

Assurances

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

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

Ⓟ Indicates LEA Principal Approval based on Assurances listed above.

Part I NEEDS ASSESSMENT- SUMMARY OF DATA

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

In May 2012, the school leadership team (including parent members) reviewed the 2011-2012 Continuous Improvement Plan to assess the degree to which implemented strategies have been met. This information was shared with all staff and interested parents. The staff and parents provided input on the following: which elements have been successfully mastered and need not be included in the next year's plan; the elements that have been mastered but still require continued monitoring during the 2012-2013 school years; the elements that have not been mastered and must be included in the 2012-2013 CIP. In September 2012, the school leadership team and school staff, along with interested parents convened to disaggregate standardized assessment data, Pride survey data, School Incident Report data, PEPE data, Career and Technical Education Improvement Plan data and other local data. The school leadership team (including parent members) reconvened to disaggregate data including subgroups. Results were shared with school faculty, staff, and parents. Faculty, staff, and parents were asked for their input. The school leadership team met to suggest strategies, professional development, and budget requirements for the CIP plan. When the draft was completed, faculty and staff reviewed it and had the opportunity to suggest modifications if needed. The CIP for the 2012-2013 school years was published and shared with the district Roundtable. Requested modifications were examined and decisions made by school leadership team and faculty/staff. The finalized CIP was sent to the district school board for approval and signatures.

Instructional Leadership Team Names and Positions

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

Gary Hall Principal
 Orlean Baldwin Assistant Principal
 Sharon Cargill..... Teacher/Language Arts
 Felicia Fleming Teacher/Mathematics
 Bernice Floyd Teacher/Special Education
 Bernita Patterson Teacher/Science
 Indi Hines Teacher/History
 Linda Mitchell Teacher/Career Tech
 Kristen Dial Counselor
 Katrina Todd ELL Specialist
 Lizzie Hardy Parent Liason
 Parent

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

SUMMARY OF NEEDS BASED ON A COMPREHENSIVE REVIEW OF DATA

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

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

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

The faculty utilizes assessment data for evaluation and development processes to improve student performance. After assessing the data, clear goals were set from using the non-mastered standards for a focused instructional program. Also, the faculty agreed to expand the AHSGE initiative previously developed that focuses on the improvement/success of for all students.

4. Align school curriculum to local and state standards and assessments through departmental meetings and collaboration between special education and general classroom teachers.

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.

Carver High School has 99% highly qualified teachers. The decision of hiring highly qualified staff is made by the local school. Principals are required to have knowledge of each teacher's highly qualified status and the area the teacher is highly qualified to teach. All scheduling and assignment decisions must be made using this information. New teachers are assigned mentors within the school for the first three years and are monitored all three years by administration and Central Office staff. All teachers are required to participate in professional development activities by the administration of the local school and encouraged to seek additional professional development activities. Funding for high quality, ongoing activities is provided by local, state, and federal funds.

Number and percentage of teachers Non-HQT:

One Non-HQT Teachers=

Number and percentage of Classes Taught by Non-HQT:

Each Non-HQT teaches 6

Alabama High School Graduation Exam (AHSGE):

Strengths:

Of the 2012 graduating class, 92% of the graduating seniors did pass all parts of the AHSGE. Carver High School has a graduation rate of 71% for the 2012-2013 school year

The eleventh grade of 2011-2012 scored 95% proficient in reading.

All students had a proficiency rate of 4.67 moving from -10.23.

The Black subgroup moved from a -10.32 in 2011 to 4.64.

Free/reduced moved from a -10.52 to 3.61.

Math

All students exceeded goal at 10.65 up from -12.17 in 2011.

The Black subgroup moved up from -12.30 to 10.62.

Free/reduced lunch subgroup moved up from -15.85 to 9.59.

Weaknesses:

Reading

Special Education moved in the positive direction from -36.00 in 2011 to -17.00 which is still below goal.

Math

The Proficiency index for subgroups:
Special Education moved negatively from -9.08 in 2011 to -10.00 in 2012.

Alabama Reading and Mathematics Test (ARMT):

Strengths:

N/A

Weaknesses:

N/A

Alabama Science Assessment:

Strengths:

N/A

Weaknesses:

N/A

Stanford 10:

Strengths:

N/A

Weaknesses:

N/A

Dynamic Indicators of Basic Early Literacy Skills (DIBELS):

Strengths:

N/A

Weaknesses:

N/A

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

Alabama Direct Assessment of Writing (ADAW):

Strengths:

N/A

Weaknesses:

N/A

ACCESS for English Language Learners (ELLs):

Strengths:

Two students tested who were 9th graders. Both students tested at the 5th grade proficiency level in reading. In oral language, both students scored above the 5th grade level. In speaking, both students scored at the 6.0 GL.
 Three students tested who were 10th graders. Two of the three students scored at the 5.7 proficiency level.

Weaknesses:

Of the two 9th grade students tested, one tested at the 4.8 proficiency level in writing.
 All three 10th grade students scored below the 5th grade level in reading, writing, literacy, and comprehension.

EducateAL or other Professional Evaluation Profile Information:

Strengths:

EDUCATEAlabama
 2011/2012 Assessed Practice Level-Data by School

| Bullet No. | Performance Level | Number of Teachers |
|-----------------------------|-------------------|--------------------|
| 1.1 (Content Knowledge) | Innovating | 17/68 |
| 1.3 (Content knowledge) | Innovating | 13/68 |
| 2.2 (Teaching and Learning) | Integrating | 30/68 |

Weaknesses:

EDUCATEAlabama
 2011/2012 Assessed Practice Level-Data by School

| Bullet No. | Performance level | Number of Teachers |
|--------------------------|-------------------|--------------------|
| 4.5 (Lang. Acquisition) | Beginning | 22/68 |
| 4.4 (Language Diversity) | Beginning | 17/68 |
| 4.6 (Diversity) | Beginning | 15/68 |

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

Strengths:

Five students were tested on the AL Alternate Assessment. All five students scored at Level 3 in reading; Four students scored at level 4 in math and one student scored at level 3 in math.

Weaknesses:

All five students that tested, scored at level II in science.

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

Strengths:

Star Reading Report 2012-2013 School Year
 Screening Report: School Benchmark
 19% of 11th graders scored at/above benchmark
 16% of 12th graders scored at/above benchmark

Weaknesses:

Star Reading Report 2012-2013

Screening Report: School Benchmark 2012-2013 School Year

40% of 272 11th graders need urgent intervention

39% of 243 12th graders need urgent intervention

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

There are eleven Career Tech teachers housed at Carver Senior High. Under Career Tech, students can select from Culinary Arts, Hospitality and Tourism to industrial maintenance. There are five computer labs utilized by Career Tech.

All students have access to computer use even if they are not scheduled to a technology class. Computer use is mainly in the library or the classroom.

Carver completed a new automobile technology facility which will prepare students for the auto manufacturing industry.

Weaknesses:

Computers and other equipment must be updated regularly to keep pace with the changes in technology.

Part I (cont.) NEEDS ASSESSMENT- SUMMARY OF DATA**School Demographic Information related to student discipline (e.g. total office referrals, long- and short-term suspensions, expulsions, alternative school placements, School Incidence Report (SIR) data, or student attendance).****Strengths:****Weaknesses:**

Data from the Title IX report shows a total of 1668 referrals submitted for the 2011-2012 school year. There were 171 disrespectful infractions with disobedience (993) being the main offenses. There were 1117 instructional days lost to suspensions in the first semester and 1207 instructional days lost to suspensions in the second semester.

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

Carver High's graduation rate was 71% for the 2011-2012 school year. The dropout rate was at _____.

Weaknesses:

Twenty-nine percent of the graduating class did not graduate during the spring of 2012. (This number represents the entire class from the ninth grade through the 12th grade)

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

Of the new teachers, five of them have a minimum of 5 years experience. One of the new teachers has been promoted to curriculum assistant to the principal.

Weaknesses:

Carver has a total of 10 new teachers. These teachers will be assigned to veteran teachers to help them make adjustments to the new school as far as teacher planning, classroom management, and discipline.

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:

Carver High's Enrollment for 2012-2013 increased from 1368 to 1394.

Weaknesses:

Carver Senior High's ADA/ADM Report for 2012-2013

| | |
|----------------|--------|
| Enrollment | 1394 |
| ADA | 1288.8 |
| Tardies | 1258 |
| Percent of ADA | 95.35% |

This report shows an increase in enrollment by 26 students. It also shows an increase in the ADA by 175.4.

Carver Senior High's ADA/ADM Report for 2011-2012

| | |
|--------------|--------|
| Enrollment: | 1368 |
| ADA | 1113.4 |
| Tardies: | 1279 |
| Percent ADA: | 90.87% |

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

Strengths:

N/A

Weaknesses:

From the Carver High School Parent Survey given, parents feel that students need additional help with reading. They also feel that there are not enough tutoring programs or activities to assist with students in the area of reading. There is also a need for communication and counseling that address at risk students.

School Perception Information related to student PRIDE data.

Strengths:

No Data

Weaknesses:

No Data

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

Strengths:

ELL students receive services from the ELL teacher who does come in once weekly. For some students, teachers provide accommodations for assessments and extended time to complete assignments.

Weaknesses:

Carver High has identified an enrollment of ten students who are identified as ELLs. An ELL teacher is only assigned to Carver to bridge the gap between the school's curriculum and the needs of the English Language Learners for one day per week.

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

Strengths:

The ELL students have been identified for teachers and all teachers have the WIDA standards. If an ELL needs an IELP, teachers have been apprised of the plan and of the role they will play in the implementation of the plan.

Weaknesses:

One ELL teacher attending students one day weekly. This is currently set-up by the District.

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

Strengths:

There is a counselor who is designated as the graduation coach and a tutor is hired to assist students in English and reading for the graduation exam. As testing dates near, there are tutors who are hired to give assistance to students after school.

2012 School year

Plans are being made to offer after school enrichment and tutoring for all students. The plan is to hire four teachers to tutor in the four core areas.

Weaknesses:

Not enough students take advantage of the extended opportunities that are offered. They start off showing interest, but they soon taper off as the programs continue to run. (Credit recovery, Peer tutoring, and teacher held tutoring)

Part II - GOAL TO ADDRESS ACADEMIC NEEDS

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

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

G1. Increase Reading Scores

Description:

By the spring of the 2012-2013 school year, we will maintain the number of 11th graders scoring at 95% in Reading on the AHSGE.

Data Results on which goal is based:

Based on data results from the 2012 AHSGE, the current 11th graders are 95% proficient in reading.

Target Grade Level(s): Grade 11

Target Content Area(s): Reading

ARMT: Reading

Additional Academic Indicators:

The eleventh grade of 2012-13 scored 95 percent proficient in reading which is at the same level for 2011-2012.

Target Student Subgroup(s):
Free and Reduced

Courses of Study:
COS Standards, AHSGE III-2 Analyze literary elements IV-2,3 Preview, Predict, Discern organizational patterns

Strategies:

1.1 Reading Comprehension

Description:

Implement instructional pacing through lesson plans that identifies non-mastered standards : II-1 Identify Main Idea III-1 Recognize logic and argument II-5 Recognize summary statements Description of Action Step: Teacher will use bell ringer or warm-up to reinforce and/or re-teach least mastered standards. Use small groups and/or cooperative learning activities at least twice a month along with other research based activities such as graphic organizers. III-2 Analyze literary elements IV-2,3 Preview, Predict, Discern organizational patterns

Action Steps:

AS1.1.1 Reading Comprehension

Description:

Provide unified reading assignment for all English teachers each Friday (Department Chair) (Standards based assessment, programmatic and other data results will be utilized regularly to update pacing of standards)

Benchmarks:

Student work samples. Results from the mock assessments will be presented in summary form to the BLT meetings. Curriculum alignment evidence will be documented in lesson plans and discussed at data meetings monthly

AS1.1.2 Incorporating Technology

Description:

English teachers will incorporate technology resources such as, smart boards, and computer based programs. Use various programs for remediation based on identified student needs and least mastered skills.

Benchmarks:

English teachers will use PowerPoint Presentations on non-mastered objectives and teachers may assign projects on non-mastered areas. Lesson Plans and copy of PowerPoint Presentations. Observe teachers revisiting most missed standards in bell ringers and stand alone lessons.

AS1.1.3 Flexible Scheduling/Reading Blitzes

Description:

Three weeks prior to the AHSGE the Enforcement of Non-Mastered Objectives will be taught on a daily basis. English teachers will incorporate a flexible schedule and reading blitzes to improve reading scores on the AHSGE.

Benchmarks:

Students will be offered before and after school tutoring. A teacher tutor will conduct small group instruction for students during the school day. Student work samples; student test scores from each assessment. The teacher will be observed teaching the reading skills regularly.

AS1.1.4 Targeting the Free/ Reduced Subgroup**Description:**

Counselors will identify all students who qualify for free/reduced lunch by November 15, 2012. Teachers will work on target skills, reading strategies, and vocabulary every week. Students will also check out books every other week through accelerated reading to make improvements in reading comprehension. Students will also have access to in-school and after school tutoring.

Benchmarks:

English teachers will progress monitor all students who do not score at minimum 80% on AR tests every two weeks. If students do not reach benchmark, they will be assigned to books that are more in the lower end of their zpd. Student progress reports and the report card will be used to also monitor progress.

Interventions:

Teachers will provide after school tutoring; teachers and special education teachers will make available the resource room for small group instruction and remediation for all low functioning students.

Resources:

Reading tests, and AHSGE Item Specifications, practice booklets

G2. Increase math scores**Description:**

By the Spring of 2013, we will maintain the percentage of students scoring 95% proficiency on 11th grade math portion of the AHSGE.

Data Results on which goal is based:

According to the AHSGE, 95% of the 11th graders were proficient in math.

Target Grade Level(s): The 11th Grade

Target Content Area(s): Math

ARMT: Math

Additional Academic Indicators:

Math 95% of all 2011 eleventh graders scored proficient in math on the AHSGE. This is on target for the AMO for 2011. The Proficiency index for each group: All students moved negatively from 2.00 in 2009 to -12.17 in 2010. Black subgroup proficiency index moved negatively from 2.00 in 2009 to -12.30 in 2010. Special Education moved positively from -22.00 in 2009 to -9.08 in 2010

Target Student Subgroup(s):

Free-Reduced Lunch is 9.59 proficiency level.

Courses of Study:

I-2 Add and subtract polynomials I-3 Multiply polynomials II-2 Solve Quadratic Equations II-4 Solve Multistep Equations V-1,4 Graph: Linear Equations VI-1 Translate Verbal/Symbolic VII-1 Apply properties and relationship/angles VII-2 Apply Pythagorean Theorem VII -4 Apply properties of geometric figures VII-8 Solve problems: Algebraic Concepts

Strategies:**S2.1 Instruction of Standards**

Description:

All math teachers will provide instruction of math standards addressing different learning styles, utilizing a variety of instructional grouping, and assessment strategies to all students.

Action Steps:**AS2.1.1 Pacing of the Most Missed Standards****Description:**

Math teachers will select the most missed math standards for their grade level and adjust pacing guides to incorporate revisiting these standards throughout the year.

Benchmarks:

A quarterly exam will be administered to determine student progress.

AS2.1.2 Data Meetings**Description:**

Administrators will schedule department meetings to identify at-risk-students, discuss math standards, discuss test results, and plan intervention for at-risk students.

Benchmarks:

Benchmarks: Sign-in sheets with agendas, minutes of meetings

AS2.1.3 Technology in Math**Description:**

Career Tech classes will incorporate the use of computer based programs to provide regular practice with math skills. (Measurement of polygons, Pythagorean Theorem, Central Tendency, & Probabilities)

Benchmarks:

Technology teachers practice each of the four skills weekly. Test for mastery at the end of each month.

AS2.1.4 Teacher Collaboration**Description:**

Regular math education teachers will collaborate with special education teachers to plan and teach collaboratively reaching special needs students as well as other struggling learners.

Benchmarks:

Each math lesson plan will add a special needs component which will indicate additional preparation for struggling learners.

Interventions:

Targeted skills instruction will be provided by a grad exam tutor. After school tutoring, small group instruction by the classroom instructor

Resources:

Passing the Graduation Exam Books; Glencoe Mathematics- Alabama High School graduation Exam Practice and Sample Test Workbook (No cost) A grad exam math tutor (\$5,000) Start in January

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

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

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

G1. ELL Reading

Description:

To increase the number of students scoring proficient in reading on the WIDA from 4th grade level to the 5th grade level.

Data Results on which goal is based:

According to the ACCESS for ELLs, three of the four students tested were at or below the 4th grade level in reading and writing. In oral language, two of the four students or 50% were above the 5th grade level.

Target Grade Level(s): The 11th grade.

Target ELP Language Domain(s): Reading, Writing, Comprehension

WIDA Standards: Standard I: ELLs communicate for social and instructional purposes... Standard II: ELLs communicate information, ideas and concepts necessary...

Strategies:

S1.1.1 Read-Alouds Plus

Description:

English teachers will use Read-Aloud Plus to model fluency and the expressive reading of English text.

Action Steps:

AS1.1.1 Read and Clarify

Description:

The teacher reads aloud, stopping at appropriate places for clarification or to display visuals that help to relate vocabulary and concepts to the student's background knowledge.

Benchmarks:

Records of teacher observations, student daily work samples, quizzes, and tests

AS1.1.2 Engage Students Actively

Description:

The teacher engages students in active learning extension activities periodically during the reading or immediately after the reading so that the students make connections between new vocabulary and concepts presented.

Benchmarks:

Vocabulary tests, other classwork, student portfolio or journal

AS1.1.3 Review Regularly

Description:

The teacher regularly reviews key concepts and vocabulary.

Benchmarks:

teacher observation records, student work samples, student notebooks or journals

AS1.1.4 Assess and Monitor

Description:

Assess and monitor growth by allowing students to create a paraphrased version of the reading materials, illustrations that demonstrates their understanding; or use other graphics or visuals.

Benchmarks:

Student notebooks, portfolios, journals, class activities

Interventions:

Teachers will use small groups for re-teaching; teachers will collaborate with the ELL specialist regarding struggling ELLs; and when needed, will develop or add to an Individual English Learning Plan for students who do not respond to re-teaching efforts.

Resources:

None

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

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

G1. Tardy Increase

Description:

The number of days students were tardy increased from 9,459 in 2009-2010 to 10,942 in 2010-2011.

Strategies:

S1.1.1 The Tardy Policy

Description:

The New Carver High Tardy Plan 1st Tardy Contact is made to parents by letter 2nd Tardy Students are assigned to detention (Another letter is sent home) 3rd Tardy Parent Conference by phone or in person 4th Tardy One to two-day suspension from school

Action Steps:**AS1.1.1 Increase Need for Early Entry Class Participation**

Description:

All teachers will provide early entry, graded bell-ringers or warm-up that require students to be present and on time.

Benchmarks:

Tardie sign-in logs will show a decrease in weekly tardiness to class.

AS1.1.2 Lockouts

Description:

The administration will move students who are tardy for class to designated areas to make parental contact or to utilize other corrective strategies.

Benchmarks:

Fewer students will be late for class, fewer corrective strategies will be administered and overall tardiness will be reduced.

Interventions:

Parents will be required to come into the school for a conference or parent shadowing.

Resources:

Cost for after school personnell to hold the after school detention @ 15.00 per hour is \$420.00.

G2. Increased Failure in core Classes

Description:

According to the failure report for the first grading period of the 2012- 2013 school year 795 students received a failure grade in core classes.

Strategies:**S2.1 After School Tutoring**

Description:

Students who are experiencing difficulty in core classes will be able to attend a tutoring class for one hour three days per week. Teachers in the program will keep contact with the regular teacher to make sure that adequate tutoring is being provided.

Action Steps:**AS2.1.1 Timely Assistance**

Description:

The tutor will assist students with the skills that need clarification. The tutor will also assist with the reading of difficult material and other homework needs.

Benchmarks:

The progress report and the report card will be used to measure progress.

AS2.1.2 Help with Prerequisites**Description:**

Testing for basic skills will be used to help determine what assistance will better help students who continue to fail coursework.

Benchmarks:

Progress reports and the report card along with teacher observations, classroom assignments and tests.

Interventions:

Students will still have access to credit recovery if the tutoring does not help them to make necessary improvements.

Resources:

The cost for five teachers and a director will be \$5,000 per grading period. The total cost for three grading periods will be \$15,000.

Part V - Additional Components To Be Addressed to Satisfy Federal Requirements**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)**

Teachers new to Carver High School will participate in the teacher-mentoring program administered by our administrative staff and mentor teachers trained by the school system and the administration.

The overarching goal for the mentoring program is to improve teacher retention and teaching practice. The program is designed to provide ongoing support for novice teachers.. Each new teacher is assigned a master teacher. The mentor and new teacher formulate a meeting schedule, which is beneficial to them. Meetings are documented on a contact log, which reflects the date, length of the meeting, and focus.. Additionally there will be mentoring meetings held monthly with the administrative staff and the identified lead teacher. Monthly meetings will focus on but are not limited to classroom management, discipline, and effective instructional practices.

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

Professional development needs are in reading, math, science, and technology. Areas of professional development maybe covered through workshops, speakers, books studies, technology based learning, or other materials that may aid instruction and classroom management and organization.

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.**

Carver High School realizes that students need support emotionally and academically during periods of transition from middle school to high school. The following are transition activities offered.

- Summer orientation for incoming 9th grade students, which will help aid in the transitioning, process. Walk through of the school is given, students are given the opportunity to meet with their counselor,
- And policies and procedures for the upcoming year are reviewed.
- Eighth grade pre-registration is offered in the spring.
 - In the spring of each year the extracurricular activities (band and choir) offered at Carver perform a showcase at feeder schools to attract and recruit incoming freshman to their

various programs.

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.

Carver High School has 98% highly qualified teachers. The decision of hiring highly qualified staff is made by the local school. Principals are required to have knowledge of each teacher's highly qualified status and the area the teacher is highly qualified to teach. All scheduling and assignment decisions must be made using this information. New teachers are assigned mentors within the school for the first three years and are monitored all three years by administration and Central Office staff. All teachers are required to participate in professional development activities by the administration of the local school and encouraged to seek additional professional development activities. Funding for high quality, ongoing activities is provided by local, state, and federal funds.

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.

The Building Leadership Team (BLT) meets monthly to review data that has been disseminated from state and local boards. The data includes, but is not limited to: AHSGE, post test, EOM assessment tests, and ADAW. Monthly departmental meetings are subsequently held to disseminate the findings of the BLT and the departments collaboratively study the data to determine the best instructional strategies and teaching strategies that would aid in improving student achievement. The Building Based Student Support Team members evaluate data collected on referred students to determine if there are any indicators that would warrant a referral for special services or if additional accommodations or modifications are needed. Teacher representation and input is included on CIP, school budget committees, and types of professional development to be offered.

Special Populations:

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

Carver High School provides special education services and uses appropriate procedures in accordance with federal and Alabama State laws and regulations. The Special Education Facilitator tracks referrals and notices to parents concerning eligibility meetings. The evaluation is conducted to determine if the student is eligible for special education services. An Individualized Education Plan (IEP) team convenes to determine the eligibility for special education services. The IEP team develops the Individualized Education Plan based on the results of the evaluations, the concerns of parents, and the academic, developmental, and functional needs of the child. To the maximum extent appropriate, special education students are educated with children who are not disabled. Special education classes will occur only when the nature of severity of the disability is such that education in the general education classroom, including the use of supplementary aids and services, cannot be successfully achieved.

Special Populations (as listed in the Carl D. Perkins Career and Technical Education Act 2006, Section 3):

Describe procedures used for each group of individuals with disabilities; individuals from economically disadvantaged families, including foster children; individuals preparing for non-traditional fields; single parents, including single pregnant women; displaced homemakers; and individuals with limited English proficiency.

Applies Only to Secondary Schools

All students are granted equal access to career tech programs. Students work with grade level counselors to select the best career academy. Each student must meet standards for safety when choosing a career pathway.

When special needs students transition to new educational programs, career tech personnel meet with parents and the IEP committee to apprise the family of the best career opportunities that are available for the student.

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.

Students who experience difficulty mastering the standards needed for graduation, Advanced Placement and college preparation will be provided timely, effective, and additional instructional assistance.

- High Hopes tutoring programs meets before and after school for remediation for AHSGE
- After School Credit Recovery Program
- ACCESS program aids in credit recovery and allows students to make up credit deficiencies for on time graduation.
- Evening academy referrals are given to students to make up credit deficiencies for on time graduation (Offered 2012-13 at Lee High School)

Part VI – School Parental Involvement Plan as required by Section 1118 of NCLB

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.

1. Carver Senior High School will host an annual open house at the beginning of school term to inform all parents of all Title I requirements and offerings. Parents will be notified of the meeting through public postings, notices sent home by students, radio announcements and community calendar. The parent resource center will be opened daily for parents who did not attend the annual meeting. Parent Liaison will briefly review the information distributed at the annual meeting. Parents will be informed that the parent involvement plan is located in the parent resource center, if they wish to review the plan.
2. A monthly PTSA meeting will be held at the school, this will give parents an opportunity to be involved in decision making. Parents, teachers and students are involved in the meetings. There will also be a flexible number of workshops and trainings taking place for parents. Parent will also attend community meetings with our community partners.
3. Parents are also active participants on the parent involvement advisory committee. Parents help draft the parent involvement plan and review the final results.
4. Funds will be used for material and supplies used for parent trainings, material and supplies needed in the parent resource center, workshops and trainings for parents, salary and mileage for Parent Liaison, parent field trips, equipment, and parent incentives.

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.

Materials distributed at Carver Senior High School reflect the language of the population served. Presently all students speak English, if a student enroll that speak a different language, we have on site staff that could communicate with student and family and community partners that also could assist in the matter. Parents will learn during the annual meeting about the curriculum subjects taught, such as reading, math, language, science, social studies, physical education, art, music, and computer science. During the annual meeting parents are given a copy of the parent handbook, and they also learn how to schedule parent-teacher conferences. Teachers relate content information to the parents, which enables them to be more actively involved in their child's learning. Progress reports are generated by data entry clerk in the main office and distributed to each student every fourth week during a nine-week period. STI-Home is a soft ware that parents can access from home to check on the student's grades, progress and attendance. Parents also receive information through newsletters and flyers are also issued to parents. The state department of education releases data assessment reports to the school annually. The school has a Parent Liaison that schedule parent conferences, parents are given an opportunity to discuss any concerns dealing with his or her child. Students are given their score reports from the guidance office for various assessments and these results are used to determine whether these students should be referred for tutoring or the Evening Academy in the various areas of weakness. Progress reports and report cards are given periodically to monitor student's progress. Reports are available to parents and stakeholders at their request.

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.

At the beginning of school term, parents, students and teachers sign a family compact. The compact was reviewed by the parent advisory committee. The purpose of the family/school compact is to communicate a common understanding of home and school s responsibilities to assure that every student attains high standards and a quality education. This compact is a promise to work together. We believe that this compact can be fulfilled by our team effort. Working all together improves teaching and learning. Each teacher will have student and parents sign the family compact. The compacts will be filed and kept in each home room class. Teachers will document home visits and other parent contact on the family compact.

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).

Parents are invited to attend the meeting when the CIP is under review. During the review, parents are in attendance. When the plan is finalized and approved, and a parent is not satisfied,

he or she can put their concerns in writing to the school. The school will submit their concerns to the central office at the same time that the CIP is submitted.

Describe procedures to allow parents to submit comments of dissatisfaction with the Continuous Improvement Plan.

Parents are invited to attend the meeting when the CIP is under review. During the review, parents are in attendance. When the plan is finalized and approved, and a parent is not satisfied, he or she can put their concerns in writing to the school. The school will submit their concerns to the central office at the same time that the CIP is submitted.

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)

During Carver Senior High annual meeting the Guidance Counselors will give parents an overview of the state's academic content standards and state student academic achievement standards, state and local assessment. Parents will also given instructions on how to monitor their child's progress and work.. Parents will be informed of a parent work-shop on STI-Home (parents can access student's progress on line at home). Parents will also be given an overview of Title I services available at Carver Senior High School. Open House will take place after the annual meeting, giving parents an opportunity to meet their child's teachers and learn about individual class assessments and what their role will be in helping their child to 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)

Workshops and trainings will be identified from parent surveys and identified school goals. There is a parent resource center located at Carver Senior High School and a Parent Liaison. The Parent Liaison will provide trainings to parents on literacy, computer skills and other identified trainings as outlined in the school improvement plan. Community partners will also assist with trainings and workshops on reading and math.

(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)

Teachers will be encouraged during faculty meetings, grade-level meetings and in-service trainings to understand the importance of parental involvement. We will always encourage teachers to look at parents as a partner in education. Teachers are encouraged to attend all PTSA meeting; this will help form a teacher-parent partnership. Teachers will be encourage to work with the Parent Liaison in planning parent involvement activities a and materials that best meet our schools identified goals.

(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)

All parents are invited to attend all parent related activities. Carver PTSA president is an active member of the State PTA association and the president brings back activities that all parents can participate in and get involved in other parent activities. We also have a program entitle "ALL PRO DADS" it's a partnership with the Chick-Filet corporation, it encourage fathers to be active participants in their child's education.

(5) Shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand. (Describe)

All information sent home to parents at Carver Senior High is reflective of the population served. Presently all of our students speak English, but staff is on site that can speak other languages and translate materials and other information if needed.

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

Every effort possible will be made to meet the requests of parents at Carver Senior High School. (Example) Parents requested through surveys that the PTSA meetings take place at 6:00 p.m monthly. Parents suggested that this would give them an opportunity to fix dinner, get their school age children settled in and go over homework. The school, through the Parent Liaison was able to accommodate this request and the meetings will be held monthly at 6:00 p.m.

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.

Carver Senior High provides opportunities for the participation of parents with limited English proficiency and parents with disabilities. We presently have no parents with limited English proficiency, but if a student enroll with Limited English proficiency we have staff available on site to assist with this matter. Carver is a handicapped-accessible building. We make every effort to accommodate parents with disabilities, our Parent Liaison make home visits to Deliver materials and other information and she communicates with the parents by phone if they cannot come into the center.

Part VII- PROFESSIONAL LEARNING NEEDS RELATED TO ACADEMIC CHALLENGES

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

- Yes
- No

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

- Yes
- No

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

- Yes
- No

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

Learning Activities:

National Science Teachers Association

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

15.74% of the 11th grade students tested in Biology did not meet or partially met the academic content standards.

What types of professional learning will be offered?

Various sessions to enhance and expand professional growth by the use of innovative presentations, hands on workshops and multiple small group workshops.

When will the session be delivered?

Novemeber 1-3, 2012 - Atlanta, GA; December 6-8, 2012 - Phoenix, AZ; April 11-14, 2013 - San Antonio, TX

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?)**

Participants will gain vital information on maximizing their potential in the classroom.

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

Information obtained at conferences will be disseminated to the science faculty through departmental meetings by way agendas and sign-in sheets from departmental meetings. This will verify and include faculty members that present and receive professional development. Evidence of professional development from various conference sessions will be kept on file.

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

Title I: \$6000

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

15.74% of the 11th grade students tested in Biology did not meet or partially met the academic content standards.

What types of professional learning will be offered?

Various sessions to enhance and expand professional growth by the use of innovative presentations, hands on workshops and multiple small group workshops.

When will the session be delivered?

February 11-14, 2013 - Huntsville, AL

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?)**

Participants will gain vital information on maximizing their potential in the classroom.

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

Information obtained at conferences will be disseminated to the science faculty through departmental meetings by way agendas and sign-in sheets from departmental meetings. This will verify and include faculty members that present and receive professional development. Evidence of professional development from various conference sessions will be kept on file.

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

Title I: 500

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

56% of all 2011 eleventh graders scored proficient in math on the AHSGE. This is 30% below the AMO for 2010- 2011.

What types of professional learning will be offered?

Various sessions will be offered to enhance and expand professional growth by innovative presentations, hands-on workshops, multiple small group workshops, and discussions of new developments in mathematics.

When will the session be delivered?

April 17-20, 2013- Denver, CO

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?)

Participants will gain professional development that will broaden knowledge and skills of teaching mathematics.

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

Information obtained at conferences will be disseminated to the mathematics faculty through departmental meetings by way agendas and sign-in sheets from departmental meetings. This will verify and include faculty members that present and receive professional development. Evidence of professional development from various conference sessions will be kept on file.

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

Title I: \$5,000

International and AL Reading Association

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

The eleventh grade of 2010-11 scored 69 percent proficient in reading, which is 23 percent below the AMO for 2010-2011.

What types of professional learning will be offered?

These conferences will focus on the areas of effective teaching and learning in the areas of reading

When will the session be delivered?

April 19-22, 2013- San Antonio, TX; November 15-16, 2012- Huntsville, AL

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?)

Participants will gain professional development in reading instruction based on scientifically based reading research. This will also strengthen literacy leadership and improve reading program planning and implementation.

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

Information obtained at conferences will be disseminated to the faculty through departmental meetings by way agendas and sign-in sheets from departmental meetings. This will verify and include faculty members that present and receive professional development. Evidence of professional development from various conference sessions will be kept on file.

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

Title:\$3,000

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

The eleventh grade of 2010-11 scored 69 percent proficient in reading, which is 23 percent below the AMO for 2010-2011.

What types of professional learning will be offered?

This conference will focus on the areas of effective teaching and learning in the areas of reading

When will the session be delivered?

February 22-23, 2013 - University of GA; July 18-20, 2013 - Long Island, NY

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?)**

Participants will gain professional development in reading instruction based on scientifically based reading research. This will also strengthen literacy leadership and improve reading program planning and implementation.

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

Information obtained at conferences will be disseminated to the faculty through departmental meetings by way agendas and sign-in sheets from departmental meetings. This will verify and include faculty members that present and receive professional development. Evidence of professional development from various conference sessions will be kept on file.

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

Title I: \$1,500

Title I Conference 2013**What weakness or need identified in academic (including ell amaos) or school culture goals will the professional learning address?**

Students failure to reach the graduation rate

What types of professional learning will be offered?

This conference will address issues of effective instruction, including research-based practices, high performing educators, age relative programs and diversity.

When will the session be delivered?

January 21-24, 2013- Nashville, TN

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?)**

Participants will gain professional development that focuses on the issues and concerns of Title I which include: reauthorization of NCLB, Special population, education reform, and instructional support for students.

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

Information obtained at conferences will be disseminated to the science faculty through departmental meetings by way agendas and sign-in sheets from departmental meetings. This will verify and include faculty members that present and receive professional development. Evidence of professional development from various conference sessions will be kept on file.

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

Title I: \$4,500

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

Students failure to reach the graduation rate

What types of professional learning will be offered?

This conference will address issues of effective instruction, including research-based practices, high performing educatores, age relative programs and diversity.

When will the session be delivered?

March 16-18, 2013- Chicago, IL

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?)**

Participants will be made aware of improvements which can be made in the areas of teaching and learning, which educational approaches are most likely to work, and which practices ensure that all students are learning.

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

Information obtained at conferences will be disseminated to the science faculty through departmental meetings by way agendas and sign-in sheets from departmental meetings. This will verify and include faculty members that present and receive professional development. Evidence of professional development from various conference sessions will be kept on file.

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

Title I: \$5,000

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

Students failure to reach the graduation rate.

What types of professional learning will be offered?

This conference will address issues of effective instruction, including research-based practices, high performing educatores, age relative programs and diversity.

When will the session be delivered?

June 28-30, 2013- Washington, DC

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?)**

Participants will leave with: a review of the instructional leadership role, a repertoire of active, engaging learning tools and techniques, an understanding of how to foster transfer and application from the staff meeting to the classroom instructional area, understanding the framework for teacher leadership, identify how teacher leadership is manifested in their particular settings.

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

This conference will address issues of effective instruction, including research-based practices, high performing educators, age relative programs and diversity.

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

Title I: \$3,000

Teacher Ed Division of the Council of Exceptional

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

General Education teachers and exceptional needs resource teachers find it difficult to cooperatively enhance learning experiences for the exceptional needs students in the regular education class setting.

What types of professional learning will be offered?

This conference will offer professional development that focuses on creating a shared vision for educators for exceptional children.

When will the session be delivered?

November 6-10, 2012- Grand Rapids, MI

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?)

Participants will leave with a better understanding of the role of the resource teacher in the general education class and strategies to assist the exceptional needs students in general education strategies.

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

Information obtained at conferences will be disseminated to the science faculty through departmental meetings by way agendas and sign-in sheets from departmental meetings. This will verify and include faculty members that present and receive professional development. Evidence of professional development from various conference sessions will be kept on file.

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

Title I: \$1,500

At-Risk Conference NAREN

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

There were 1,389 suspensions with opposition to authority (875) and disobedience (500) being the main offenses. There were 1,215 instructional days lost to suspensions in the first semester and 1,275 instructional days lost to suspensions in the second semester.

What types of professional learning will be offered?

This National At-Risk Education Network Conference focuses on Successful Programs and Practices: Educating for Human Greatness.

When will the session be delivered?

February 19-21, 2013- Panama City, FL

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?)

Participants will learn effective ways to relate subject matter to at-risk students and reorient thinking and practices to match student needs and learning styles.

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

Information obtained at conferences will be disseminated to the science faculty through departmental meetings by way agendas and sign-in sheets from departmental meetings. This will verify and include faculty members that present and receive professional development. Evidence of professional development from various conference sessions will be kept on file.

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

Title I: \$3,000

eLearning 2013

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

Computers and other equipment must be updated regularly to keep pace with the changes in technology.

What types of professional learning will be offered?

This conference will offer professional development in the area of technology that will assist the participants with advancing technology.

When will the session be delivered?

February 17-20, 2013- San Antonio, TX

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?)

Participants will gain professional development in computer technology that will enhance teacher effectiveness through tools for engagement, strategies for tough economic times and the latest developments in 21st century skills.

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

Information obtained at conferences will be disseminated to the science faculty through departmental meetings by way agendas and sign-in sheets from departmental meetings. This will verify and include faculty members that present and receive professional development. Evidence of professional development from various conference sessions will be kept on file.

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

Title I: \$2000

FETC Virtual Conference and Expo

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

Computers and other equipment must be updated regularly to keep pace with the changes in technology.

What types of professional learning will be offered?

This conference will offer professional development in the area of technology that will assist the participants with advancing technology.

When will the session be delivered?

January 28-31, 2013- Orlando, FL

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?)

Participants will gain professional development in computer technology that will enhance teacher effectiveness through tools for engagement, strategies for tough economic times and the latest developments in 21st century skills.

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

Information obtained at conferences will be disseminated to the science faculty through departmental meetings by way agendas and sign-in sheets from departmental meetings. This will verify and include faculty members that present and receive professional development. Evidence of professional development from various conference sessions will be kept on file.

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

Title I: \$3000

CUE Annual Conference

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

Computers and other equipment must be updated regularly to keep pace with the changes in technology.

What types of professional learning will be offered?

This conference will offer professional development in the area of technology that will assist the participants with advancing technology.

When will the session be delivered?

March 14-16, 2013- Palm Springs, CA

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?)

Participants will gain professional development in computer technology that will enhance teacher effectiveness through tools for engagement, strategies for tough economic times and the latest developments in 21st century skills.

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

Information obtained at conferences will be disseminated to the science faculty through departmental meetings by way agendas and sign-in sheets from departmental meetings. This will verify and include faculty members that present and receive professional development. Evidence of professional development from various conference sessions will be kept on file.

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

Title I: \$2500

Jensen Learning and the Brain Conferences

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

Teachers have very little time for small group instruction during the course of a period on the seven bell schedule.

What types of professional learning will be offered?

These conferences will focus on Preparing 21st Century Minds, Teaching the Whole Brain/Whole Child, The Science of Student Success, and Web Connected Minds: Teaching the iGeneration.

When will the session be delivered?

February 14-16, 2013- San Francisco, CA; July 8-11, 2013- Charlotte, NC

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?)

Participants will gain vital information on maximizing their potential in the classroom.

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

Information obtained at conferences will be disseminated to the faculty through departmental meetings by way agendas and sign-in sheets from departmental meetings. This will verify and include faculty members that present and receive professional development. Evidence of professional development from various conference sessions will be kept on file.

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

Title I: \$5000

BOOST Conference

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

There were 1,389 suspensions with opposition to authority (875) and disobedience (500) being the main offenses. There were 1, 215 instructional days lost to suspensions in the first semester and 1,275 instructional days lost to suspensions in the second semester.

What types of professional learning will be offered?

This conference will focus on teambuilding opportunities and assistance with after school and out of school activities for at-risk students.

When will the session be delivered?

May 1-4, 2013- Palm Springs, CA

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?)

The participants will learn effective ways to engage at-risk students and learn positive school wide climate to engage all students.

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

Information obtained at conferences will be disseminated to the science faculty through departmental meetings by way agendas and sign-in sheets from departmental meetings. This will verify and include faculty members that present and receive professional development. Evidence of professional development from various conference sessions will be kept on file.

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

Title I: \$3,000

FA Conferences

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

Teachers have very little time for small group instruction during the course of a period on the seven bell schedule.

What types of professional learning will be offered?

These conferences are the ACDA National Conference

When will the session be delivered?

March 13-16, 2013 - Dallas, TX

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?)**

These conferences will assist the participant with orienting the student and developing the lessons.

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

Participants will gain vital information on maximizing their potential in the classroom.

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

Title I: \$2500

ISTE's Annual Conference & Expo**What weakness or need identified in academic (including ell amaos) or school culture goals will the professional learning address?**

Computers and other equipment must be updated regularly to keep pace with the changes in technology.

What types of professional learning will be offered?

This conference will offer professional development in the area of technology that will assist the participants with advancing technology.

When will the session be delivered?

June 23-26, 2013- San Antonio, TX

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?)**

Participants will gain professional development in computer technology that will enhance teacher effectiveness through tools for engagement, strategies for tough economic times and the latest developments in 21st century skills.

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

Information obtained at conferences will be disseminated to the science faculty through departmental meetings by way agendas and sign-in sheets from departmental meetings. This will verify and include faculty members that present and receive professional development. Evidence of professional development from various conference sessions will be kept on file.

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

Title I: \$3000

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

General Education teachers and exceptional needs resource teachers find it difficult to cooperatively enhance learning experiences for the exceptional needs students in the regular education class setting.

What types of professional learning will be offered?

This conference will offer professional development that focuses on creating a shared vision for educators for exceptional children.

When will the session be delivered?

February 13-16, 2013- San Antonio, TX

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?)

Participants will leave with a better understanding of the role of the resource teacher in the general education class and strategies to assist the exceptional needs students in general education strategies.

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

Information obtained at conferences will be disseminated to the faculty through faculty meetings by way agendas and sign-in sheets from departmental meetings. This will verify and include faculty members that present and receive professional development. Evidence of professional development from various conference sessions will be kept on file.

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

Title I: \$2500

Trauma Training and Certification

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

There is a need to address communication and counseling that address at risk students.

What types of professional learning will be offered?

This conference will offer professional development in the area of assisting at risk students with intervention programs and plans.

When will the session be delivered?

February 21-24, 2013- San Antonio, TX

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?)

Participants will learn effective ways to engage at-risk students and assist them in gaining valuable skills and intervention strategies for at risk students.

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

Information obtained at conferences will be disseminated to the counseling faculty through departmental meetings by way agendas and sign-in sheets from departmental meetings. This will verify and include faculty members that present and receive professional development. Evidence of professional development from various conference sessions will be kept on file.

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

Title I: \$1500

National Youth at Risk Conference

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

There were 1,389 suspensions with opposition to authority (875) and disobedience (500) being the main offenses. There were 1, 215 instructional days lost to

suspensions in the first semester and 1,275 instructional days lost to suspensions in the second semester.

What types of professional learning will be offered?

This conference will focus on the successful programs for empowering youth: overcoming poverty, violence and failure.

When will the session be delivered?

March 3-6, 2013- Savannah, GA

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?)

Participants will learn effective ways to relate subject matter to at-risk students and reorient thinking and practices to match student needs and learning styles.

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

Information obtained at conferences will be disseminated to the faculty through departmental meetings by way agendas and sign-in sheets from departmental meetings. This will verify and include faculty members that present and receive professional development. Evidence of professional development from various conference sessions will be kept on file.

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

Title I: \$4000

AL Transition Conference

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

General Education teachers and exceptional needs resource teachers find it difficult to cooperatively enhance learning experiences for the exceptional needs students in the regular education class setting.

What types of professional learning will be offered?

This conference will offer professional development that focuses on creating a shared vision for educators for exceptional children.

When will the session be delivered?

March 4-5, 2013 - Auburn, AL

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?)

Participants will leave with a better understanding of the role of the resource teacher in the general education class and strategies to assist the exceptional needs students in general education strategies.

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

Information obtained at conferences will be disseminated to the faculty through faculty meetings and in services by way agendas and sign-in sheets from faculty meetings and PD credits. This will verify and include faculty members that present and receive professional development. Evidence of professional development from various conference sessions will be kept on file.

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

Title I - \$1,000

Part VIII - Coordination of Resources/Comprehensive Budget

I. State Foundation Funds

| | FTEs Earned | Units Placed | Total Salaries |
|--|-------------|--------------|----------------------|
| FTE Teacher Units | 67.74 | 68 | 4,881,169 |
| Administrator Units | 1 | 1 | 0 |
| Assistant Principal | 2 | 4.5 | 0 |
| Counselor | 2.5 | 4 | 0 |
| Librarian | 2 | 2 | 0 |
| Career and Technical Education Administrator | 0 | 0 | 0 |
| Career and Technical Education Counselor | 0 | 0 | 0 |
| Technology | | | 0 |
| Professional Development | | | 0 |
| State ELL Funds | | | 10,208 |
| Instructional Supplies | | | 0 |
| Library Enhancement | | | 0 |
| Total of All Salaries: | | | \$4,891,377.0 |

II. Federal Funds

Title I: Improving the Academic Achievement of the Disadvantaged

Provide a brief explanation and a breakdown of expenses.

Title I funds will be used for hiring personnel, professional development, instructional materials and equipment, equipment maintenance, extended day services, and summer school.

New for 2012-2013

After school tutorial to include five teachers and one director. The teachers will tutor in English, math, science, soc. studies, and business tech applications. The program will run three days per week from 3:00 to 4:00 PM. The cost per teacher per hour is \$29.51. The cost per quarter is estimated at \$5,000 per grading period. The total cost is \$15,000 for the program.

Total : 356,400.00

Title I: ARRA Funds

Provide a brief explanation and a breakdown of expenses.

ARRA no longer provided

Total : 0

Title II: Professional Development Activities

Provide a brief explanation and a breakdown of expenses.

Professional development opportunities will be provided in the areas of reading, math, technology, science, student achievement/success, teacher instruction, and teacher retention.

Total : 38,774.00

Title III: For English Language Learners

Provide a brief explanation and a breakdown of expenses.

N/A

Total : 0

Title IV: For Safe and Drug-free Schools

Provide a brief explanation and a breakdown of expenses.

N/A

Total : 0

Title VI: For Rural and Low-income Schools

Provide a brief explanation and a breakdown of expenses.

N/A

Total : 0

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

Provide a brief explanation and a breakdown of expenses.

N/A

Total : 0

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

Provide a brief explanation and a breakdown of expenses.

N/A

Total : 0

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

Provide a brief explanation and a breakdown of expenses.

N/A

Total : 0

III. Local Funds (if applicable)

Local Funds

Provide a brief explanation and a breakdown of expenses.

School necessities

Total : 360,084.00