



**2009 - 2010
CONTINUOUS IMPROVEMENT PLAN
Title I Targeted Assistance Plan**

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



NAME OF SCHOOL: Winfield Middle School				
STREET ADDRESS: 481 Apple Avenue		CITY: Winfield	STATE: Alabama	ZIP CODE: 35594
CONTACT: Terri Miles		TELEPHONE: (205) 487-6901	E-MAIL: tmiles@winfield.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"/> 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"/> Year 4 or more <input type="checkbox"/> Submit to LEA for Board approval. Scan <u>PAGE ONE</u> and <u>PAGE TWO</u> to indicate signatures. Submit the plan and signature pages electronically to your system's e-GAP Document Library by November 3, 2009.				
Made AYP? YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>	Made AMAOs (ELL)? YES <input type="checkbox"/> NO <input type="checkbox"/> N/A <input checked="" type="checkbox"/>	Career and Technical Ed (CTE) Made AYP? YES <input type="checkbox"/> NO <input type="checkbox"/> N/A <input checked="" type="checkbox"/>	Are all federal resources (including Titles I, II, III, IV, 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 Title I parents. The CIP plan will be made available on the Winfield City Schools website at www.winfield.k12.al.us. Copies will be available at the local school library, in the guidance office and in the administration office upon request. Copies will also be available in the Title I classroom. A copy of the Parental Involvement section will be sent to each parent.
*Board Approval: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Board approval received on _____, 2009.				
Board Signature: N/A				
Superintendent Signature:				Date:
Federal Programs Coordinator Signature:				Date:
Principal Signature:				Date:

System:

April 20, 2009

School:

CONTINUOUS IMPROVEMENT PLAN DEVELOPMENT AND IMPLEMENTATION TEAM

This plan was developed/or revised during the following time period (e.g. April/May – September 2009_):
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):

State assessment data including the ARMT, SAT-10, ASA, AAA, and ADAW was given to all teachers at each grade level. Teachers were also given their subject area ranking according to school assessment data in relation to all other state school districts. Additionally, teachers received a table that tracked their 08-09 students' progress for at least two years and also tracked grade level progress for at least four consecutive school years. Teachers then charted each individual student's progress from the previous year's assessment to present by subject area. Gains/losses in progress were tabulated both individually and by class. Observations regarding strengths and weaknesses were then made based on student progress. Teachers were also given all assessment data on current 09-10 students. The school leadership team, consisting of parents, faculty, and staff, assessed these data results and then developed a continuous plan for improvement.

<p>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>Positions (Identify position held, e.g., Administration, Faculty, Staff, Grade Level and/or Subject Area, Parents and Community members.)</p>	<p>Signatures (Indicates participation in the development of the CIP)</p>
<p>Terri Miles Scott Goodwin Kitty Brasher Holly Gruwell Shelia Peoples Cortney Elrod Jennifer Langley Lisa Geist Carla Patton Jill Spann Diana Holbrook Brenda Taylor Jill Hawkins Emily Hatfield</p>	<p>Principal Assistant Principal Counselor School Nurse Library/Media Specialist Teacher/ELL Teacher/Title I Teacher/Special Education Teacher/Math Teacher/Language Teacher/History Teacher/Science Parent Parent</p>	

System:

April 20, 2009

School:

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

Directions: Insert a copy of your one-page School Status Report in this TEXT BOX. You may access this report on the web at www.alsde.edu:

- **Click on Accountability Reporting.**
- **Choose 2008-2009.**
- **Select Annual Accountability Results Report.**
- **Select your system and school.**
- **Press the Graphics Select Tool button located on the top of the page and select the chart beginning with the school name. (Note: Do not include the legend.)**
- **Then, right click and select COPY.**
- **Return to this document and CLICK IN THIS BOX.**
- **Then, right click to PASTE the chart.**
- **Adjust the size of the text box to display your test results.**

System:

School:

April 20, 2009

Part I - continued - DIRECTIONS – NEEDS ASSESSMENT-SUMMARY OF DATA: Indicate data sources used during planning by identifying strengths and weaknesses or program gaps. If your school did not review a particular data source, please write N/A. School improvement goals should address program gaps (weaknesses) as they relate to student achievement or AYP categories such as graduation rate or other academic indicators. Close attention should be given to the proficiency index. Please include all disaggregated subgroups including those with less than forty students.

Briefly describe the process your faculty used to conduct the needs assessment (analysis of all data):	
Leadership team members were each assigned one or more sections of the needs assessment-summary based on their area of expertise. Team members then conducted an analysis of their respective data sources to determine the strengths and weaknesses and reported back to the team with their findings. Results were discussed at the next team meeting and approved before being included in the final report.	
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.	
Prospective teachers are questioned about HQT status during the interview process. Teachers at Winfield Middle School use the Alabama Course of Study, state assessment objectives, textbooks, supplemental academic materials, in-school and out-of-school professional development and collaborative meetings to make decisions about academic needs. Teacher lesson plans are filed and reviewed weekly by the administration and must include academic objectives.	
Number and percentage of teachers Non-HQT: Winfield Middle School has one teacher (5% of the faculty) that is currently classified as Non-HQT.	Number and percentage of Classes Taught by Non-HQT: Winfield Middle School currently has four classes (4%) that are being taught by a teacher classified as Non-HQT.
Alabama High School Graduation Exam (AHSGE):	
Strengths: N/A	Weaknesses: N/A
Alabama Reading and Mathematics Test (ARMT):	
Strengths: 89% of Winfield Middle School students scored at a Level III or IV on the Math portion of the 2009 ARMT. 92% of Winfield Middle School students scored at a Level III or IV on the Reading portion of the 2009 ARMT.	Weaknesses: 2% of WMS 6 th graders scored at a Level I and 10% scored at a Level II on the Reading portion of the 2009 ARMT.
Alabama Science Assessment:	
Strengths: 100% of 7 th and 8 th grade teachers have received AMSTI training for content in the Alabama Course of Study. 100% of 5 th and 7 th grade teachers have received training in the Alabama Science Assessment . 91% of WMS 5 th graders scored a Level III or IV on the 2009 ASA. 89 % of WMS 7 th graders scored a Level III or IV on the 2009 ASA.	Weaknesses: 67% of 5 th and 6 th grade teachers have not received AMSTI training due to a lack of funding. All teachers are certified according to NCLB standards but have not received grade appropriate AMSTI training. 9% of WMS 5 th graders scored a Level II on the 2009 ASA. 11% of WMS 7 th graders scored a Level I or II on the 2009 ASA.
Dynamic Indicators of Basic Early Literacy Skills (DIBELS):	
Strengths: N/A	Weaknesses: N/A

System:

April 20, 2009

School:

Part I - Continued:	
Alabama Direct Assessment of Writing (ADAW):	
Strengths: 91% of 5 th graders scored a Level III or IV on the narrative mode of writing in 2009. 96% of 7 th graders scored a Level III or IV on the narrative mode of writing in 2009.	Weaknesses: 38% of 5 th graders scored a Level II on the descriptive mode of writing in 2009. 25% of 7 th graders scored a Level I or II on the descriptive mode of writing in 2009.
ACCESS for English Language Learners (ELLs):	
Strengths: N/A	Weaknesses: N/A
Professional Education Personnel Evaluation (PEPE) School Profile Information:	
Strengths: WMS teachers scored highest in the PEPE areas of: 4.1 – Manages class time (3.8) 6.1 – Speaks clearly, correctly and coherently (3.6) 2.4 – Provides practice and summarization (3.5)	Weaknesses: WMS teachers scored lowest in the PEPE areas of: 1.2 – Identifies various instructional strategies (3.4) 3.3 – Provides feedback about student performance (3.4) 5.2 – Communicates high expectations (3.4)
Additional Data Sources: (e.g., Alabama Alternate Assessment (AAA), School Technology Plan Data)	
Strengths: 100% of students in grades 5 through 8 identified as needing to participate in AAA were assessed in 2008-2009. 35% scored 3-4 range in reading, 32% scored in 3-4 in math, and 17% scored a 3-4 in science.	Weaknesses: 65% scored in the 0-2.9 range in reading, 68% scored in the 0-2.9 range in math and 83% scored in the 0-2.9 range in science on the 2008-2009 Alabama Alternate Assessment.
Local Data (e.g., LEA, school, and grade-level assessments, surveys, program-specific assessments):	
Strengths: Teachers complete a comprehensive needs assessment on each student at the end of the school year. These assessments are scored and placed in rank order so that Title I services can begin promptly at the beginning of each school year. We have 100% participation in the Accelerated Reader program. According to the STAR reading assessment administered during the 2008-2009 school year, 6 th grade students improved their instructional reading level by 1.5% and 7 th grade students improved by 2%.	Weaknesses: In 2008-2009, only 69% of students passed AR tests with a score of 85% or greater. 85% is the benchmark success rate on AR tests.
Career and Technical Education Program Improvement Plan:	
Strengths: N/A	Weaknesses: N/A

System:

April 20, 2009

School:

System:

School:

April 20, 2009

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: SIR data indicates that only 19 incidences of discipline problems were reported in 08-09.	Weaknesses: 0.49% of Winfield Middle School students maintain a history of excessive yearly absences that require early intervention.
School Demographic Information related to drop-out information and graduation rate data.	
Strengths: N/A	Weaknesses: N/A
School Demographic Information related to teacher attendance, teacher turnover, or challenges associated with a high percent of new and/or inexperienced faculty.	
Strengths: Winfield Middle School has had an extremely low teacher turnover the past five years. One CSR (Classroom Size Reduction) teacher was added in the 5th grade. We were also able to add a second Title I teacher.	Weaknesses: Winfield Middle School lost two HQT from 08-09 due to budget cuts. Winfield Middle School teachers averaged 13 days absent for the 08-09 school year.
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: Winfield Middle School has a 97% student attendance rate as reported on 2008-2009 AYP which exceeds the state attendance rate goal of 95% by 2%.	Weaknesses: There continues to be a pattern of repeated morning tardiness by some middle school students. The total number of unexcused tardies was 1523 or 2.05% for the 2008-2009 school year.
School Perception Information related to parent perceptions and parent needs including information about literacy and education levels.	
Strengths: 2008 SACS and PEPE surveys indicate that parents feel the school sets high standards for staff and student performance; the school is a good and safe place to send students; and that the school is good at identifying and solving problems and in finding new ways to do things better.	Weaknesses: 2008 SACS and PEPE surveys indicate that parents feel the school can do a better job in maintaining two-way communication with parents; in communicating information clearly and succinctly and in giving more opportunities for parent input on the issues that affect them.
School Perception Information related to student PRIDE data.	
Strengths: The PRIDE survey indicates that the 08-09 Winfield Middle School 8 th grade students reported drug usage below the state average in all eight categories.	Weaknesses: The PRIDE survey indicates that the 08-09 Winfield Middle School 7 th grade students reported higher than the state average in 5 of the 8 categories of drug usage and the 6 th grade students reported higher than the state average in 3 of the 8 categories.
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: N/A	Weaknesses: N/A
School Process Information related to an analysis of existing personnel focused on helping English Language Learners (ELLs) work toward attaining proficiency in annual measurable academic objectives (AMAOs).	

System:

April 20, 2009

School:

Strengths: N/A	Weaknesses: N/A
School Process Information uncovered by an analysis of curriculum alignment, instructional materials, instructional strategies, reform strategies, and/or extended learning opportunities.	
Strengths: The curriculum is generated and aligned by the Alabama Course of Study standards and state assessment objectives. A variety of instructional materials and instructional strategies are employed by all teachers to enhance learning opportunities. Intervention strategies and tutorial opportunities are employed to assist students that are struggling in their efforts to achieve academic success. We were able to add a second Title I teacher for the 09-10 school year, thus allowing one Title I teacher to serve the 5 th & 6 th grades and another to serve the 7 th & 8 th grade students. One CSR (Classroom Size Reduction) teacher was also added in the 5 th grade.	Weaknesses: The teacher/pupil ratio has increased, particularly in the 7 th grade, due to a reduction in the number of middle school teachers because of budget cuts. Struggling students are unable to receive as much assistance as they have in the past due to larger class sizes.

System:

April 20, 2009

School:

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): The fifth grade descriptive mode of writing scores on the ADAW will improve by 2% in Levels III & IV from 91% in 2009 to 93% in 2010. The seventh grade descriptive mode of writing scores on the ADAW will improve by 2% in Levels III & IV from 75% in 2009 to 77% in 2010.

Data Results on which goal is based: 38% of fifth graders scored a Level I or II on the descriptive mode of writing on the ADAW in 2009 while 25% of the seventh graders scored a Level I or II on the descriptive mode of writing in 2009.

TARGET GRADE LEVEL(S): Fifth(5 th) & Seventh (7 th)	TARGET CONTENT AREA(S): Circle One Reading Math Science Other	AHSGE: Reading Math Science Social Studies Language	ADDITIONAL ACADEMIC INDICATORS: N/A	TARGET STUDENT SUBGROUP(S): All 5 th & 7 th grade students testing on the ADAW.
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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?	HOW WILL PROGRESS FOR EACH ACTION STEP BE MEASURED? (PERFORMANCE DATA, LISTS, SURVEYS, ETC)	HOW WILL THE SCHOOL PROVIDE TIMELY ASSISTANCE IF STRATEGIES DO NOT CHANGE PERFORMANCE?	WHAT RESOURCES AND SPECIFIC EXPENDITURES WILL BE NEEDED FOR SUCCESSFUL IMPLEMENTATION?
<p>2009/2010 English Language Arts</p> <p>Grade 5, Standard 7 - Composing descriptive essays using an introductory paragraph, sensory details, vivid language, and a conclusion.</p> <p>Grade 7, Standard 9 – Compose in descriptive, narrative, expository, and persuasive modes with a thesis sentence and introductory, supporting, and concluding paragraphs when appropriate.</p>	<p>STRATEGY:</p> <ul style="list-style-type: none"> Teacher will model descriptive/expository writing with the students. Daily Oral Language program. <p>ACTION STEP:</p> <ul style="list-style-type: none"> Teachers will plan and write a descriptive/expository essay with the students using an overhead/Elmo projector. Teachers will show examples of Level III & IV essays from the ASDE. Teachers will use Daily Oral Language program to edit sentences for grammar. 	<ul style="list-style-type: none"> Daily grades Essay test grades Six weeks test grades 09/10 ADAW test results 	<ul style="list-style-type: none"> Reteach items not mastered Remediation using supplementary materials 	<ul style="list-style-type: none"> Examples of Level III and IV essays. My Skills Tutor – writing component (\$40,000) Accelerated Grammar program (\$)

System:

April 20, 2009

School:

<p>2009/2010 English Language Arts Grade 5, Standard 7 Grade 7, Standard 9</p>	<p>STRATEGY: Teachers will use research based supplementary materials.</p> <p>ACTION STEP: Students will use research based materials that align with the standards on the ADAW. Using these materials will improve the foundations of English and therefore, improve writing scores.</p>	<ul style="list-style-type: none"> • Lesson plans will reflect the use of these research based supplementary materials. • Grade reports generated by computer software programs 	<ul style="list-style-type: none"> • Reteach items not mastered • Remediation using supplementary materials 	<ul style="list-style-type: none"> • Accelerated Writer computer software program • Write! Foundations, Buckle Down and Writing for Proficiency Workbooks • My Skills Tutor – writing component (\$40,000 –)
<p>2009/2010 English Language Arts Grade 5, Standard 7 Grade 7, Standard 9</p>	<p>STRATEGY: Teacher will attend professional development in all areas of writing.</p> <p>ACTION STEP: Teacher will visit a school with strong scores in the areas of descriptive writing and observe a lesson being taught. Teachers will invite a writing specialist to come and demonstrate a lesson.</p>	<p>Teacher will post levels of written essays in the individual students writing folder at the end of each grading period.</p>	<ul style="list-style-type: none"> • Reteach items not mastered • Remediation using supplementary materials 	<ul style="list-style-type: none"> • Examples of Level III and IV essays. • Visit - mileage (\$200) / substitutes (\$300) • Writing specialist – fee (\$500) / mileage (\$200)

System:

April 20, 2009

School:

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.

<p>CONTINUOUS IMPROVEMENT GOAL (SHOULD ADDRESS IDENTIFIED WEAKNESSES AND GAPS): All Winfield Middle School students at each grade level will participate in the Renaissance Learning Accelerated Reader Program according to AR “best reader practices.” The number of students scoring the benchmark of 85% or more on Accelerated Reader tests will increase by 2% from 69% to 71%.</p>
<p>Data Results on which goal is based: Only 69% of all Winfield Middle School students are scoring the benchmark success rate of 85% or higher on AR tests.</p>

TARGET GRADE LEVEL(S): Fifth(5 th) through Eighth(8 th)	TARGET CONTENT AREA(S): Circle One Reading Math Science Other	AHSGE: Reading Math Science Social Studies Language	ADDITIONAL ACADEMIC INDICATORS: N/A	TARGET STUDENT SUBGROUP(S): All fifth through eighth grade 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)

System:

April 20, 2009

School:

<p>2009/2010 English Language Arts</p> <p>Grade 5, Standard 2 – Use a range of strategies, including drawing conclusions such as opinions about characters based on actions and summarizing passages, to comprehend fifth-grade recreational reading materials in a variety of genres.</p> <p>Standard 4 – Use a wide range of strategies and skills, including using text features to gain meaning, summarizing passages, and drawing conclusions, to comprehend fifth-grade informational and functional reading materials.</p> <p>Grade 6, Standard 1 – Apply strategies, including making complex predictions, interpreting characters’ behaviors, and comparing and contrasting, to comprehend sixth-grade recreational reading materials.</p> <p>Standard 4 – Recognize the use of text elements, including implied main idea, explicit cause-effect relationships, and persuasive techniques, in sixth-grade informational and functional reading.</p> <p>Grade 7, Standard 1 – Apply strategies appropriate to the type of reading material, including setting purposes for reading and making generalizations, to comprehend seventh-grade recreational reading materials.</p> <p>Standard 2 – Relate literary elements and devices to each other, including main idea and supporting details, climax, point of view, and imagery.</p> <p>Standard 4 – Apply strategies that include setting purposes for reading, distinguishing fact from opinion, making generalizations, and reviewing to comprehend seventh-grade informational and functional reading materials.</p> <p>Grade 8 – Standard 1 – Apply strategies, including making inferences to determine theme, confirming or refuting predictions, and using specific context clues, to comprehend eight-grade reading materials.</p> <p>Standard 2 – Evaluate the impact of setting, mood, and characterization on theme in specific literary selections.</p> <p>Standard 4 – Apply strategies appropriate to type of reading material, including making inferences to determine bias or theme and using specific context clues, to comprehend eighth-grade informational and functional reading materials.</p> <p>System:</p> <p>School:</p>	<p>STRATEGY:</p> <p>Implementation of guided independent reading practices.</p> <p>ACTION STEP:</p> <ul style="list-style-type: none"> • Student reading placements will be assessed • Accountability plans will be designed for each student • Brief daily progress meetings between teacher and individual student 	<p>STAR reading tests will be given quarterly.</p>	<p>Students identified as not achieving set goals will receive extra instruction through small group reading.</p>	<ul style="list-style-type: none"> • Accelerated Reader Enterprise software-(\$5 per student - student fees) • High-interest, low-level reading materials – (\$1000 – Title I & local funds) • Read, Reflect, Respond materials – (\$68 – Title I funds) • My Skills Tutor – Reading component (\$40,000 – Title I & Special Ed. Funds)) <p style="text-align: right;">April 20, 2009</p>
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<p>2009/2010 English Language Arts Grade 5, Standards 2 & 4 Grade 6, Standards 1 & 4 Grade 7, Standards 1, 2 & 4 Grade 8, Standards 1, 2 & 4</p>	<p>STRATEGY: Students will gain knowledge as well as learn new vocabulary by reading large quantities of literature.</p> <p>ACTION STEP:</p> <ul style="list-style-type: none"> • Students will have access to quizzes on thousands of trade books. • Students will have access to quizzes on all major reading trade books. • Students will have access to quizzes for leading children’s magazines. • Points will be awarded as motivational tools based on testing success. Points may be redeemed for prizes in AR store. 	<ul style="list-style-type: none"> • Diagnostic tests will be generated and reviewed as often as a student completes a reading practice quiz. • Reports on continuing vocabulary development will be generated at least once each six weeks. 	<ul style="list-style-type: none"> • Recorded voice quizzes will be used with students who show need for read-to assistance. • Quizzes in Spanish for ELL students. 	<ul style="list-style-type: none"> • Two hand-held NEO2 computers for AR testing (\$300 - Technology funds) • Trade books (\$5,000 – local civic group) • AR store prizes – (\$300 – Alumni Association, local civic clubs)
<p>2009/2010 English Language Arts Grade 5, Standards 2 & 4 Grade 6, Standards 1 & 4 Grade 7, Standards 1, 2 & 4 Grade 8, Standards 1, 2 & 4</p>	<p>STRATEGY: Provide local in-service training for teachers in proper procedures for maintaining student AR folders at the beginning of the school year.</p> <p>ACTION STEP:</p> <ul style="list-style-type: none"> • Allow 30 minutes per day for reading(may be nonconsecutive) • Check folders daily in order to ensure proper reading level • Post progress chart in classroom 	<ul style="list-style-type: none"> • Daily folder check • Weekly update of classroom wall chart showing student progress 	<p>Reading Success Index for each teacher is monitored through AR Dashboard web-based software component of Renaissance Place.</p>	<ul style="list-style-type: none"> • Accelerated Reader Enterprise software – (\$5 per student – student fees) • In-service training provided by local librarian.

System:

April 20, 2009

School:

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):
Winfield Middle School will decrease excessive school arrival tardiness by 1% from first grading period to fifth grading period during the 2009-2010 school year.

Data Results on which goal is based:
Unexcused student tardies were at 1523 or 2.05% for the 2008-2009 school year. Excessive tardiness reduces instructional time which negatively impacts academic performance.

TARGET GRADE LEVEL(S): Grades Five(5) through Eight(8).	TARGET CONTENT AREA(S): Circle One Reading Math Science Other	AHSGE: Reading Math Science Social Studies Language	ADDITIONAL ACADEMIC INDICATORS: N/A	TARGET STUDENT SUBGROUP(S): Students with excessive school arrival tardies.
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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?	HOW WILL PROGRESS FOR EACH ACTION STEP BE MEASURED? (PERFORMANCE DATA, LISTS, SURVEYS, ETC)	HOW WILL THE SCHOOL PROVIDE TIMELY ASSISTANCE IF STRATEGIES DO NOT CHANGE PERFORMANCE?	WHAT RESOURCES AND SPECIFIC EXPENDITURES WILL BE NEEDED FOR SUCCESSFUL IMPLEMENTATION?
	<p>STRATEGY: Promote school attendance by documenting school arrival tardies through office tardy slips and STI.</p> <p>ACTION STEP:</p> <ul style="list-style-type: none"> • Student arriving after 7:45 bell required to obtain a tardy slip indicating time of arrival, reason, and determination of excused or unexcused. • Information documenting tardies (including date, time, reason, and excused or unexcused) recorded in STI. 	<p>Data will be gathered from STI attendance reports throughout each grading period. Progress will be monitored daily and reported at the end of the midterm and at the end of each six weeks grading period.</p>	<p>Students accumulating four or more unexcused tardies during a six weeks grading period will be required to attend ½ day of Saturday School.</p>	<p>Tardy slips, STI software.</p>

System:

April 20, 2009

School:

	<p>STRATEGY: School will communicate student tardies with the student and parent in an effective and timely manner.</p> <p>ACTION STEP:</p> <ul style="list-style-type: none"> • Parents are notified daily of student absence or tardiness through the School Cast automated phone system. • Student tardies will be listed on mid term grade reports and on report cards at the end of each grading period. • Parents will be contacted personally via telephone by school staff if the number of tardies becomes excessive before mid term reports go out. 	<p>Data will be gathered from STI attendance reports throughout each grading period. Progress will be monitored daily and reported at the end of the midterm and at the end of each six weeks grading period.</p>	<p>Early intervention meetings will be held with parents of students with excessive attendance problems.</p>	<p>Tardy slips, STI software, School Cast automated calling system (\$3,500 – local funds).</p>
	<p>STRATEGY:</p> <p>ACTION STEP:</p>			

System:

April 20, 2009

School:

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): N/A
Data on which goal is based: N/A

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)
	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.

System:

April 20, 2009

School:

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 <small>(REFER TO CULTURAL DATA IN NEEDS ASSESSMENT)</small>	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?	HOW WILL PROGRESS FOR EACH ACTION STEP BE MEASURED?	HOW WILL THE SCHOOL PROVIDE TIMELY ADJUSTMENT IF STRATEGIES DO NOT CHANGE PERFORMANCE?	WHAT RESOURCES AND SPECIFIC EXPENDITURES WILL BE NEEDED FOR SUCCESSFUL IMPLEMENTATION?
A small number of Winfield Middle School students maintain a history of excessive yearly absences that require juvenile court referrals.	<p>STRATEGY:</p> <ul style="list-style-type: none"> • Encourage good attendance through morning intercom and email announcements. • Communicate effectively with parents concerning absences. • Provide parents assistance in improving parenting skills. <p>ACTION STEP:</p> <ul style="list-style-type: none"> • Provide prizes for perfect attendance through cooperation with local businesses. • Send early warning letters to parents regarding excessive absences. • Utilize the School Cast automated calling system daily to inform parents of their child’s absence or tardiness. • Refer parents to the Parent Project program sponsored by local government agencies. 	<ul style="list-style-type: none"> • Daily individual attendance reports. • Daily school wide attendance reports. • School Cast calling log. • Record of early warning letters. • Record of juvenile court referrals. 	<ul style="list-style-type: none"> • Home visits by administrators • Early intervention meetings with students and parents. • Referral to juvenile court for violation of truancy laws 	<ul style="list-style-type: none"> • Prizes for perfect attendance (provided by corporate school sponsors) • Cooperation of Parent Project program representatives. • School Cast automated calling system (\$3,500 – local funds)

System:

April 20, 2009

School:

<p>The PRIDE survey indicates that 2008-2009 WMS 7th grade students reported higher than the state average in 5 of the 8 categories of drug usage and that the 6th grade students reported higher than the state average in 3 of the 8 categories.</p>	<p>STRATEGY: Combat substance abuse among students by providing drug/substance abuse education.</p> <p>ACTION STEP:</p> <ul style="list-style-type: none"> • All WMS students in grades 5-8 will participate in the “Too Good for Drugs “ program. • All WMS students in grades 5-8 will participate in the “Teens of America” drug awareness program. • Red Ribbon Week substance abuse activities. • School counselor will conduct substance abuse education through individual classes using the Natural High DVD series. 	<ul style="list-style-type: none"> • Drug free pledge card signatures • PRIDE surveys • Need assessment surveys • Discipline referrals • Requests for counseling services 		<ul style="list-style-type: none"> • Handouts and power point presentations (provided by the Too Good for Drugs program) • “Teens of America” program/presentation (\$500 – local funds) • Stickers, ribbons, visual displays and prizes for participation in Red Ribbon Week. • Natural High DVD and handouts (provided through WMS guidance/counseling office)
<p>2008 SACS and PEPE surveys indicate that parents feel the school can do a better job in maintaining two-way communication with parents and in communicating information clearly and succinctly.</p>	<p>STRATEGY: Close the communication gap between school and parents through the use of available technology.</p> <p>ACTION STEP:</p> <ul style="list-style-type: none"> • Maintain a blog on the school system website. • Use School Cast automated phone system to communicate absences/tardies and other important information to parents at home, at work, and on their cell phone. • Communicate each student’s progress in the Accelerated Reader program to parents through the Renaissance Place – Home Connect email service. 	<ul style="list-style-type: none"> • Parent surveys • Feed back from parents • Communication with parents through the school blog 		<ul style="list-style-type: none"> • Training in the use of the School Cast system (provided by the local school system technology staff) • Computer software provided through the Accelerated Reader program.

System:

April 20, 2009

School:

Part V – Additional Components To Be Addressed to Satisfy Federal Requirements (Note: This Section of the Plan must be distributed to all Title I Parents):

1. Availability of Plan: Describe how the plan will be made available to the LEA, parents, and the public.
The Winfield Middle School Continuous Improvement Plan will be placed in the school library and in the Winfield Middle School office where it will be available to the LEA, parents, and the public. The WMS CIP will also be placed in the central office for Winfield City Schools. A copy of the plan will also be given to the parents of every student receiving Title I services.
2. Multiple Criteria: Describe the multiple criteria and weighted point value used to identify students for Title I Targeted Assistance services. (Note: Include the cut-off score for the eligibility list.)
The Multiple Criteria Worksheet will be completed by the general education teacher and used by the Title I teacher to evaluate and identify students for Title I services. The Multiple Criteria Worksheet is scored using a weighted point value system. The score is based on current achievement, average grade, SAT scores, ARMT scores, and needs assessment. The worksheet also takes into account if the student has an IEP. The score ranges from 1-15 with 15 being the highest need. For the 2009/2010 school year, all students with a score of 5 or greater receive Title I services.
3. Timely Assistance: Describe how students identified as failing to meet the state’s academic standards will be selected to receive services to ensure that the most academically needy students (by determining a rank order after applying the multiple criteria described in #2) receive services.
The Title I teacher will take all multiple criteria worksheets and score them using the Multiple Selection Criteria Score Sheet. The teachers will then rank the scores and serve the highest score students. These scores represent the most academically needy students. During the year, the Title I teacher will work closely with the regular education teacher to identify students that are failing to meet the state’s academic standards. Students identified will have a worksheet completed and using the score, the Title I teacher will place the students in order of need.
4. Supplemental Assistance: Describe how identified students will be provided effective supplemental assistance in a timely manner.
The Title I teacher will work closely with the regular education teacher to provide effective supplemental assistance as needed. Supplemental assistance will include, but is not limited to, one on one remediation, small group sessions, remedial computer instructional programs, and peer tutoring provided by high-achieving students. The Title I teacher will check with the regular education teacher on a weekly basis monitoring the student’s grades. The Title I teacher will also receive mid term reports as well as six weeks reports.
5. Exiting the Program: Describe how the school will determine if the academic needs of the participating students have been met and the procedures used to exit students from the program.
The regular education teacher completes the Multiple Selection Criteria Worksheet. The Title I teacher determines an appropriate cut-off score for that academic year. This will assist in identifying which students academic needs have been met and which students need services. Test scores, attendance, and grades are also considered.

System:

April 20, 2009

School:

<p>6. Regular Program Coordination: Describe how the Title I program will be coordinated with and supported by the regular education program.</p>
<p>The Title I program will be coordinated with and supported by the regular education program. The Title I teacher will work closely with the regular education teacher to maintain an open line of communication between teachers, students and parents. The Title I teacher will work with the regular education teacher in the regular classroom setting to help meet the daily instructional needs of the Title I students. The Title I teacher will check with the regular education teacher in order to monitor the student's academic progress on a weekly, mid term and six week basis. The Title I teacher and the regular education teacher will also cooperate to maintain a portfolio of the student's work and progress that may be examined by teachers and parents.</p>
<p>7. Resource Coordination: Describe how Title I resources are used to coordinate and supplement existing services and not used to provide services that, in the absence of the Title I funds, would be provided from another fund source.</p>
<p>If Title I teachers were not available, students would not get the extra help they need. Title I teachers use resources unavailable to regular education teachers to help at risk students. Title I funds have allowed our system to purchase My Reading Coach, My Skills Tutor, and Phonics Intervention computer software remediation programs. The Title I teachers are also available for one on one and small group remediation in addition to the in-class assistance they provide on a daily basis. Without Title I funds these services would not be available.</p>
<p>8. Title I Personnel: Describe how Title I personnel are integrated into the regular school program including professional development and planning.</p>
<p>Title I personnel will be integrated into the regular school program. The Title I teacher will attend after school meetings as well as all professional development and training. The Title I teacher will be provided with the same professional development opportunities as the regular classroom teacher.</p>
<p>Additional: Teacher Mentoring Component Required if in School Improvement - Describe how new or inexperienced teachers are given support from an assigned master teacher and what that support looks like.</p>
<p>N/A</p>

System:

April 20, 2009

School:

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.

During the first month school is in session, Winfield Middle School holds its required annual meeting of Title I parents. Parents are notified of the meeting through notices sent home by students, the school system blog, and messages on the electronic sign in front of Winfield City High School. To assist in providing the opportunity for all parents to attend, the meeting is offered at two separate times – once during the school day and once in the evening. Topics to be discussed at this year’s meeting are:

- What it means to be a Title I School
- The 1% Set-Aside
- The LEA Title I Plan
- The LEA Parental Involvement Plan
- The CIP
- The School Parental Involvement Plan
- School-Parent Compacts
- Requesting Qualifications of your Child’s Teacher
- Notifications of teachers who are not Highly Qualified
- The Annual Evaluation of the Parental Involvement Plan
- The process for how all Title I parents may have involvement in the 1% Set-Aside, the LEA Title I Plan, the CIP, the revisions of the compacts, the LEA and School Parental Involvement Plans, and the Annual Evaluation of the Parental Involvement Plan

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.

1. The leadership and staff of Winfield Middle School have a strong belief in the importance of parental involvement and therefore have put measures in place to offer parent meetings on a flexible schedule. Our annual meeting for parents of participating children will be offered two times during the fifth week of school, at 8:00 AM on September 9 and again at 6:00 PM on September 10.
2. Winfield Middle School believes in involving parents in all aspects of its Title I programs. Our process for how all parents have the opportunity for involvement in decision-making is as follows: All parents who attended the Title I meetings were trained in Title I and parent’s rights. They were asked for their input and invited to serve on committees. Two of these parents agreed to act as representatives on decision making committees and to serve as contacts for the Title I parents to answer questions, receive input and keep other parents informed of various committee decisions. Parents are also given information outlining other parent involvement opportunities that will take place throughout the year. Parents are reminded through the school system website and newsletter.
3. A total of \$1,105.00 was allocated for parental involvement activities. Winfield Middle School uses its parental involvement funds to purchase materials and supplies for parent training and for our parent resource center. This includes books and videos on a variety of educational and developmental issues and a monthly newsletter called “Middle Years” filled with homework and parenting tips.

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.

At parent meetings throughout the year, Winfield Middle School presents information about its Title I programs, the curriculum, and forms of academic assessment used. Parents learn about priority goals in reading and math. They also learn how to schedule parent-teacher conferences and are reminded about how they can participate in decisions related to the education of their child. We presently have seven Spanish-speaking parents. In addition, documents are provided, to the extent practicable, in Spanish.

System:

April 20, 2009

School:

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).

Winfield Middle School revised its school-parent compact in May 2009. The new compact was developed through a coordinated effort by school staff members and our school's Title I Parent Advisory Committee. All parents will be given a copy of the new compact at our annual Title I parents' meeting. The compact will be explained to the parents, and they will be asked to sign the compacts signifying their commitment to working in partnership with the school in ensuring that their child is successful in school. The compacts will be discussed with teachers at faculty meetings. Each teacher will be given the responsibility to explain the compact to the students and obtain students' signatures. The teachers will sign the compacts and house them in their classrooms for use during parent-teacher conferences.

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

In May of each year, Winfield Middle School brings in its CIP Committee to review, evaluate, and revise its Continuous Improvement Plan. There are two parents on the Committee who represent all the parents of the school. During the review process, all parents are notified of the review through notices sent home by the students. The notices make parents aware that the plan is under review, that a copy of the plan is available for review in the library and the office, and that parents have the right to give input regarding the revision of the plan. The notice also states that after the plan is finalized and approved, if a parent finds the plan is unsatisfactory, they have the right to submit their concerns in writing to the school, and the school will submit their concerns to the central office at the same time that the CIP is submitted.

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.

Winfield Middle School will accomplish this through its required annual Title I parent meeting held at the beginning of the school year, as well as with additional Title I parent meetings held throughout the year. Parents will receive an overview of the state academic content standards, academic achievement standards, and assessments. In addition, an explanation will be given regarding Title I, what services will be offered, and how parents have the right to be involved in their children's education. Parents will learn about their role in helping their child to be successful and the best ways to work in partnership with their child's teachers.

- (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.

Winfield Middle School's CIP Committee works diligently to ensure that all parent materials and training is closely aligned with our schools identified goals. Since our CIP Committee identified reading as a goal, we will provide instruction and training for parents regarding the operation of the Accelerated Reader (AR) program. One of the features of the AR program is Renaissance Home Connect which allows parents to log in at home and view their child's progress toward their reading goals during the grading period. Access to online results will promote discussion between parent and student and make the program more effective. In addition, all teacher email addresses are listed on the school system website and parents are encouraged to communicate with their child's teacher as needed.

- (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.

Winfield Middle School will continue to work with its teachers through in-service activities, faculty meetings, and grade-level meetings in understanding the importance of parental involvement and that parents are our partners. This year, our CIP committee placed special emphasis on the need to ensure a closer connection between our school's identified goals and our parent involvement activities. Our administration will be working closely with all teachers to ensure that faculty meetings include a parent involvement focus. The principal will set the expectation that teachers work with administrators in planning parent involvement activities and materials that best meet our school's identified goals.

System:

April 20, 2009

School:

(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.

Winfield Middle School coordinates its parent involvement program for all Title I parents. We presently have ten ELL students and many of these parents are actively involved in our parenting activities. We have an ELL teacher who assists in communicating with these parents as needed.

(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.

At the present time, Winfield Middle School has ten ELL students. Information on school meetings, parent notices, etc., is sent to parents of these children in Spanish. In addition, WMS has an ELL teacher who assists in communicating with these parents as needed.

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

Winfield Middle School makes every effort to work with parents in meeting their requests as related to their involvement in their children's education. For example, parent surveys conducted in 2008 suggested that parents felt the school could do a better job in maintaining two-way communication with parents and in communicating information more clearly and succinctly. In response, Winfield Middle School has taken the following actions: 1) maintaining a blog on the school website, 2) using School Cast automated phone system to communicate absences/tardies and other important information to parents at home, at work, and on their cell phone and 3) communicating each student's progress in the Accelerated Reader program to parents through the Renaissance Place – Home Connect email service.

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.

Winfield Middle School, to the extent practicable, provides opportunities for the participation of parents with limited English proficiency and parents with disabilities. WMS presently has seven Spanish-speaking students; therefore, all parent notifications are sent to parents of these children in Spanish. In addition, we have an ELL teacher who is available to assist in communications with these parents. At this time, WMS has no migrant students. Every effort is made to accommodate parents with disabilities. WMS is a handicapped-accessible building.

System:

April 20, 2009

School:

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 are identified for improvement, they must reserve the equivalent of 10% of the Title I school-level allocation made available to the school under Title I. 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 NEEDS IDENTIFIED IN ACADEMIC, 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?	WHAT ARE THE EXPECTED OUTCOMES OF PROFESSIONAL LEARNING?	HOW WILL PARTICIPANTS BE HELD ACCOUNTABLE FOR SUCCESSFUL IMPLEMENTATION AND IN WHAT WAYS WILL EVIDENCE WILL BE COLLECTED TO SHOW EFFECTIVE ASSIMILATION/INTEGRATION OF STRATEGIES?	WHAT ARE THE FUNDING SOURCES, ESTIMATED EXPENSES, AND PROPOSED NAMES OF CONSULTANTS OR ENTITIES?	DOCUMENT CONTINUOUS LEA MONITORING RESULTS
<p>The 5th grade descriptive writing scores on the ADAW will improve by 2% in Levels III & IV from 91% to 93%. The 7th grade descriptive writing scores on the ADAW will improve by 2% in Levels III & IV from 75% to 77%.</p>	<ul style="list-style-type: none"> Teachers will visit a school with strong scores in the areas of descriptive writing and observe a lesson being taught. Teachers will invite a writing specialist to come and demonstrate a lesson. 	<ul style="list-style-type: none"> Teachers visit - Jan. 29, 2010. Writing lesson - Jan. 18, 2010. 	<ul style="list-style-type: none"> The 5th grade descriptive writing scores on the ADAW will improve by 2% in Levels III & IV from 91% to 93%. The 7th grade descriptive writing scores on the ADAW will improve by 2% in Levels III & IV from 75% to 77%. 	<ul style="list-style-type: none"> Participants will be held accountable through observations conducted by school administrators, weekly submitted lesson plans and through benchmark data. Lesson plans submitted on a weekly basis will include 2009/2010 Language Arts objectives relative to the stated goals and will indicate implementation of planned action steps and the use of research based supplementary materials. Daily grades, essay test grades, six weeks test grades and 2009/2010 ADAW test results will show effective assimilation/integration of strategies. 	<ul style="list-style-type: none"> Teachers visit to Arab Jr. High (\$500 – local funds) Dr. Margaret Weldon – writing consultant (\$700 – local funds) 	<p>LEA reviews plan implementation each grading period.</p>

System:

April 20, 2009

School:

<p>The number of students scoring the benchmark of 85% or more on Accelerated Reader tests will increase by 2% from 69% to 71%.</p>	<p>Middle School librarian will provide training for teachers in proper procedures for maintaining student AR folders.</p>	<ul style="list-style-type: none"> • Individualized training will be provided to each teacher during the first six weeks of school. • Group data analysis meeting will be conducted at the end of the first semester. 	<p>The number of students scoring the benchmark of 85% or more on the Accelerated Reader tests will increase by 2% from 69% to 71%.</p>	<ul style="list-style-type: none"> • Reading Success Index for each teacher is monitored through AR Dashboard web-based software component of Renaissance Place. • Diagnostic tests will be generated and reviewed as often as a student completes a reading practice quiz. • Reports on continuing vocabulary development will be generated at least once each six weeks. 	<p>Accelerated Reader Enterprise software – (\$5.00 per student – student fees)</p>	<p>LEA reviews plan implementation each grading period.</p>
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DUPLICATE PAGES AS NEEDED

System:

April 20, 2009

School:

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

Example:

I. State Foundation Funds:		
State Foundation Funds	TOTAL	1,620,713.00
Teacher Assigned Units: 19.70 classroom teachers:	TOTAL OF ALL	1,157,462.00
SALARIES		
Administrator Units: 1.00		
Assistant Principal: 0.50		
Counselor: 1.00		
Librarian: 1.25		
Instructional Supplies - textbooks		
Library Enhancement		
Technology		
Professional Development		
Other current expenses		456,253.00
II. Federal Funds:		
Title I: Part A: Improving the Academic Achievement of the Disadvantaged	TOTAL	117,355.00
<p><i>Title I: (1. Schools identified for improvement must set-aside an equivalent of 10% of its Title I school-level allocation for professional development each year it is in the improvement process. 2. Also include the school's portion of the 95% of the LEA set-aside for parental involvement. For additional guidance, check with the Federal Programs Coordinator in your school district.)</i></p> <p><i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</i></p>		
Title I staff salary, benefits, materials		116,250.00
Parental Involvement – Set Asides		1,105.00
ARRA FUNDS	TOTAL	0
<p><i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</i></p> <p>N/A</p>		
Title II: Professional Development Activities	TOTAL	60,171.00

System:

April 20, 2009

School:

<i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</i>		
Class-size Reduction teacher salary, benefits, materials		59,918.00
Staff development – stipends, benefits		253.00
Title III: For English Language Learners	TOTAL	0
<i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</i>		
N/A		
Title IV: For Safe and Drug-free Schools	TOTAL	745.00
<i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</i>		
Testing services – PRIDE survey		492.00
Instructional materials		253.00
Title VI: For Rural and Low-income Schools	TOTAL	
<i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</i>		
III. Local Funds (if applicable)		0
Local Funds	TOTAL	4,242.00
<i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</i>		
Staff development activities		

System:

April 20, 2009

School:

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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: 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>

System:

April 20, 2009

School:

System:

School:

April 20, 2009