



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

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



NAME OF SCHOOL: SULLIGENT SCHOOL				
STREET ADDRESS: 661 ELM STREET		CITY: SULLIGENT		STATE: Alabama ZIP CODE: 35586
CONTACT: CRAIG WEEKS		TELEPHONE: 205-698-9254		E-MAIL: cweeks@lamar.k12.al.us
Identified for School Improvement? No <input checked="" type="checkbox"/> Yes <input type="checkbox"/> Delay Status <input type="checkbox"/> Year 1 <input type="checkbox"/> or Year 2 <input type="checkbox"/> *Submit to LEA for Board approval. Retain the original plan in the LEA. Submit the plan electronically to your system's e-GAP Document Library by November 3, 2009.				
Year 3 <input type="checkbox"/> or Year 4 or more <input type="checkbox"/> Submit to LEA for Board approval. Scan <u>PAGE ONE</u> and <u>PAGE TWO</u> to indicate signatures. Submit the plan and signature pages electronically to your system's e-GAP Document Library by November 3, 2009.				
Made AYP? YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>	Made AMAOs (ELL)? YES <input checked="" type="checkbox"/> NO <input type="checkbox"/> N/A <input type="checkbox"/>	Career Tech Made AYP? YES <input checked="" type="checkbox"/> NO <input type="checkbox"/> N/A <input type="checkbox"/>	Are all federal resources (including Titles I, II, III, IV, V, and VI) used to coordinate and supplement existing services and not used to provide services that, in the absence of federal funds, would be provided by another fund source? YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>	Describe how this plan will be made available to parents and other stakeholders, such as through parent meetings or on Web sites. NOTE: The Parental Involvement section of this plan <u>must</u> be distributed to all parents. The Continuous Improvement Plan (CIP) for Sulligent School will be available to parents and other stakeholders in the school libraries, the guidance offices and administration offices. The plan was also presented to the parents at our annual open house in August and at our Title I parent meeting. The faculty of Sulligent School will be involved in writing the plan and will receive a copy of the completed plan at the first faculty meeting after completion. The CIP will also be available on the school website, www.sulligenthighschool.com .
*Board Approval: Yes <input type="checkbox"/> No <input type="checkbox"/> Board approval received on _____, 2009.				
Board Signature:				
Superintendent Signature:			Date:	
Federal Programs Coordinator Signature:			Date:	
Principal Signature:			Date:	

System: Lamar County

School: Sulligent Consolidated School

April 20, 2009

CONTINUOUS IMPROVEMENT PLAN DEVELOPMENT AND IMPLEMENTATION TEAM

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

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

In August 2009, the school leadership team reviewed the 2008-2009 School Improvement plan to assess the degree to which implemented strategies had been met. The faculty and staff reviewed the 2008-2009 CIP to determine which elements had been successful and need not be included in the new plan. The faculty/staff also determined which elements needed continued monitoring during the 2009-2010 school year and needs that had not been mastered and should be addressed in the 2009-2010 CIP. In August of 2009, the school faculty met to disaggregate standardized assessment data and graduation rate data. The faculty, staff and parents were asked for their input for strategies, professional development, and budget requirements for the CIP plan. When the draft is completed, the faculty and staff will review and suggest modifications, if needed. The CIP for the 2009-2010 school year will then be published and shared with the district and state. Requested modifications will be examined and decisions made by school leadership team and faculty/staff. The finalized CIP will be sent to the district school board for approval and signatures.

<p align="center">Instructional Leadership Team Names (The Leadership Team must include the principal, faculty [including ELL resource lead teacher if applicable], staff, parents, community stakeholders, and/or students.)</p>	<p align="center">Positions (Identify position held, e.g., Administration, Faculty, Staff, Grade Level and/or Subject Area, Parents and Community members.)</p>	<p align="center">Signatures (Indicates participation in the development of the CIP)</p>
<p>Craig Weeks John Chrestman Tamara Stanford Kathy Dean Jessica Stephens Beverly Kay Hanson Daniel Kirkman Chuck Stanford Heather Tucker Ms. Vivian Gilmore Amber Brown Bailey Weeks Mrs. Cassie Carroll Mr. Bill Franklin Mrs. Karen Franklin</p>	<p>Principal Elementary Principal Counselor Elementary Counselor Elementary Teacher High School Teacher/Math High School Student Parent 1st grade teacher Elem. Parent Elem. Student High School Student Junior High Teacher Parent Parent</p>	

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

Alabama AYP Accountability Reports				
School Status Report				
Alabama Department of Education Adequate Yearly Progress Status for 2009-2010 Based on School Year 2008-2009 Data 038 Lamar County - 0060 Sulligent School				
2009-2010 AYP Status	This school met 20 goals out of 21 (95.24%).			
	Did Not Make AYP			
	Not in School Improvement			
Reading				
Did Not Make AYP	Percent Participation Goal = 95%	Met Participation Goal	Proficiency Index Goal = 0.00	Met Proficiency Goal
Not in School Improvement				
All Students	100	Yes	12.04	Yes
Special Education	100	Yes	-22.90	No
American Indian / Alaskan Native	No Data	No Data	No Data	No Data
Asian / Pacific Islander	No Data	No Data	No Data	No Data
Black	100	Yes	6.83	Yes
Hispanic	--	N/A	--	N/A
White	100	Yes	13.17	Yes
Limited English Proficient	No Data	No Data	No Data	No Data
Free / Reduced Meals	100	Yes	8.88	Yes
Mathematics				
Made AYP	Percent Participation Goal = 95%	Met Participation Goal	Proficiency Index Goal = 0.00	Met Proficiency Goal
Not in School Improvement				
All Students	100	Yes	17.24	Yes
Special Education	100	Yes	-17.83	Yes(2%)
American Indian / Alaskan Native	No Data	No Data	No Data	No Data
Asian / Pacific Islander	No Data	No Data	No Data	No Data
Black	99	Yes	7.49	Yes
Hispanic	--	N/A	--	N/A
White	100	Yes	19.38	Yes
Limited English Proficient	No Data	No Data	No Data	No Data
Free / Reduced Meals	100	Yes	11.64	Yes
Additional Academic Indicator - Graduation Rate				
Made AYP	Graduation Rate Goal = 90%		Met Additional Academic Indicator	
Not in School Improvement				
All Students	80%		Yes(0%)	
Legend				
-- Fewer than 10 students		CI Confidence Interval		
N2 Small school rule for participation		IM Improvement		
+ Small school rule for proficiency		N/A Not applicable (for subgroup), fewer than 10 students		
EA Uniform Averaging		2% Proficiency adjustment made for students with disabilities - the 2% adjustment applies to the Special Education subgroup		
SE Skill Ratio				

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Briefly describe the process your faculty used to conduct the needs assessment (analysis of all data).	
Teachers met in grade level and subject area meetings to review and analyze AHSGE, SAT 10, ARMT, Science Assessment and Writing Assessment scores. Using analysis tools provided by the State Department of Education, they determined areas of concern and developed strategies to help correct the deficiencies.	
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.	
Staffing decisions are based primarily on certification status and experience. Individual teacher strengths are assessed, and student needs are matched to teacher strengths as often as possible. All applications that are received are reviewed and scored by the central office staff. Scoring is done based upon experience, highest level of education, currency of degree, number of years teaching experience within the school system, number of years of experience relative to the position, and the number of years non-teaching work experience. The LEA only interviews applicants that are highly qualified. Once hired, new teacher orientation is held at the beginning of school for all new hires. System policies and procedures are discussed and thoroughly explained at these meetings. Teachers are assigned to teach classes based upon qualifications and experience. On-going professional development opportunities are provided throughout the year to enable these teachers to develop and refine their teaching skills.	
Number and percentage of teachers Non-HQT: As of August 10, 2009, Sulligent School had 0 non-highly qualified teachers	Number and percentage of Classes Taught by Non-HQT: 0
Alabama High School Graduation Exam (AHSGE):	
Strengths: The 2009 seniors excelled on the math subtest (no student in non-proficient levels). Their performance in the areas of Language, Science, Reading and social studies were a little less proficient (2.33% of seniors scored in non-proficient levels).	Weaknesses: Areas of concern in the subgroups were in the males 15% scored below proficiency for each of the math, science, and social studies subtests and poverty subgroup where 5.88 % scored below proficiency) for the math subtests.
Alabama Reading and Mathematics Test (ARMT):	
Strengths: In math and reading in the all students group all grade levels met or exceeded the AMO	Weaknesses: In reading, the Special Education subgroup in grades 4, 6, 7, and 8 only 50% were proficient. In math the Special Education subgroup in grades 3, 4, and 11 did not score the AMO. In the black subgroup in grade 3 only 50% scored proficient.
Alabama Science Assessment:	
Strengths: Grade 5 had 80% scoring proficient	Weaknesses: In the eighth grade all sub groups had a large number scoring less than proficient.
Stanford 10	
Strengths: Analysis of the SAT-10 results show that in grade 3 that language mechanics were an area of strength including capitalization and punctuation Analysis of the 7 th and 8 th grade SAT show a great improvement in all areas.	Weaknesses: The 3 rd grade weaknesses were found in the following areas: Word Study, Reading Vocabulary, Reading Comprehension, Mathematics Problem Solving, and Language Expression. The area of weakness in the 4 th grade was found in estimation. Punctuation and usage were found to be the area of concern in the 5 th grade. The area that the 6 th grade scored less than the 50 th percentile was reading comprehension

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Dynamic Indicators of Basic Early Literacy Skills (DIBELS):

Strengths:

The Dynamic Indicators of Basic Early Literacy Skills, taken only by primary grades at the end of the year reveal that: 92% of kindergarten students benchmarked, 82% of first grade students benchmarked.

Weaknesses: The Dynamic Indicators of Basic Early Literacy Skills, taken only by primary grades at the end of the year reveal that: 64% of second grade students benchmarked, 52% of third grade students benchmark.

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Part I - Continued:	
Alabama Direct Assessment of Writing (ADAW):	
Strengths: The analysis of data shows continual growth in the 5th grade. In the seventh and tenth grades, at least seventy percent of the students met or exceeded the standards and only one student scored one.	Weaknesses: The data shows that 5% of the 5 th grade students who had the narrative prompt scored a one and another 5% scored a two. In the 7 th grade expository writing was the area of greatest concern due to 28% scoring non-proficient. In the 5 th grade, 57% of students scored a two on descriptive.
ACCESS for English Language Learners (ELLs):	
Strengths: At this time, Sulligent School has no identified ELL learners	Weaknesses: At this time, Sulligent School has no identified ELL learners
Professional Education Personnel Evaluation (PEPE) School Profile Information:	
Strengths: PEPE data show strengths in lesson presentation, and classroom management	Weaknesses: PEPE results indicate that technology and collaboration were the two main areas where elementary faculty and staff need improvement. According to the high school principal parents survey , parents feel that collaboration is an area of need
Additional Data Sources: (e.g., Alabama Alternate Assessment [AAA], School Technology Plan Data)	
Strengths: NA	Weaknesses: NA
Local Data (e.g., LEA, school, and grade-level assessments, surveys, program-specific assessments):	
Strengths: The students responded favorably to questions regarding school safety and school safety procedures. The parents felt that the principals responded to them in a professional manner and felt that school is a good place to send their children.	Weaknesses: According to the high school principal parents' surveys, assessment and communication was the area of greatest need
Career and Technical Education Program Improvement Plan:	
NA	Weaknesses: NA

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Part I – Continued (CULTURE RELATED DATA):

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

Strengths:
 An analysis of students suspended, expelled, receiving corporal punishment or moved to the alternative school indicates that corporal punishment was the discipline method used most often by administrators. Weapons possession and theft had the least number of infractions with zero and one respectively. A breakdown of punishments shows that seven were moved to the alternative school.

Weaknesses:
 Disorderly conduct at 62 offenses and cell phone offenses at 68 offenses were the areas with the most infractions. A breakdown of punishments shows that 67 students were suspended, and 208 received corporal punishment, and 2 were expelled

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

Strengths:
 The graduation rate at Sulligent School has improved from 54% in 2006 to 77% in 2007 and continued to improve to 83% in 2008.

Weaknesses:
 An analysis and summary of dropout and graduation rates at the high school level for Sulligent High School with the exception of the 2003-2004 school year, the dropout rate has consistently been a problem. To combat this problem, the Title Plan will make resources available for students who have been identified by the at risk committee to be potential dropouts. Giving these students options will better enable them to make educated decisions about their futures.

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

Strengths:
 The following chart indicates the number of days the instructional staff (including principals, counselors and librarians) at Sulligent Consolidated School were absent. The data shows that the majority of leave days were taken as sick days. Two teachers took the unpaid leave days after the birth of their children.

Sick	Personal	Vacation	Prof. Dev.	Unpaid
403	33	0	245.5	14

Sulligent School hired 2 new teachers last year. One had more than three years experience.

Weaknesses:
 None noted

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:
 There is 0% migratory population due to the small number of large farms in the area. Late enrollment and transfers/withdrawals for the 2008-2009 school year have been and are manageable at this time. An analysis of student attendance reveals a strong attendance. This analysis includes all absenteeism, excused and unexcused grade K-6 and then 7-12. The NO Child Left Behind Act set the attendance benchmark at 95%. In seven of the nine attendance reporting periods, Sulligent School had a 95% or higher attendance rate. In an effort to keep student attendance at or above the 95% benchmark set by the NCLB Act Sulligent Consolidated School has an early warning truancy system in place as part of the Title I plan.

Weaknesses:
 The 2008-2009 data indicates that Sulligent Consolidated School has a declining enrollment. The enrollment in 1998 was 1037. The current 2009 enrollment is 846. This is an increase from last year.

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School Perception Information related to parent perceptions and parent needs including information about literacy and education levels.	
Strengths: The parents felt that the principals responded to them in a professional manner and felt that school is a good place to send their children. The students responded favorably to questions regarding school safety and school safety procedures.	Weaknesses: The principal survey of students in grades 7 through 12 found weakness in the areas of collaboration and school cleanliness. According to the high school principal parents survey assessment was the area of greatest need.
School Perception Information related to student PRIDE data.	
Strengths: The students responded favorably to questions regarding school safety and school safety procedures.	Weaknesses: None noted
School Process Information related to an analysis of existing <u>curricula</u> focused on helping English Language Learners (ELLs) work toward attaining proficiency in annual measurable academic objectives (AMAOs)	
Strengths: Sulligent School has no identified ELL learners	Weaknesses: Sulligent School has no identified ELL learners
School Process Information related to an analysis of existing <u>personnel</u> focused on helping English Language Learners (ELLs) work toward attaining proficiency in annual measurable academic objectives (AMAOs)	
Strengths: Sulligent School has no identified ELL learners	Weaknesses: Sulligent School has no identified ELL learners

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

Strengths: Ways in which Sulligent Consolidated School help at-risk elementary students:

- BBSST accommodations
- Extended Day programs are offered
- Easy Reading Street program for Tier 3 reading intervention
- Reading Specialists
- Special education programs
- Speech classes
- Tier 2 interventions for low achievers using ARI strategies
- 504 plans
- Truancy program
- All elementary teachers are ARI trained
- My Sidewalks in grades 1-6
- Kindergarten – Early Reading Interventions
- Saxon math
- Researched based reading programs
- Free/Reduced lunch
- Free snacks are available for elementary students
- Free Vision Screening for K and 2nd grade
-

To help curb the drop out potential the staff encourages participation in the following:

- Vocational/technical training
- Tutoring for the AHSGE
- GED classes
- Summer School for high school students
- Remediation in individual classrooms
- Credit Based diploma
- BBSST

To encourage students we also offer programs such as;

- College days for Seniors
- Job Shadowing
- DUKE TIP
- Career Day to provide Seniors with college and career options
- Upward Bound
- Talent Search

Weaknesses:

High Priority Needs

- Need for a intensive reading and math instruction (K-8)
- Need for a reading program in the 7th and 8th grade
- Program to address the drop out rate
- Need to address open-ended type question in reading and math (3-8)
- Accelerated Math program for K-6
- Materials for teaching reasoning skills
- Need for a math intervention program such as the Voyager Program
- Leveled reading books

(2) Medium Priority Needs

- Need for additional elective offerings for grades seven through twelve
- Additional staff to provide supervision of ACCESS classes
- Reading Specialist for High School
- Staff to support in-school suspension
- Computer Reading software called Lexia
- Math Intervention
- An employee to be in charge of the Scottish Rite program

(3) Low Priority

- Need for affordable summer school for 7-12 students
- AP classes (9-12)
- Classroom set of scientific calculators for all math classes
- Gifted classes for Jr. High Students
- Math Games
- Career portfolio
- Career Software

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

Strengths:

Sulligent High School's curriculum incorporates the Alabama State Department of Education Courses of Study for each subject area. Textbooks are adopted and approved for purchased by the Lamar County Board of Education. The teachers utilize the objectives and standards for the AHSGE, SAT-10, AMRT, and ADAW to ensure students master the assessment. Students in the elementary school are progress monitored according to their current DIBELS scores weekly, biweekly, or monthly.

The Following instructional materials are accessible to teachers:

- Decodable books
- Computers
- Computer Lab in the high school
- Overhead projector
- Laminator
- Copiers
- Read aloud books
- Books on tape
- Professional Books
- Internet
- Accelerated Reader Program/Books
- American Book Company – AHSGE prep books
- PLATO
- Science in Motion

The instructional strategies that are firmly in place are whole group instruction and small group instruction. Accelerated Reader is used to encourage independent reading. Center work is used in the elementary school. The Building Based Student support Team (BBSST) provides individual strategy plans for students who are not successful in the regular classroom. ARI strategies have been fully implemented in the elementary for the past seven years.

Extended learning opportunities are provided through after school programs and tutoring:

- Extended Day
- AHSGE – Saturday
- DUKE TIP program
- Dual Enrollment
- After School Tutoring – provided by educators at a local church
- Upward Bound

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

CONTINUOUS IMPROVEMENT GOAL (SHOULD ADDRESS IDENTIFIED WEAKNESSES AND GAPS): To increase the percent of Special Education students scoring proficient in reading in 3rd grade from 67% to 85%, 4th grade from 50% to 82%, 5th grade from 75% to 85%, and 6th grade from 50% to 85%.

Data Results on which goal is based: The special Education sub-group did not make the proficiency goal in grades three through sixth in the area of reading.

TARGET GRADE LEVEL(S): 3 rd through 6 th	TARGET CONTENT AREA(S): Circle One Reading Math Science Other	AHSGE: Reading Math Science Social Studies Language	ADDITIONAL ACADEMIC INDICATORS:	TARGET STUDENT SUBGROUP(S): 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)
Alabama Language Arts Course of Study – 2007 Grade 3 – standards #1 through 14 Grade 4 –standards #1 through 14 Grade 5 – standards #1 through 13 Grade 6 – standards #1 through 17	STRATEGY: Identify Reading weakness of Special Education students ACTION STEP: Baseline Test given at the beginning of the school year Action Step: Selection Test, regroup, reteach, according to the test results Action step: unit Test ACTION STEP: Regroup, RE-Teach according to test results ACTION STEP: Teach My Sidewalks, Special education teachers will use this reading program to address reading weakness	<ul style="list-style-type: none"> • August • August • Weekly • End of each unit • Weekly • Daily 	<ul style="list-style-type: none"> • Tier I • Tier II • Tier II (pull-out program) • My Sidewalks (taught daily in resource room) • Intervention Log • 6 day – re-teach K- 3rd grade • Use weekly selection test scores to identify weakness and prescribe intervention strategies • 4th – 6th will reteach skills if less than 70% mastery • Regroup students to performance guidelines. Once identified, teachers will immediately <ol style="list-style-type: none"> 1. Reteach 2. Reassess 3. Regroup 	<ul style="list-style-type: none"> • Binders • Jump Drives • Decodable text • Ink • Paper • Chart paper • Copier • Tab dividers • Sharpie expo • Guide on the Side

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	<p>STRATEGY: Teacher will enter lesson plans on STI.</p> <p>ACTION STEP: Align the curriculum with the content standards on the lesson plans enter on STI</p>	<ul style="list-style-type: none"> • Weekly • Observation 		<ul style="list-style-type: none"> • Laminating file • Computer • Plastic sleeves • Visa markers
	<p>STRATEGY: Adjust the current master schedule to accommodate 90 minutes. Of reading instruction to provide struggling readers appropriate instructional time.</p> <p>ACTION STEP: Reading Coach will help schedule teachers reading block</p>	<ul style="list-style-type: none"> • August 		

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CONTINUOUS IMPROVEMENT GOAL (SHOULD ADDRESS IDENTIFIED WEAKNESSES AND GAPS): To increase the percent of Special Education Students scoring proficient in math in 3rd grade 39% to 79%, 4th grade 25% to 78%, and 5th grade from 75% to 77% and 6th grade from 60% to 65%.

Data Results on which goal is based: The Special Education Subgroup in 3rd and 4th grade did not make the proficiency goal in the area of math.

TARGET GRADE LEVEL(S): 3 rd – 6 th grade	TARGET CONTENT AREA(S): Circle One Reading <u>Math</u> Science Other	AHSGE: Reading Math Science Social Studies Language	ADDITIONAL ACADEMIC INDICATORS:	TARGET STUDENT SUBGROUP(S): 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)
Alabama Math Course of Study – 2003 Grade 3 – standards #1 through 13 Grade 4 –standards #1 through 12 Grade 5 – standards #1 through 15 Grade 6 – standards #1 through 11	STRATEGY: Analyze math assessments to identify area of weakness ACTION STEP: Re-Teach math weaknesses	<ul style="list-style-type: none"> Weekly assessments 70% mastery of all skills Report Cards – Every 9 wks 	<ul style="list-style-type: none"> Re-Teach k-6th grade 4th – 6th grade will date when they reteach the math skill Touch Math Special Education Students in grade k – 3 will be pulled out 3 times a week for reteaching 3rd – 6th grade Special Education Students will be pulled out everyday Re-work missed math problems 	<ul style="list-style-type: none"> Touch Math materials Twist colors Accelerated math Scanner Scan Cards Saxon Workbooks K – 3 Math Software Ink Printer
	STRATEGY: Teacher will enter lesson plans on STI. ACTION STEP: Align the curriculum with the content standards on the lesson plans enter on STI	<ul style="list-style-type: none"> Weekly 		<ul style="list-style-type: none"> Jump Drives Computer Paper Copier

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	<p>STRATEGY: Improve test taking skills and scores</p> <p>ACTION STEP : Review for the test using Coach Practice books for review</p>	<ul style="list-style-type: none">• 2010 ARMT Scores	<ul style="list-style-type: none">• Block of time in March to Review for the SAT10 and ARMT
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CONTINUOUS IMPROVEMENT GOAL (SHOULD ADDRESS IDENTIFIED WEAKNESSES AND GAPS): To increase the percent of students scoring proficient on the Alabama Science Assessment in 7 th grade from 50% to 60%.				
Data Results on which goal is based: Fifty percent of the 7 th grade students scored proficient on the 2009 Alabama Science Assessment.				
TARGET GRADE LEVEL(S): 7	TARGET CONTENT AREA(S): Circle One Reading Math Science Other	AHSGE: Reading Math <u>Science</u> Social Studies Language	ADDITIONAL ACADEMIC INDICATORS:	TARGET STUDENT SUBGROUP(S):

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)
Alabama Science Assessment: Grade 7 Content Standard #4 Content Standard #7 Content Standard #10	<p>STRATEGY: Implement hands-on lessons for each content standard,</p> <p>ACTION STEP:</p> <ul style="list-style-type: none"> Get AMSTI training Create hands-on activities Give students opportunity to practice concepts learned <p>STRATEGY: Identify deficiencies by assessing student ability using additional resources.</p> <p>ACTION STEP:</p> <ul style="list-style-type: none"> ASA pretest Content Review Sessions ASA post test <p>STRATEGY: Expand student knowledge using real world application of concepts.</p> <p>ACTION STEP:</p> <ul style="list-style-type: none"> Implement internet and magazine based research projects Assign student presentations of current topics in science. 	<p>End of unit benchmark assessment with ASA practice questions included</p> <p>Analyze results from pretest to identify and target deficiencies.</p> <p>Mastery of concepts will be assessed through performance on research projects and presentations.</p>	<p>Reteach lessons using alternative approach</p> <p>Once deficiencies are identified, teachers will: Group students with peers of higher achievement for peer tutoring Reteach Reassess</p> <p>Intense review of concepts Teacher and higher achieving students will model correct research and presentation techniques</p>	<p>AMSTI Training</p> <p>American Book Company's <u>Passing the 7th Grade ASA</u></p> <p>Class subscription to Current Science magazine</p>

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

CONTINUOUS IMPROVEMENT GOAL (SHOULD ADDRESS IDENTIFIED WEAKNESSES AND GAPS): To increase the percent of special education students scoring proficient in math from 62% to 66% in seventh grade and from 64% to 70% in eighth grade.				
Data Results on which goal is based: The special education subgroup did not make the proficiency goal for math in 7 th and 8 th grade.				
TARGET GRADE LEVEL(S): 7 and 8	TARGET CONTENT AREA(S): Circle One Reading <u>Math</u> Science Other	AHSGE: Reading <u>Math</u> Science Social Studies Language	ADDITIONAL ACADEMIC INDICATORS:	TARGET STUDENT SUBGROUP(S):

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)
Alabama Math Course of Study Standards. Grade 7 Standards 1-13 Grade 8 Standards 1-14	<p>STRATEGY: Identify math weaknesses of special education students.</p> <p>ACTION STEP:</p> <ul style="list-style-type: none"> Reteach math weaknesses <p>ACTION STEP:</p> <ul style="list-style-type: none"> Use Coach ARMT Practice Book <p>ACTION STEP:</p> <ul style="list-style-type: none"> Follow pacing guide that aligns the curriculum with content standards. <p>ACTION STEP:</p> <ul style="list-style-type: none"> Use AMSTI strategies. 	<p>Weekly assessments</p> <p>Weekly as concepts are taught</p> <p>Daily</p> <p>Daily</p>	<p>Re-work missed math problems</p> <p>Special education students will be pulled out to go to the resource teacher for extra reinforcement.</p>	<p>Extra Coach ARMT Books so special education students can write in their individual book.</p>

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CONTINUOUS IMPROVEMENT GOAL (SHOULD ADDRESS IDENTIFIED WEAKNESSES AND GAPS): To increase the percent of special education students scoring proficient in reading by 50% to 79% in grade 7 and by 50 % to 7% in eighth grade.

Data Results on which goal is based:
The special education sub-group did not make the proficiency goal in reading in grades seven and eight.

TARGET GRADE LEVEL(S): 7 and 8	TARGET CONTENT AREA(S): Circle One <u>Reading</u> Math Science Other	AHSGE: Reading Math Science Social Studies Language	ADDITIONAL ACADEMIC INDICATORS:	TARGET STUDENT SUBGROUP(S):
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COURSES OF STUDY	REFORM STRATEGIES	BENCHMARKS	INTERVENTIONS	RESOURCES
WHICH COURSE OF STUDY STANDARDS, AHSGE STANDARDS/OBJECTIVES, ELIGIBLE CONTENT, OR WIDA* STANDARDS ARE LINKED TO EACH STRATEGY?	WHAT RESEARCH-BASED STRATEGIES/ACTIONS WILL BE USED TO IMPROVE STUDENT ACADEMIC PERFORMANCE? (Give specific strategies, not just programs or program names.)	HOW WILL PROGRESS FOR EACH ACTION STEP BE MEASURED? (PERFORMANCE DATA, LISTS, SURVEYS, ETC)	HOW WILL THE SCHOOL PROVIDE TIMELY ASSISTANCE IF STRATEGIES DO NOT CHANGE PERFORMANCE?	WHAT RESOURCES AND SPECIFIC EXPENDITURES WILL BE NEEDED FOR SUCCESSFUL IMPLEMENTATION? (Ex: 6 Classroom Libraries, \$.....00)
Alabama Language Arts Course of Study 2007 Grade 7 Grade 8	<p>STRATEGY: Identify reading weaknesses of special education students.</p> <p>ACTION STEP:</p> <ul style="list-style-type: none"> Teach voyager reading program in special education classes <p>ACTION STEP:</p> <ul style="list-style-type: none"> Follow curriculum guide and pacing guide to be sure all standards are taught. <p>ACTION STEP:</p> <ul style="list-style-type: none"> Document in lesson plans accommodations for special education students. <p>ACTION STEP:</p> <ul style="list-style-type: none"> Contact reading consultant periodically throughout the year. <p>ACTION STEP:</p> <ul style="list-style-type: none"> Use Coach/ ABC workbooks to address and review specific skills. 	<p>Weekly</p> <p>Daily</p> <p>Weekly</p> <p>Monthly</p> <p>At least once per six weeks</p>	<p>Additional assistance during basic skills class and during non-instructional time.</p> <p>Additional assistance during social studies classes</p> <p>Mastery level determined by special education teacher and/or voyager reading program.</p>	<p>Voyager reading program</p> <p>More Coach/ABC workbooks</p> <p>Computers/printers</p> <p>Training expenses.</p>

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

CONTINUOUS IMPROVEMENT GOAL (SHOULD ADDRESS IDENTIFIED WEAKNESSES AND GAPS): To increase the percent of students scoring proficient by 13% in reading on the AHSGE to 89%.				
Data Results on which goal is based: Seventy-six percent of 10 th grade students scored proficient in reading.				
TARGET GRADE LEVEL(S):	TARGET CONTENT AREA(S): Circle One Reading Math Science Other	AHSGE: Reading Math Science Social Studies Language	ADDITIONAL ACADEMIC INDICATORS:	TARGET STUDENT SUBGROUP(S):

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)
AHSGE Standards Reading Objectives 1-1,1-2, 1-3 2-1, 2-3, 2-4, 2-5 3-1, 3-2, 3-3 4-1, 4-2, 4-3, 4-4	STRATEGY: Implement research based best practices in teaching math ACTION STEP: Implement computer-based remediation for reading comprehension.	AHSGE results Computer based test results	Computer software Remediation classes	Voyager ACCESS
	STRATEGY: Teachers will implement research-based instructions in math and language arts to improve scores. ACTION STEP: <ul style="list-style-type: none"> Identify most missed standards on ARMT Develop lesson plans so that students have the opportunity to read, write, talk, listen and investigate at least once a week. Employ explicit instruction (I do, we do, you do) in teaching reading and writing skill. Use graphic organizers to help student's self-monitor comprehension and engage with text daily. 	Lesson plans	AHSGE reading and comprehension review books from American Book Company	

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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):
Data on which goal is based:

TARGET GRADE LEVEL(S):	TARGET ELP LANGUAGE DOMAIN(S): Circle all that apply.	Reading	Writing	Listening	Speaking	Comprehension
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WIDA ENGLISH LANGUAGE PROFICIENCY STANDARDS	REFORM STRATEGIES	BENCHMARKS	INTERVENTIONS	RESOURCES
WHICH WIDA* ENGLISH LANGUAGE PROFICIENCY STANDARDS OR DOMAINS ARE LINKED TO EACH STRATEGY?	WHAT RESEARCH-BASED STRATEGIES/ACTIONS WILL BE USED TO IMPROVE STUDENT ACADEMIC PERFORMANCE? (Give specific strategies, not just programs or program names.)	HOW WILL PROGRESS FOR EACH ACTION STEP BE MEASURED? (PERFORMANCE DATA, LISTS, SURVEYS, ETC)	HOW WILL THE SCHOOL PROVIDE TIMELY ASSISTANCE IF STRATEGIES DO NOT CHANGE PERFORMANCE?	WHAT RESOURCES AND SPECIFIC EXPENDITURES WILL BE NEEDED FOR SUCCESSFUL IMPLEMENTATION? (Ex: 6 Classroom Libraries, \$.....00)
At this time, Sulligent School has no identified ELL students	STRATEGY: ACTION STEP:			
	STRATEGY: ACTION STEP:			
	STRATEGY: ACTION STEP:			

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

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

CULTURE (REFER TO CULTURAL DATA IN NEEDS ASSESSMENT)	REFORM STRATEGIES	BENCHMARKS	INTERVENTIONS	RESOURCES
WHAT CHALLENGES RELATED TO SCHOOL, SAFETY, CLASSROOM MANAGEMENT/DISCIPLINE, AND SUPPORTIVE LEARNING ENVIRONMENTS HAVE BEEN IDENTIFIED THROUGH THE REVIEW OF SCHOOL DEMOGRAPHIC, PERCEPTION, AND PROCESS DATA?	WHAT RESEARCH-BASED STRATEGIES/ACTIONS WILL BE USED TO IMPROVE CULTURAL BARRIERS IMPACTING STUDENT ACADEMIC PERFORMANCE? (Give specific strategies, not just programs or program names.)	HOW WILL PROGRESS FOR EACH ACTION STEP BE MEASURED? (PERFORMANCE DATA, LISTS, SURVEYS, ETC)	HOW WILL THE SCHOOL PROVIDE TIMELY ADJUSTMENT IF STRATEGIES DO NOT CHANGE PERFORMANCE?	WHAT RESOURCES AND SPECIFIC EXPENDITURES WILL BE NEEDED FOR SUCCESSFUL IMPLEMENTATION? (Ex: Teacher Incentives, Title II \$.....00, Supplies for Mentors/Mentees, etc)
Sulligent School graduation rate in 2004-2005 was 77% and dropped to 58% in 2005-2006... However the graduation rate improved to 77% in 2007 and to 81% in 2008. The 2009 graduation dropped to 70%	<p>STRATEGY: To increase the graduation rate to 90%</p> <p>ACTION STEP: Increased attention in enforcement of policies concerning absenteeism, which includes legal action against parents.</p> <p>ACTION STEP: At-risk students will be identified early and assigned a student or faculty mentor.</p> <p>ACTION STEP: Parental contact for chronic absenteeism. Students will be referred after missing five days.</p> <p>ACTION STEP: Parental contact for failing grades.</p> <p>ACTION STEP: Increased importance in defining students who will be referred to BBSST</p> <p>ACTION STEP: Increased focus on re-teaching material, remediation, and tutoring.</p> <p>ACTION STEP: Encouraging increased parental involvement.</p> <p>ACTION STEP: ACCESS will be implemented for remediation for AHSGE and summer school 2010.</p> <p>ACTION STEP: Motivational activities/assemblies for students to attend during the school day.</p>			<p>Computer programs that are beneficial to the student. ACT prep \$1500 Graduation Exam software \$2000</p> <p>Instructional materials to include: Student planners \$2000 Parent and student pamphlets \$2500</p> <p>Substitute for coordinator to prepare for BBSST @\$50.00 per day \$500</p> <p>Career Cruiser \$1500.00</p> <p>STI SETS Web Training \$1000</p> <p>Motivational speakers from Sheriffs Department, ALCAP, Miss Alabama, HIV/drug speakers all funded by other sources</p>

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<p>On a student survey, the students responded favorably to questions regarding school safety and school safety procedures. However the faculty felt a need to continue to build on our school safety program.</p>	<p>STRATEGY: Implement measures to increase school safety</p> <p>ACTION STEP: Title IV Safe and Drug Free Schools funds are used to provide drug, alcohol, and tobacco use prevention materials along with violence prevention educational materials. The Federal Programs Coordinator works with the building principal to implement and coordinate drug abuse and violence prevention activities.</p> <p>ACTION STEP: State Approved Safety Plan – locally developed state approved plan for dealing with emergency situations; monthly safety drills</p> <p>ACTION STEP: Department of Human Resources – referral services for child neglected and abuse problems</p> <p>ACTION STEP: At-Risk Tutoring – tutoring during school to improve student achievement and for graduation exam remediation</p> <p>ACTION STEP: Alternative Learning Center – alternative school setting to keep students in school in lieu of out-of-school suspension-located in Vernon, Alabama</p>			
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<p>When looking at the data from last year's Dibels scores there are a large number of students in grade two and three who are at risk in the area of reading. In the second grade 32% did not benchmark and 37% of third graders did not benchmark.</p>	<p>Help at risk elementary students: ACTION STEP: BBSST accommodations ACTION STEP: Leveled reading material in grades k-6 ACTION STEP: After school programs like Extended Day ACTION STEP: Reading Specialists ACTION STEP: Tier 2 interventions for low achievers using ARI strategies ACTION STEP: 504 plans ACTION STEP: Saxon phonics ACTION STEP: Saxon math ACTION STEP: We use the Researched based Scott Foresman reading programs ACTION STEP: Accelerated Reader ACTION STEP: Summer reading program ACTION STEP: Reading Resources ACTION STEP: Computers for the student assessment component of the Scott Foresman reading program and for remediation.</p>			<p>At-Risk Tutoring – tutoring during and after school to improve student achievement</p> <p>Researched based parental involvement programs \$2000</p>
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Part V - Additional Components To Be Addressed to Satisfy Federal Requirements

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

Sulligent School has started using the state mandated teacher mentoring program. First year teachers are paired with a veteran teacher. Both receive professional development and are allowed time to collaborate with each other during the school day.

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

Sulligent Consolidated School receives funding from a variety of sources. These funds are all integrated to meet the identified needs of Sulligent Consolidated School.

The following is a list of all federal, state and local programs that are included in the school wide plan. Also included is a description of how these plans will be coordinated to include supported under the No Child Left Behind Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education and job training.

Federal programs that are in place include:

Section 504 – a service developed to guarantee a quality education for students with special needs who do not qualify for others special educational services

IDEA – federal legislation that mandates how special educational programs and services should operate including teachers, funding, supplies, and training

Vocational Education – career technical school with classes available to grades 09-12

Lee vs. Macon training – training required for all teachers to provide them with the new interventional strategies for low-achieving students

Read Across America – activities, guest speakers and other promotions are used to encourage reading by students

Red Ribbon Week – anti-drug and alcohol campaign to prevent drug abuse in students

BBSST – A team of teachers who work together to write educational plans to help children who are at-risk

Title I allotment	\$23106.27
Salaries and fringe benefits	\$ 191624.47
Materials and supplies	\$ 23106.27
Funding for Parental involvement	\$ 2177.53

Title II Professional Development funds are used to provide professional development for staff members based upon needs as indicated by the professional development survey contained in the comprehensive needs assessment for Sulligent Consolidated School. The Professional Development Coordinator, building principal and Federal Programs Coordinator all work together to ensure that the needs of the school are met.

Title IV Safe and Drug Free School funds School funds are used to provide drug, alcohol, and tobacco use prevention materials along with violence prevention educational materials. The Federal Programs Coordinator works with the building principal to implement and coordinate drug abuse and violence prevention activities.

Title V Innovative Education funds are used to employ a gifted teacher for the system. The teacher travels to Sulligent Elementary two days a week. The Federal Programs Coordinator, Special Education Coordinator, and building principal work together to ensure the needs of the gifted students are met.

Title VI Rural and Low-Income Funds are used for a variety of programs. Funds from this source are used to purchase needed materials to aid in the implementation of the reading program.

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State programs that are in place:

LEP Program – state guidelines are utilized to develop a local plan for the instruction of English Language Learners

State Approved Safety Plan – locally developed state approved plan for dealing with emergency situations; monthly safety drills

Parent/Teacher Conferences – can be scheduled at any time during the year: parent visitation day in early to mid October

SACS Committees – working towards revision and modification of the school improvement plan

State Mandated Committee – devises and recommends budget of state allotted funds in various budget areas (library, technology, budget)

Department of Human Resources – referral services for child neglected and abuse problems

Gifted classes – provide enrichment opportunities for students who excel in school and are identified using state mandated criteria

Counseling – two counselors are on staff- one for grades K-6, one for grades 7-12

State Foundation Program – program that provides funds for teachers units, library enhancement, technology, and professional development

At-Risk Tutoring – tutoring during school to improve student achievement and for graduation exam remediation

Alternative Learning Center – alternative school setting to keep students in school in lieu of out-of-school suspension-located in Vernon, Alabama

ARI provides ongoing, sustained professional development to the Reading Coach and designated faculty members. These members in turn, train the remaining applicable faculty. The curriculum coordinator works with the reading coach and principal to ensure that the program is fully implemented and the needs are met.

The Lamar County School Board of Education participates in the State Foundation funding program. The Lamar County Board of Education proposed budget for the 2009-2010 school year provided for the following:

State Funds	\$3,644,512
Salaries & Benefits	\$3630655
Classroom Fee Money	\$0
Common Purchase	\$0
Technology Funds	\$0
Professional Development Funds	\$0
Library Enhancement Funds	\$0
Textbook Funds	\$13,857

Local Funding Sources and Programs

All sources of money and resources including gifts from the city council, donations, and contributions are used to address the identified needs and goals of Sulligent Consolidated School.

The Sulligent Elementary PTO is an active source of local funds for the school. All funds raised through the PTO will be spent on improvement activities and needs identified by the comprehensive needs assessment. So far for 2006-2007, the following has been raised:

- \$ 1200.00 Penny drive
- \$ 500.00 May Day
- \$ 700.00 Magazine booklet

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Other local programs that are in place include:

Farm City Week Poster Contest – increases farming/agriculture knowledge (sponsored by Farmers Federation)

Farm City Essay Contest – increases farming/agriculture knowledge (sponsored by Farmers Federation)

4-H Club – present programs to increase community service and education (sponsored by Alabama Cooperative Extension Service)

Forestry Poster Contest – increases forestry awareness

Fawn Day – a free field trip to increase forestry awareness

Book Fair – sponsored by Sulligent Consolidated School Library to encourage reading

Intervention Programs – 5th and 6th grade students are taught intervention lesson (sponsored by the Mental Health Department)

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.

In an effort to ease the transition for children from Head Start to Kindergarten, the Head Start Program of Community Service Programs of West Alabama, Inc., in collaboration with the Lamar County School System, proposes the implementation of a transition program. The goals of this program are to:

1. Establish channels of communication between Head Start personnel and school district personal through a collaborative effort in planning and implementation of this program
 - Provide a copy of the system curriculum to staff at Head Start
 - Provide opportunities for kindergarten teachers to meet Head Start personnel
 - Provide opportunities for Head Start teachers to observe kindergarten classrooms
 - Provide opportunities for kindergarten teachers to observe Head Start classrooms
 - Provide Head Start teachers with the Lamar County Schools' checklist/report card
 - Implement a mentor/buddy system between Head Start teachers and Lamar County Schools kindergarten teachers
2. Provide for the continuity of Head Start children's educational process by informing school districts of the children's development through:
 - An overview of the Head Start curriculum for kindergarten teachers
 - Access to children's health, education, social services, and special needs records upon request and written approval by the parents
 - Joint professional development activities in which the following issues are addressed: discipline and developmentally appropriate strategies
3. Involve Head Start children in the transition process through
 - An orientation of what to expect in the new environment including similarities and differences in the following area:
 1. Riding school buses
 2. Lunchtime
 3. Discipline
 4. Multiple teachers (library, physical education)
 5. Toileting routines
 6. Classroom supply list
 7. School tour

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- An opportunity to meet kindergarten teachers, children, principals, and other elementary staff
 1. Head Start children will visit Lamar County Schools during the month of April
- A summer activity package provided to each child by Head Start.

4. Involve the parents of Head Start children in the transition process through:

- An over view of the school district’s policies and regulations, including services for young children with special needs
- An opportunity to meet kindergarten teachers, principals, and their elementary school staff (parents and children are invited to kindergarten registration)
- Head Start will notify parents of pre-registration and encourage parents to participate in the process

5. An Open House for all grades will be held during the week prior to the beginning of the new school year at which time students and parents may meet teachers and possibly discuss any special needs that the students may have.

Third grade to fourth grade transition

The purpose of transition activity for the third grade to the fourth grade will be to help the students to recognize that the more they know about their school and how it works, the more comfortable they will feel in school. The counselor will tour the building and introduce them to teachers The students will also take a tour of the fourth grade classroom.

The goal is to make the students feel more comfortable in school to increase their chances of success.

Sixth grade to seventh grade

In an effort to ease the anxiety of going from the elementary school setting to the high school setting the counselor will have the students participate in the following activities:

1. Tour of the High School
2. Send home a letter to parents
3. Meet the Jr. High Teachers
4. Meet the High School Counselor
5. Meet the High school principal
6. Help all students with pre-registration
7. Inform them of the required classes for all 7th graders
8. Inform the students of the possible electives
9. Go over the different rules with the new students
10. Inform students of clubs they can join
11. Have a question and answer session with the students

One day before school begins in the fall, 7-12th grade students may pick up their schedules, rent lockers, and get parking permits. During this time students may practice opening their lockers, and map out their route from class to class.

When students transfer to Sulligent Consolidated School from another school, the school counselor gives them a tour of the school. The new students are introduced to his/her teachers(s). The teachers usually assign a “buddy”, or students to escort the new students around for the first few days, especially in the lower grades.

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Transition from 8th grade to the 9th grade

1. At the beginning of every school year, the counselor will educate 8th grade students about the importance of maintaining high math and science grades. These grades will be instrumental in determine their diploma type.
2. The counselor, through classroom guidance lessons, will inform the students about Carnegie units required for graduation and the two diploma tracks available at Sulligent Consolidated School.
3. An 8th grade parent meeting will be held every spring to educate parents about Carnegie units required for graduation and the two diploma tracks available at Sulligent High School. Parents will also be counseled about making the right choice for their child.

Transition from 12th grade to college, military or work

1. Students at Sulligent Consolidated School will begin their post high school transition in the 9th grade with career studies including career day speakers, career interest inventories and Internet career searches. The guidance counselor with aid of Bevill State Community College will accomplish this.
2. Beginning in the 9th grade, students will begin looking at the various options available to them after high school graduation including college choices (junior colleges, technical colleges or universities), military options and work options. This will be accomplished with classroom guidance lessons and speakers including but not limited to Bevill State Community College representatives and members of all branches of the military. The students will also be taught to find college information using the Internet.
3. A meeting will be held every year for parents of students in the 11th grade. The purpose of the meeting will be to provide parents with information for getting their child ready for the transition from high school to college or work. Parents will be given a time-line to be used throughout the student's senior year in high school.
4. The counselor will meet with all senior students in the fall to discuss the status of their Carnegie units and post-high school plans. The counselor will then assemble a senior packet too be mailed home to the parents. The packets will include college entrance materials and college funding material and will be customized for each student based on the counselor-student meeting. The packets will also contain a letter from the counselor providing information about their role in their child's senior year.

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.

Sulligent Consolidated School currently follows the Lamar County Board of Education recruitment policies and procedures. Job openings are posted locally and nationally. Announcements of vacancies are posted on the district website, at the Lamar County Board of Education, and at all the schools in the county.

All applications that are received are reviewed and scored by the central office staff. Scoring is done based upon experience, highest level of education, currency of degree, number of years teaching experience within the school system, number of years relative to the position, and number of years non-teaching work experience. Applications are also screened to determine highly qualified status. The Lamar County Board of education only interviews applications that are highly qualified. Once hired, a new teacher orientation is held at the beginning of school for all new hires. System policies and procedures are discussed and thoroughly explained at these meetings. The meetings are held on the first day of In-Service. Teachers are assigned to teach classes based upon qualifications and experience. On-going professional development opportunities are provided throughout the year to enable these teachers to develop and refine their teaching abilities.

Any one seeking an application for employment can call the Lamar County Board of Education and have received an application.

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.

At the onset of the Title I process, the teachers of Sulligent Consolidated School are and will continue to be involved in the decision regarding the use of state academic assessments. Teachers will administer assessments to determine if students have mastered objectives taught. These assessments are used to determine if further instruction can continue or if remedial activities need to be implemented. Teacher input is considered at different levels of assessment results. The following list includes various ways that teachers make decision that guide instruction.

- The faculty will collaboratively study results and data of the state assessments. This information will be reviewed according to gender, racial, and ethnic groups, English proficiency, migrant students, economically disadvantaged status and disability.
- Building Based Student Support Team members evaluate data collected on referred students to determine if there are any indicators that would call for more in depth testing. Test data is also reviewed if the need for special services is indicated.

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- Data and grade level meetings will be held to discuss the data and teacher will use the information to drive instruction.
- Grade level, data and department level meetings are held to adjust instructional procedures and strategies based on the teacher's evaluations of the progress monitoring data.
- Multi-grade level meetings will help identify any instructional gaps or overlaps that may occur in grades k-12.
- Informal grade level meetings are held to discuss progress of students and steps to be taken to help students who demonstrate weaknesses in identified academic subjects.

Achievement data for all students will be analyzed and discussed in faculty meetings, grade-level meetings, and data meetings continually throughout the year. All test scores are used to drive instruction, for the individual as well as the entire classroom. Results of these assessments will be used to make decisions about students, curriculum and instruction, and resource allocations to the school.

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

Services are in place to serve the needs of migratory students, limited-English proficient students; students with disabilities, homeless students, neglected/delinquent students, and economically disadvantaged students. All of the aforementioned groups must have equal access to the same free appropriate public education provided to the other children and youth. Such children will be provided the opportunity to meet the same challenging state content and state student performance standards to which all students are being held without being stigmatized or isolated.

These students will be served in the following manner:

- School counselors identify migrant students upon enrollment. All new students are given a Migrant Education Survey to be completed by the parent or guardian and returned to school. The school personnel will provide directions and 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 the use of the Building Based Student Support Team. The District will report, upon request, the number of migrant students in the District to the Alabama Department of Education.
- The school counselor will 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 using the ACCESS screener to determine English proficiency. Students deemed limited-English proficient will be provided the opportunity to receive English Language Learner instruction in addition to all other programs and services without regard to residential status. All rules and regulations provided by the State of Alabama for students identified as LEP in the areas of transportation, immunization, residency, birth certificates, school records, and guardianship will be followed. Placement of the LEP student will be in the best interest of the child. Parent or guardians will be provided with information about the program and the appeal procedures utilized by the school concerning placement or other procedures that affect the placement of ELL students. Translators may be used to communicate with parents and students. The District will report, upon request, the number of LEP students in the District to the Alabama Department of Education. The LEP student will remain in the program until he/she tests proficient on the ACCESS. The LEP Committee will review the student's progress to determine whether the student should exit the program. The LEP Committee will review the student's progress annually or more frequently if the student experiences for a period of two years.
- Students with disabilities are identified through procedure established by the Alabama State Department of Education. Once a student is identified for special education services, he/she is served according to the Individualized Education Plan (IEP) developed by the IEP team. A student identified for special education services will receive instruction as well as have access to all other educational programs offered by the District. Modification and accommodations will be made to allow students to participate in the activities and daily routines of the school. The Sulligent Consolidated School staff will serve the students or other non-school based specialized personal as needed. The District will report, upon request, the number of students with disabilities in the District to the Alabama Department of Education.
- Currently there are six homeless students at Sulligent Consolidated School. The school counselors are trained to identify homeless students. When a homeless student enrolls in school, support will be provided to the local LEA through other agencies such as the Department of Human Resources. The LEA will provide support through the Title I program. Homeless students will not be denied transportation or instructional services due to a lack of supplies or any other rights as a student. The District will report, upon request, the number of students identified as homeless in the District to the Alabama Department of Education.
- Currently there are no neglected/delinquent students enrolled in Sulligent Consolidated School. There is no facility to serve neglected/delinquent students in the Lamar County School District. Students will be provided a free appropriate education regardless of gender, race, religious beliefs, national origin, ethnic group, disability or other protected status. The District will report, upon request, the number of students identified as neglected/delinquent in the District to the Alabama Department of Education.

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. The District will report, upon request, the number of students identified as economically disadvantaged in the District to the Alabama Department of Education.

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

AHSGE and subject area tutoring is offered on Saturdays and after the regular school day. Remediation and tutoring are provided by local churches and the local school system. Ways in which Sulligent Consolidated School help at risk elementary students: include the after school programs like Extended Day, Summer School for high school students, and Talent Search.

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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.

Sulligent Consolidated School will strive to make parents informed about the Title I Program in our school be the following means:

- Notice of Title I services will be sent home, in an understandable format, via the students
- An annual meeting to which parents will receive an invitation via letter and school newsletter
- Flexible meetings
- Offer parent meetings upon request to discuss any and all concerns of the parents
- Joining in school-parent compacts to ensure academic success
- Providing frequent progress reports for parents
- Offering a translator for parents of ELL students upon request or when needed
-

At the beginning of the school year, Sulligent Consolidated School will hold its annual meeting for all parents. Parents will be notified of the meeting by:

- Letter sent home by the students
- School’s web site
- School’s electronic sign
- Local newspapers

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.

At the beginning of the school year, Sulligent Consolidated School will hold its annual meeting for all parents. Parents will be notified of the meeting by:

- Letter sent home by the students
- School’s web site
- Local newspaper
-

Sulligent Consolidated School will strive to make parents informed about the Title I Program in our school be the following means:

- Notice of Title I services will be sent home, in an understandable format, via the students
- An annual meeting to which parents will receive an invitation via letter and school newsletter
- Flexible meetings
- Offer parent meetings upon request to discuss any and all concerns of the parents
- Joining in school-parent compacts to ensure academic success
- Providing frequent progress reports for parents
- Offering a translator for parents of ELL students upon request or when needed

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Sulligent Consolidated School has included parental involvement strategies that satisfy the requirements of Section 1118 in its Title I School wide Plan. These strategies are as follows:

- Annual Meeting For All Parents To Receive Title I Information
- Parent-Teacher Conferences
- Parent-Principal Conferences
- PTO Meetings
- Parent-School Compacts/Contracts
- Parent-School-Community Involvement

The Title I School wide Planning committee decided to spend federal dollars allocated for Parental Involvement Broachers/Booklets to offer parents help regarding parenting issues. Other items to be purchased:

- Stamps – sent out information to parents
- Paper – to copy and print information for parents
- Student Agendas – for 7th and 8th grade students and parents – keep parents informed
- Career Portfolios – 9th grade students and parents – To help parents plan students education and keep them informed

Parents will be surveyed to identify any wants or needs. Parents who are committee members will be aware of these requests and will ensure their inclusion in the discussion of the plan's budget.

To ensure effective involvement of parents, to build capacity for parental involvement, and to support a partnership among Sulligent Consolidated School, parents, and the community in order to improve students academic achievement, Sulligent Consolidated School Shall:

1. Ensure that test scores are sent home to parents in a language the parents can understand. Sulligent High School has a Spanish teacher who can assist in translating and verbally communicating with parents of ELL student who may need help in understanding assessment results.
2. Invite parents to attend a parent teacher conference. The date is chosen to provide the teachers with enough time to obtain useful information in the fall about homework consistency and test grades. They use this data to talk with parents about strategies to increase successes in students who are struggling to help advance students who are performing at or near grade level. Times for these conferences are arranged to accommodate the different work schedules of our parents.
3. Send home report cards every six weeks to high school students and every nine weeks to elementary students.
4. Have a meeting for high school students to provide information about college choices, college admission and college funding. All current juniors will be invited along with their parents. The counselor will have a question and answer portion provided by representatives of Bevill State Community College. The school counselor will address the issue of credits needed for graduation (these were discussed with parents prior to their children entering into the ninth grade) and procedures for requesting the transcripts and other materials needed before submitting college admission applications and scholarship applications. A senior class sponsor will also address the issues facing seniors, such as senior portraits, fundraisers, and graduation supplies needed.
5. Post school announcements on the school web site www.sulligenthighschool.com
6. Compile a senior college packet after interviewing all seniors regarding college choice. The packet will include admission applications, scholarship applications, websites to visit for scholarship and grant information and a letter briefly explaining the college admission and financial aid process. The packet will be mailed home to parents. Title I funds will be used to pay for postage and folders.
7. Send home State Board of Education School Report Cards in the fall to all students.

Sulligent Consolidated School and Parents may:

1. Play a significant role in the education of their children. For this reason, we encourage parental visits from parents at any time. Meetings with teachers will be conducted during their planning time so that classes are not disturbed. Parents are also encouraged to have lunch with their children at any time and are invited for lunch periodically throughout the year.
2. The high school counselor may send out monthly newsletters to all senior students and their parents. The newsletters will contain updates information about college scholarships, deadlines for admission application and scholarship. Other information pertinent to the senior population will also be included.
3. In March, our 8th grade students along with their parents may attend a meeting to discuss 9th grade pre-registration. The parents will be given information about the Carnegie units required by the state of Alabama for high school graduation. We will also discuss the different diploma types available for their children along with the course sequence requirements for each type. The parents will be asked to sign a form indicating their preference of diploma type for their children.

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4. Any parent of a preschooler who suspects their child needs speech services may call the system federal programs office and request a screening.
5. Spanish speaking parents who do not read may come to school to have information relayed to them in Spanish.
6. The high school counselor may provide an opportunity for every senior student to meet with her individually.
7. The high school counselor may provide an opportunity for every junior student to meet with her individually.
8. Parents visit with and eat lunch with their child during October (parent visitation month). The counselor will send out invitation to the parents. (Appendix W)
9. Parents may attend student programs.
10. Parents may schedule parent/teacher conferences.

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.

Sulligent Consolidated School believes in involving parents in all aspects of its Title I programs. We have two parents on our school's Title I School wide Planning Committee. These parents help to formulate the plan, budget funds and revise yearly the schools Parent Involvement Policy. At the school level, a spring evaluation of the plan will allow these committee members to periodically evaluate the plan. Also, survey of plan effectiveness will be administered annually to parents, as well as periodic meetings with concerned parents.

Parental involvement is important to Sulligent Consolidated School. Therefore, a flexible schedule for parent will be possible to enable parents to attend school meetings. Our annual meeting for parents will be offered two times during the first week of school, once during the school day and once at open house in the evening. At the meeting, parents will be given information on the Title I programs, the curriculum, and how their child will be assessed. Parent will also learn how to schedule meetings with teachers and how to become involved in decisions related to their child's education. Parents may come by the school any day between the hours of 8:00am and 2:30pm to meet with the principal or other School Wide Plan Committee member for disbursement of information or for a conference regarding Title I services.

Planning, review and improvement of the school wide program will involve parents. These meeting will be held in conjunction with the annual meeting and at least two other times during the school year as part of our PTO programs.

One meeting will be during the fall and one during the spring. Report Cards and progress reports will be used to measure student's progress, and proficiency levels that students are expected to meet. Also, our school calendars, newsletters, and school's web page and/or weekly school/home folders will be used to help convey information to parents. Parents may request regular meetings to review and assist in improving their child's progress. Any parental request will be addressed in a timely manner.

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).

Sulligent Consolidated School developed a school-parent-student compact in the fall of 2009. Students were given copies to take home to their parents to read, sign and bring back to school. Signing the compacts signifies commitment to working in partnership with the school and their child in ensuring that their child will be successful in school. The compacts will be discussed with teachers at faculty meetings. Each teacher will be given the responsibility to explain the contract to students and obtain students' signatures. The teachers will sign the contracts and house them in his/her classroom for use during parent-teacher and/or student conferences. School-parent-student compacts will be updated annually to reflect new staff and student progress.

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

Sulligent Consolidated School believes in involving parents in all aspects of its Title I programs. We have two parents on our school's Title I School wide Planning Committee. These parents help to formulate the plan, budget funds and revise yearly the schools Parent Involvement Policy. At the school level, a spring evaluation of the plan will allow these committee members to periodically evaluate the plan. Also, survey of plan effectiveness will be administered annually to parents, as well as periodic meetings with concerned parents. When and if a parent disagrees with any part of the plan, he or she will be given the LEA contact information from the school. The school Parent Involvement Policy will be sent home to parents at the beginning of the year and is on file in the school's office, counselor's office and library for public viewing.

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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)**

The Title I plan at Sulligent Consolidated School includes effective strategies that will strengthen the quantity and quality of parental and family involvement. Sulligent Consolidated School will strive to make parents informed about the Title I Program in our school through the first PTO/Open House meeting at the beginning of the school year. At that time, parents will receive:

- Overview of the State Academic Content Standards
- Academic Achievement Title I
- What services will be offered
- How parents have the right to be involved in their child's education and assessments
- Parent role in helping their child succeed

The Title I plan at Sulligent Consolidated School includes effective strategies that will strengthen the quantity and quality of parental and family involvement. Sulligent Consolidated School will strive to make parents informed about the Title I Program in our school through the first PTO/Open House meeting at the beginning of the school year. At that time, parents will receive:

- Overview of the State Academic Content Standards
- Academic Achievement Title I
- What services will be offered
- How parents have the right to be involved in their child's education and assessments
- Parent role in helping their child succeed

- (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)**

The Title I School wide Planning committee decided to spend federal dollars allocated for Parental Involvement in the following manner:

- Brochures/Booklets to offer parents help regarding parenting issues.
- Student Agendas – for 7th and 8th grade students and parents – keep parents informed

Career Portfolios – 9th grade students and parents – To help parents plan students education and keep them informed

- (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)**

To ensure effective involvement of parents, to build capacity for parental involvement, and to support a partnership among Sulligent Consolidated School, parents, and the community in order to improve students academic achievement, Sulligent Consolidated School Shall:

- Ensure that test scores are sent home to parents in a language the parents can understand. Sulligent High School has a Spanish teacher who can assist in translating and verbally communicating with parents of ELL student who may need help in understanding assessment results.
- Invite parents to attend a parent teacher conference. The date is chosen to provide the teachers with enough time to obtain useful information in the fall about homework consistency and test grades. They use this data to talk with parents about strategies to increase successes in students who are struggling to help advance students who are performing at or near grade level. Times for these conferences are arranged to accommodate the different work schedules of our parents.

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- Send home report cards every six weeks to high school students and every nine weeks to elementary students.
- Have a meeting for high school students to provide information about college choices, college admission and college funding. All current juniors will be invited along with their parents. The counselor will have a question and answer portion provided by representatives of Beville State Community College. The school counselor will address the issue of credits needed for graduation (these were discussed with parents prior to their children entering into the ninth grade) and procedures for requesting the transcripts and other materials needed before submitting college admission applications and scholarship applications. A senior class sponsor will also address the issues facing seniors, such as senior portraits, fundraisers, and graduation supplies needed.
- Post school announcements on the school web site www.sulligenthighschool.com
- Compile a senior college packet after interviewing all seniors regarding college choice. The packet will include admission applications, scholarship applications, websites to visit for scholarship and grant information and a letter briefly explaining the college admission and financial aid process. The packet will be mailed home to parents. Title I funds will be used to pay for postage and folders.
- Send home State Board of Education School Report Cards in the fall to all students.

(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)

Sulligent Consolidated School and Parents may:

- Play a significant role in the education of their children. For this reason, we encourage parental visits from parents at any time. Meetings with teachers will be conducted during their planning time so that classes are not disturbed. Parents are also encouraged to have lunch with their children at any time and are invited for lunch periodically throughout the year.
- The high school counselor may send out monthly newsletters to all senior students and their parents. The newsletters will contain updates information about college scholarships, deadlines for admission application and scholarship. Other information pertinent to the senior population will also be included.
- In March, our 8th grade students along with their parents may attend a meeting to discuss 9th grade pre-registration. The parents will be given information about the Carnegie units required by the state of Alabama for high school graduation. We will also discuss the different diploma types available for their children along with the course sequence requirements for each type. The parents will be asked to sign a form indicating their preference of diploma type for their children.
- Any parent of a preschooler who suspects their child needs speech services may call the system federal programs office and request a screening.
- Spanish speaking parents who do not read may come to school to have information relayed to them in Spanish.
- The high school counselor may provide an opportunity for every senior student to meet with her individually.
- The high school counselor may provide an opportunity for every junior student to meet with her individually.
- Parents visit with and eat lunch with their child during October (parent visitation month). The counselor will send out invitation to the parents. (Appendix W)
- Parents may attend student programs.
- Parents may schedule parent/teacher conferences...

(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)

Sulligent Consolidated School will strive to ensure the provision of full opportunities for participation of parents with limited-English proficiency, parents with disabilities, and parents of migratory children in a language that parents can understand. Non-English speaking parents may come to school to have information relayed to them in their native language. Our campus is handicap accessible so as to foster the access of any parent or guest who has a disability.

At the present time, annual Title I newsletters are available in English and Spanish. They will be translated into any other language as needed. School enrollment forms and other school reports will be made available in parent's native language.

Sulligent High School has a Spanish teacher who can assist in translating and verbally communicating with parents of ELL student who may need help in understanding assessment results.

Sulligent Consolidated School will provide each parent with information regarding the professional qualifications of their child's teacher(s). This information will be provided in a uniform format that will be disseminated from the office of the Superintendent of Education. A letter will be mailed or hand delivered in a face-to face meeting to each parent. Title I funds be used to mail the letter to parents.

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This information will be sent to parents in a uniform format on each school's letterhead and signed by each school principal. The letter will be mailed to the parents of children in the classroom where the substitute teacher will be assigned for four or more consecutive weeks. Title I funds will be used to fund the cost of mailing the letters to parents.

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

To ensure effective involvement of parents, to build capacity for parental involvement, and to support a partnership among Sulligent Consolidated School, parents, and the community in order to improve students academic achievement, Sulligent Consolidated School Shall:

- Ensure that test scores are sent home to parents in a language the parents can understand. Sulligent High School has a Spanish teacher who can assist in translating and verbally communicating with parents of ELL student who may need help in understanding assessment results.
- Invite parents to attend a parent teacher conference. The date is chosen to provide the teachers with enough time to obtain useful information in the fall about homework consistency and test grades. They use this data to talk with parents about strategies to increase successes in students who are struggling to help advance students who are performing at or near grade level. Times for these conferences are arranged to accommodate the different work schedules of our parents. The high school Spanish teacher will be available to translate information for the ELL students.

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.

Sulligent Consolidated School will strive to ensure the provision of full opportunities for participation of parents with limited-English proficiency, parents with disabilities, and parents of migratory children in a language that parents can understand. Non-English speaking parents may come to school to have information relayed to them in their native language. Our campus is handicap accessible so as to foster the access of any parent or guest who has a disability.

At the present time, annual Title I newsletters are available in English and Spanish. They will be translated into any other language as needed. School enrollment forms and other school reports will be made available in parent's native language.

Sulligent High School has a Spanish teacher who can assist in translating and verbally communicating with parents of ELL student who may need help in understanding assessment results.

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

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

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

WHAT WEAKNESS OR NEED IDENTIFIED IN ACADEMIC, INCLUDING ELL AMAOs OR SCHOOL CULTURE GOALS WILL THE PROFESSIONAL LEARNING ADDRESS?	WHAT TYPES OF PROFESSIONAL LEARNING WILL BE OFFERED?	WHEN WILL THE SESSION BE DELIVERED? (Please list dates of future PD sessions, not those that have already taken place.)	WHAT ARE THE EXPECTED OUTCOMES OF PROFESSIONAL LEARNING? (Following the professional learning, how will academic or cultural challenges be impacted – what does it look like?)	HOW WILL PARTICIPANTS BE HELD ACCOUNTABLE FOR SUCCESSFUL IMPLEMENTATION AND IN WHAT WAYS WILL EVIDENCE BE COLLECTED TO SHOW EFFECTIVE ASSIMILATION/INTEGRATION OF STRATEGIES?	WHAT ARE THE FUNDING SOURCES, ESTIMATED EXPENSES, AND PROPOSED NAMES OF CONSULTANTS OR ENTITIES? Example: Title II, \$....00 Dr. Verry Goode	DOCUMENT CONTINUOUS LEA REVIEW AND SUPPORT RESULTS
To increase 7 th grade ASA scores from 50% to 60% proficient.	AMSTI Training	Summer 2010	Teacher will learn how to use AMSTI materials to create hands-on lessons	Teacher will create lessons using AMSTI materials and methods.	AMSTI	
To increase the percent of special education students scoring proficient in math from 62% to 66% in seventh grade and from 64% to 70% in eighth grade	Voyager Training	Winter 2009	Teachers will learn to use the Voyager Math Program	Teachers will be able to use the program in their class. This will be shown in lesson plans and student progress.	Title I and Special Education Funds	
To increase the percent of special education students scoring proficient in reading by 50% to 79% in grade 7 and by 50 % to 7% in eighth grade.	Voyager Training	Winter 2009	Teachers will learn to use the Voyager Reading Program	Teachers will be able to use the program in their class. This will be shown in lesson plans and student progress.	Title I and Special Education Funds	

DUPLICATE PAGES AS NEEDED

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Part VIII - Coordination of Resources/Comprehensive Budget

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

Example:

I. State Foundation Funds:			
State Foundation Funds		TOTAL	\$3,644,512
Teacher Assigned Units: 49	classroom teachers: 47	TOTAL OF ALL SALARIES	\$2,603,276
Administrator Units: 1			
Assistant Principal: 1.5			
Counselor: 2			
Librarian: 1.5			
Instructional Supplies			\$0
Library Enhancement			\$0
Technology			\$0
Professional Development			\$0
State ELL Funds			
II. Federal Funds:			
Title I: Part A: Improving the Academic Achievement of the Disadvantaged		TOTAL	\$191,624.47
<p>Title I: (1. Schools identified for improvement must set-aside an equivalent of 10% of its Title I school-level allocation for professional development each year it is in the improvement process. 2. Also include the school's portion of the 95% of the LEA set-aside for parental involvement. For additional guidance, check with the Federal Programs Coordinator in your school district.)</p> <p><i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</i></p> <p>Set aside for Professional Development \$6,125.00 Parent Involvement \$2,177.53 One Teacher Two Paraprofessionals .25 consulting specialists .50 Librarian</p>			
ARRA FUNDS		TOTAL	\$116,101.92
<p><i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</i></p> <p>One paraprofessional Materials and supplies Parental involvement .67 of one alternative school personnel</p>			

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April 20, 2009

Title II: Professional Development Activities	TOTAL	\$38719
<i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</i>		
Title II funds are class size reduction units		
Title III: For English Language Learners	TOTAL	\$0
<i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</i>		
Sulligent School has no ELL students identified at this time.		
Title IV: For Safe and Drug-free Schools	TOTAL	\$2326
<i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</i>		
Sulligent School will utilize Title IV funds to administer Pride Surveys, AED, purchase surveillance equipment, drug testing services, and professional development costs.		
Title VI: For Rural and Low-income Schools	TOTAL	\$64086.00
<i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</i>		
.85 tech specialist Reading Coach supplies		
III. Local Funds (if applicable)		
Local Funds	TOTAL	\$0
<i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</i>		

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Part IX – MONITORING/REVIEW DOCUMENTATION

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

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