with this project to discuss the transition process with ECMHSP staff, arranging meetings for students and parents, and to designate a representative to discuss the transition process with parents.
- There is a kindergarten registration held each spring at Ashville Elementary School. At this time, parents are provided information on what students need to know upon entering kindergarten.
- An orientation is held each August for all grade levels at Ashville Elementary School in the evening so parents may attend after work. During this meeting, the principal welcomes parents and students, discusses school procedures and rules, and answers any questions parents may want to ask. Students and parents are dismissed to the homeroom teacher. The homeroom teacher discusses classroom procedures and curriculum expectations for the upcoming school year.
- Grades K-3 are self-contained at AES. Fourth grade students remain in the same classroom, but have different teachers for each subject. Our goal in creating such a schedule is to help prepare these students for changing classes and having lockers in the middle school environment.
- Each spring, the school counselor and elementary administrators take 4<sup>th</sup> grade students to the middle school for a visit. During this visit, students are welcomed by the middle school principal. The principal discusses middle school policies and rules with the students. The counselor takes the students around campus and to visit 5<sup>th</sup> grade classes.

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**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.**

- Ashville Elementary School presently has 100% of all classes taught by certified staff considered "highly qualified" based on requirements set forth in the No Child Left Behind Act of 2001. The instructional faculty is composed of thirty-nine full-time certified employees and five part-time certified employees. This number includes two administrative units (one principal, one assistant principal), one counselor, one library media specialist, one computer specialist, one ELL teacher, an ARI coach, an itinerant Occupational Therapist, and two special education teachers. There is a full time registered nurse on campus and one itinerant gifted teacher. The school is provided one special education aides through local funding.
- All paraprofessionals on staff have an Associate's Degree or have successfully passed the Work Keys exam.
- New hires must be highly qualified before interviewing with the committee at Ashville Elementary School.

**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.**

**School Planning Committees:**

Teachers from each grade level are invited to participate in a school planning committee at the end of each school year. This committee helps create a school schedule for the new year that will enhance instructional goals and objectives based on the previous year. Other committees within the school that are run by teachers are the Spelling Bee Committee, the Publicity Committee, and the Open House Committee.

**Data Meetings:**

Data meetings to discuss DIBELS are held monthly by the principal and ARI Reading Coach. All teachers from K-3 grade levels are involved in the process. In these meetings, curriculum changes are made to better instruct our students. Teachers from 3-4 grade levels are involved in several data meetings throughout the year to discuss SAT-10, ARMT, STAR, and Discovery Education data. The administration and reading coach are also actively involved in county level data meetings to discuss DIBELS and Discovery Education assessment results. Data meetings are also held each nine weeks to discuss end of the grading period math assessments. Teachers and administrators also conduct periodic meeting to discuss mathematics results from Discovery Education.

**Grade Level Meetings:**

Teachers in grades K-3 share a common 35-minute planning time in order to collaborate on instruction. Periodically, each grade level meets as a team or with administration to discuss issues pertinent to their instruction and student needs. During these meetings, minutes are recorded and all participants sign the document to show that they were present.

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

• **Migrant Students**

The ELL teacher and school administration identifies migrant students upon enrollment at Ashville Elementary School. The school personnel provide assistance in securing all pertinent materials (immunization, social security cards, etc.). Migrant students will have access to all programs and services without regard to residential status. The needs of migrant students will be met through Title X funding. A push-in/pull-out program is in place in which the ELL teacher serves students who qualify for services. Translators are funded through Title III monies and are used to communicate with parents and students when necessary.

• **Limited-English Proficient Students**

School personnel identify limited-English proficient students. All new students are given a Home Language Survey to be completed by the parent or guardian upon enrollment. If the Home Language Survey indicates that a language other than English is spoken at home, then the students are screened by the ELL teacher. Students deemed limited-English proficient are provided the opportunity to receive English Language Learner instruction in addition to all other programs and services without regard to residential status. Placement of LEP student will be in the best interest of the child. A push-in/pull-out program is in place in which the ELL teacher serves students. Translators are used to communicate with parents and students when needed.

- **Homeless Students**

The school counselor is trained to identify homeless students. Currently there are seventy-seven students identified as homeless at Ashville Elementary School. The percentage of those identified as homeless is 17% of the total population. The majority of this number is considered homeless due to fact that they are living in a dwelling owned by another family member besides their natural parents. The LEA will provide support through the Title X program. Homeless students will not be denied transportation or instructional services due to a lack of supplies or any other rights as a student due to their status as homeless in accordance with the McKinney-Vento Homeless Assistance Act. Ashville Elementary School uses Title I and supplementary community resources to provide homeless students with necessary school supplies, clothes, and other items of necessity.

- **Economically Disadvantaged Students**

Economically disadvantaged students are identified through the completion of the application for free / reduced lunch. Students that are identified as economically disadvantaged will have access to all programs and services without regard to economic status.

- **Neglected/delinquent Students**

Neglected/delinquent students are identified at Ashville Elementary School when contacted by one of the following sources: Department of Human Resources, Social Services, LEA Attendance Officer, local Juvenile Probation Officer, or parent. The school counselor and administrator identify possible needed services for neglected/delinquent students at AES. The school counselor monitors grades and absences and ensures that the neglected/delinquent child has access to additional services as needed, including school supplies and clothing. The LEA Attendance Officer works directly with the courts to ensure parental cooperation concerning attendance for delinquent students. Neglected/delinquent students are eligible for all services and programs available to the student population including free/reduced lunch, Title I services, ELL, Special Education, etc.

**7. 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 for Elementary Schools)**

N/A

**8. 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.**

- The school provides an extended day program that runs from 3-6 p.m. daily. This program provides assistance with homework, a snack, physical activities, and computerized academic enrichment. Homeroom teachers are encouraged to send work to the after school teachers so students can receive assistance in areas of weakness.
- Title I funds are available for our school to provide a morning tutoring service for students in grades three and four in order to work on testing skills.
- Special Education funding provides homebound services for students unable to attend the regular school day. A teacher on our staff provides this service two afternoons per week.
- The school holds an Open House for parents during the year to keep parents informed of student progress. Parents are also kept informed with Orientation Night, emails, phone calls, conferences, and the Bulldog Binders that serve as communication folders between school and home.
- The federally funded parent liaison attends various parent/school functions to provide parents with resources and manipulatives to use with students at home.

**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.**

- The St. Clair County Board of Education holds annual Title I meetings involving parents from all Title I schools. The board also surveys parents annually regarding the content and effectiveness of the parental involvement policy.
- All Title I schools holds an annual Title I meeting at the local school. This meeting is held before September 15 each year. This meeting is announced through the monthly newsletter and the local newspaper, The St. Clair County Times. The school will further keep parents informed about the Title I program and parental rights through the monthly newsletter.
- Title I meetings are announced in the school newsletter, the school marquee, and teacher agendas. Topics that are discussed with parents include, but are not limited to: what it means to be a Title I school, funding, the CIP/Title I plan, parental involvement, parent involvement specialist, assessments, compacts, and surveys.
- The Parent Advisory Team members serve on the Continuous Improvement Plan (Title I Plan) each year.
- Based on the consensus of the St. Clair County Federal Program Advisory Committee, it was decided that the schools could allocate parental involvement funds back to the county for the purpose of hiring a Parental Involvement Specialist.

**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.**

Orientation is held for each grade level for parents to attend and is set for 5 p.m. or later. A tentative schedule for events such as Honor Assembly, Parenting Night, Open House, progress reports and report cards is set before school begins each year. This calendar of events is in the Bulldog Binder that is sent home daily. Teachers list all upcoming events on weekly agendas and all major events are listed on the school marquee. All teachers are required to attempt a parent-teacher conference during every nine-week period. They can meet during the school day at their planning period or meet with parents before/after school hours. In these parent-teacher conferences, teachers are required to discuss expectations and results from periodic data. If parents choose, teachers are allowed to communicate via phone or email. The school counselor also sends home an explanation of all state assessments that students take throughout the school year. The administration holds planned meetings to discuss student achievement results with parents on Parenting Night and at any other time deemed necessary to do so. The principal further communicates with parents through weekly email announcements and a monthly newsletter. The school's ELL teacher and administration provides parents with information in their language when necessary and is able to provide translators for conferences. Parent Advisory Council members participate in Title I budget meetings, CIP/Title I Plan meetings, and are invited to be a part of all interviews for new personnel.

**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.**

A tentative schedule for events such as Honor Assembly, Parenting Night, Orientation, Open House, progress reports and report cards is set before school begins each year. This calendar of events is placed in the student binder that is sent home daily. Teachers list all upcoming events on weekly agendas and all major events are listed on the school marquee. All teachers are required to attempt a parent-teacher conference during every nine-week period. They can meet during the school day at their planning period or meet with parents before/after school hours. In these parent-teacher conferences, teachers are required to discuss expectations and results from periodic data. The school counselor also sends home an explanation of all state assessments that students take throughout the school year. The administration holds planned meetings to discuss student achievement results with parents on Parenting Night and at any other time deemed necessary to do so. The principal further communicates with parents through weekly email announcements and a monthly newsletter. The school's ELL teacher and administration provides parents with information in their language when necessary and is able to provide translators for conferences. The Advisory Council holds a meeting on the first Monday of each month to discuss any parent concerns that have been brought to the attention of the council. Parents who wish to attend these meetings are allowed to do so.

**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).**

At Orientation, all teachers explain expectations for students and parents for the school year. The teacher also explains what the student and parent can expect of them. The Board of Education provides all parents of Title I schools a Parent Handbook. Within this handbook, parents are asked to sign the parent compact and return it to the homeroom teacher. The teacher keeps the compact on file in the classroom to use during parent conferences.

**Teachers Who:**

- Are punctual and in regular attendance
- Are adequately prepared to perform promptly their duties with appropriate materials and plans
- Are respectful to all individuals and property
- Refrain from profane and inflammatory statements
- Conduct themselves in a safe, responsible manner
- Are clean, neat, and appropriately dressed
- Abide by the rules/regulations of the St. Clair County Board of Education
- Abide by rules/regulations of the school in which they teach
- Seek changes in an orderly and recognized manner
- Are friendly, concerned, and willing to give extra time to counsel with students about educational, personal and related problems
- Are responsible for solving routine problems
- Are responsible for holding conferences with students and parents/guardians concerning problems encountered by the student
- Regard as essential the freedom to teach and learn
- Strive to guarantee an equal educational opportunity to each student
- Strive to use a variety of informal disciplinary and guidance methods prior to, during, and after formal disciplinary action
- Remain professional in conduct

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**Students Who:**

- Attend all classes daily and are punctual in attendance
- Are prepared in each class with appropriate working materials
- Show respect for all individuals and property
- Show respect for the American and State Flags and exhibit patriotism
- Refrain from profane or inflammatory statements
- Conduct themselves in a responsible manner
- Are neat, clean and appropriately dressed
- Conform to acceptable standards of appearance as set forth in the dress code of the St. Clair County Board of Education
- Practice self-discipline and self-dependence in assignments and other phases of school life
- Abide by the classroom rules and regulations of the St. Clair County School System, the school, and the classroom teachers
- Are aware that acceptance of imposed discipline is the first step to self-discipline
- Show a positive, cooperative attitude toward school curriculum

**Parents and Guardians Who:**

- Assist their child in planning scholastic and extracurricular activities
- Maintain regular communication with the school authorities concerning their child's progress and conduct
- Ensure that their child is in prompt daily attendance
- Explain any absence or tardiness to the school
- Assist their child in being healthy, clean, and neat
- Assist their child with the resources needed to complete class work and other assignments
- Inform proper authorities of any problem or condition that affects their child or other children in the school
- Discuss report cards and work assignments with their child
- Provide up-to-date home, work, and emergency telephone numbers to proper school authorities
- Assume leadership roles and/or participate in school booster organizations
- Attend all scheduled parent/teacher conferences

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

Parents or members of the public may express concerns about our plan or the LEA budgetary set-asides at any time. Any concerned person may follow the below mentioned hierarchy procedure:

- Contact the school administration.
- Contact the St. Clair County Federal Programs Coordinator.
- Contact the St. Clair County Superintendent.
- Contact the St. Clair County Board of Education.
- Contact the State Department of Education Federal Program Section.

**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)**
  - Provide parents with an outline of content that is to be taught.
  - Have parents play a role in the reading process by reading with students at home and signing a reading log.
  - Notify parents of all assessments and tips for making the experience a positive one for their child.
  - Discuss all assessment results with parents and answer any questions they might have about the tests.
  - Send weekly agendas home to parents so they are able to monitor homework and tests schedules.
  - On Monday, send the Bulldog Binder home with graded papers and announcements.
  - Encourage parents to attend Open House and other events sponsored by the school.
  - Encourage parents to attend Orientation and get to know the teacher and expectations they have for the year.
  - Provide parents with literature to help them understand their child's academic needs.
  - Schedule periodic Title I meetings to inform parents of the requirements of Title I and budgets.
  
- (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)**
  - Provide brochures and literature on parenting tips.
  - Provide monthly newsletters with a variety of ideas on how to help your child.
  - Provide dates of free workshops held by the St. Clair County Community Education that deal with technology, testing, etc.
  - Parent resource materials to be available in the school library.
  - Provide workshops for parents on issues that are hindering their child's learning.
  - Hold annual Orientations and Open House.
  - Work with the school's PTO and Parent Advisory Counsel to respond to parent concerns.
  - Assist parents who are seeking assistance from local agencies such as St. Clair County Department of Human Resources.
  
- 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)**
  - Use school-parent compacts as a way to communicate the role of parents, teachers, and students in the education process.
  - Ensure communication with all parents during the nine-week period whether it is a conference, phone call or email.
  - Provide weekly email announcements from the administrative offices to help parents stay in contact with the activities of the school.
  - Hold yearly orientations before school begins for all grades to help parents understand expectations for their child.
  - Provide surveys to parents for input on school related functions and share with school personnel so parents' needs can be better met.
  - Provide many opportunities for parents to volunteer throughout the school year.
  - Provide a monthly newsletter to all parents to keep parents informed on happenings within the school.
  - Provide weekly classroom agendas with specific information about school related functions.
  - Celebrate Grandparents' Day during the month of September to encourage extended family involvement.
  - Celebrate parents during the month of October with an open-house event after work hours.
  - Ensure that teachers provide parents with progress reports and report cards each nine-week period on the scheduled date.
  - Administration will assist parents should parent communication not receive a response within a 24-hour time frame.

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**(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)**

- A tentative schedule for events such as Honor Assembly, Open House, progress reports and report cards is set before school begins each year.
- Teachers list all upcoming events on weekly agendas and all major events are listed on the school marquee.
- All teachers are required to make parent-teacher contact during every nine-week period. They can meet during the school day at their planning period or meet with parents before or after school hours.
- Teachers may use email, notes, communication notebooks or the phone to discuss student progress with parents. In the parent-teacher communication, teachers are required to discuss expectations and results from periodic data.
- A monthly newsletter is sent to all parents and distributed throughout the community to ensure school functions are publicized in a timely fashion.
- Provide parents involved with the school's PTO available space to work during the school day and an area to hold monthly meetings.

**(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)**

- The school web site provides information about all aspects of AES including staff, school news, events, calendars, etc.
- A newsletter is available monthly for parents to gain information about the school.
- Each nine weeks, parents receive a progress report and a report card in order to monitor their child's academic performance.
- The school provides time each nine weeks for parents to come in before or after school and meet with their child's teacher.
- The Bulldog Binder is sent home with all students daily. This binder is used for students to take home their weekly papers, but it also contains a weekly agenda and the folder itself has a school calendar on the back.
- The marquee is kept current with events that are taking place at the school.
- The ELL teacher purchased a translation program that has a 93% accuracy in translating English to Spanish. All basic forms that are used school wide have already been translated. At the request of any personnel, the ELL teacher or administration will translate any document into Spanish.
- Translators are used when needed for conferences with parents who are non-English speaking.

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

- Parents and the School Advisory Committee are influential in all planning, reviewing, and improvement of the school-wide program.
- Suggestions from yearly parent surveys also play a huge role in the day to day operations of our school. Information from these surveys is used to decide what activities to plan that parents want to see in our school.
- Parents are invited to participate in all school events and volunteer during the school day.
- Parents participate in all school-wide plans including the Title I Plan, Parental Involvement Plan, and the Continuous Improvement Plan.
- The school's PTO group supports the parent population in numerous ways including: newsletters, monthly meetings, opportunities for volunteer work, etc.
- The Parent Advisory Council is available to all parents and meets regularly with the administration to discuss any positive or negative comments they have received concerning the school.

**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.**

Parental participation is always encouraged. When needed, the ELL teacher provides our school with a translator for more effective communication between our teachers and those parents who have limited proficiency in English. The ELL teacher and administration also provide parents with limited English proficiency forms and documents in their language when needed. All registration forms and content standards have been translated into Spanish for parents.

Parents are involved with all planning aspects of the school including the CIP/Title I plan, hiring procedures, etc. A parent of a special needs child is invited to participate in the CIP plan.

We presently have one homebound student that is notified by phone or email of all events happening at the school.

All areas of the AES campus are handicapped accessible for students and parents with disabilities. At a parent's request, the local BOE will provide hearing impaired parents with an interpreter for school events.

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

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

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

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?	DOCUMENT CONTINUOUS LEA REVIEW AND SUPPORT RESULTS
The percentage of Special Education students in grades 3-4 who increase their proficiency level on the ARMT reading portion will be evident	ARI Coach will provide guidance on developing centers that promote reading fluency.  Special education teachers will hold planning meetings and work with regular education to enhance instruction.  Grade level meetings will be held and based on data.	Each month during Data Meetings. (Sept. 2010-May 2011)  September/October 2010  Monthly (Sept. 2010-May 2011)	An increased percentage of students will become proficient in reading fluently.  Teachers will have a better understanding of how to meet student needs and how to use instructional strategies appropriately.	Daily instruction will be monitored weekly by coach and administrator walk throughs observations.  Item analysis of assessments to analyze taught material and theme assessments.  Monthly progress monitoring using DIBELS materials.  Discovery Education reading data will be monitored in Sept., Jan., and May.	Software programs (2500.00)	
The percentage of students reaching proficiency on the mathematics portion of ARMT will increase for Grades 3 and 4.	Administration will work with teachers to ensure math objectives are mastered by all students.  Teachers will be provided with guidance on how to use item analysis to reteach needed material.	Monthly grade level meetings will be held Sept. 2010-May 2011.  October 2010 December 2010 February 2011 March 2011	An increased percentage of students will become proficient in grade level math objective.  Teachers will begin using item analysis to ensure all math standards are met at a proficient level.	Item analysis of assessments to analyze taught materials and end of grading period tests.  Monitoring of STAR Math data in September and May.  Monitoring of Discovery Education in September, January, and March.  Monitoring with Discovery Education probes.	Local funding for renewal of STAR Math (\$350.00)  Software programs (\$2500.00)	
ELL students who performed below 4.8 on the overall composite score of ACCESS will improve by one cohort or more.	ELL teacher will work with grade level teachers on effective strategies.  ARI Coach will assist teachers with strategies.	September 2010 November 2010  Monthly at grade level meetings.	64% of ELL students will make progress on ACCESS by moving 1 cohort.  Teacher strategies will be seen in observations.	DIBELS progress monitoring monthly.  DIBELS assessment will be monitored in September, January, and April.  Monitoring of Discovery Education in September, January, & May.		

DUPLICATE PAGES AS NEEDED

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Part VIII - Coordination of Resources/Comprehensive Budget

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

**Example:**

I. State Foundation Funds:				TOTAL
<b>State Foundation Funds Earned Units</b>	<b>Enter # FTE's Earned by the school</b>	<b>Enter # of Units Placed at the school</b>		
				<b>TOTAL OF ALL SALARIES</b>
FTE Teacher Units:	31.02			<b>\$ 2,270,604.00</b>
Administrator Units:	1.00			
Assistant Principal:				
Counselor:	0.50			
Librarian:	1.25			
Career and Technical Education Administrator:				
Career and Technical Education Counselor:				
<b>Enter the amount allocated for use at the school for the following:</b>				
Technology				
Professional Development				
State ELL Funds				
Instructional Supplies				
Library Enhancement				
<b>II. Federal Funds:</b>				
<b>Title I: Part A: Improving the Academic Achievement of the Disadvantaged</b>				<b>\$180,423.84</b>
<b>TOTAL</b>				
<p><b>Title I:</b> (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.) <u>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</u></p> <p>Teacher salaries which includes 1 regular education teacher and five part-time teachers: <b>\$164,584.00</b>                      Leases (copier): <b>\$1,500.00</b>                      Instructional supplies: <b>\$8,436.84</b>                      Software: <b>\$5,000.00</b>                      Tutoring program (before/after school hours): <b>\$903.00</b></p>				

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<b>ARRA FUNDS TOTAL</b>	
<i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</i>	
<b>Title II: Professional Development Activities TOTAL</b>	
<i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</i>	
<b>Title III: For English Language Learners TOTAL</b>	
<i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</i>	
<b>Title IV: For Safe and Drug-free Schools TOTAL</b>	
<i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</i>	
<b>Title VI: For Rural and Low-income Schools TOTAL</b>	
<i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</i>	
<b>Career and Technical Education-Perkins IV: Basic Grant (Title I) TOTAL</b>	
<i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING</i>	
<b>Career and Technical Education-Perkins IV: Tech Prep (Title II) TOTAL</b>	

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<i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING</i>	
<b>Other: 21<sup>st</sup> Century, Learn and Serve, Even Start, School Improvement Grant TOTAL</b>	
<i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING</i>	
<b>III. Local Funds (if applicable)</b>	
<b>Local Funds TOTAL</b>	
<i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</i>	

**Part IX – MONITORING/REVIEW DOCUMENTATION**

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

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