



**ALABAMA STATE DEPARTMENT OF EDUCATION**  
**Joseph B. Morton, State Superintendent of Education**  
**2007 - 2008**  
**CONTINUOUS IMPROVEMENT PLAN**  
**Title I Schoolwide Programs**



Note: Blank copy is available on [www.alsde.edu](http://www.alsde.edu), Sections, Accountability Roundtable, Publications  
 Submit plans to your system's E-GAP Document Library

<b>NAME OF SCHOOL:</b> University Place Elementary				
<b>STREET ADDRESS:</b> 4503 University Drive		<b>CITY:</b> Huntsville	<b>STATE:</b> Alabama	<b>ZIP CODE:</b> 35816
<b>CONTACT:</b> Lynette Alexander		<b>TELEPHONE:</b> (256) 428-7440	<b>E-MAIL:</b> <a href="mailto:palexander@hsv.k12.al.us">palexander@hsv.k12.al.us</a>	
<b>Identified for School Improvement? No <input type="checkbox"/> Yes <input checked="" type="checkbox"/> Delay Status <input type="checkbox"/></b> <b>Year 1 <input type="checkbox"/> or Year 2 <input type="checkbox"/></b> *Submit to LEA for Board approval. Retain the original plan in the LEA. <b>Submit the plan electronically to your system's E-GAP Document Library by November 26, 2007.</b> <b>Year 3 <input type="checkbox"/> or Year 4 or more <input type="checkbox"/></b> Submit to LEA for Board approval. <b>Mail two copies of PAGE ONE and two copies of PAGE TWO with original signatures</b> to Federal Programs, Accountability and Compliance, P. O. Box 302101, Montgomery, AL 36130-2101. <b>Submit the plan electronically to your system's E-GAP Document Library by November 26, 2007.</b>				
<b>Made AYP?</b> <b>YES</b> <input checked="" type="checkbox"/> <b>NO</b> <input type="checkbox"/>	<b>Made AMAOs (ELL)?</b> <b>YES</b> <input type="checkbox"/> <b>NO</b> <input type="checkbox"/> <b>N/A</b> <input checked="" type="checkbox"/>	<b>Career Tech Made AYP?</b> <b>YES</b> <input type="checkbox"/> <b>NO</b> <input type="checkbox"/> <b>N/A</b> <input checked="" type="checkbox"/>	<b>Are all federal resources</b> (including Titles I, II, III, IV, V, and VI) used to coordinate and supplement existing services and not used to provide services that, in the absence of federal funds, would be provided by another fund source? <b>YES</b> <input checked="" type="checkbox"/> <b>NO</b> <input type="checkbox"/>	<b>Describe how this plan will be made available to parents and other stakeholders (example: through parent meetings or on websites):</b>  University Place Elementary will make the Continuous Improvement Plan (CIP) available to parents and stakeholders in the Parent Involvement Room, the school library, in the lobby on the parent resource table, and in the front office. The CIP plan will also be available on the school website @ <a href="http://www.universityplace@hsv.k12.al.us">www.universityplace@hsv.k12.al.us</a> as well as formally presenting the plan at the September 11 <sup>th</sup> PTA Meeting with revisions being reviewed at each meeting.
<b>*Board Approval: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/></b> <b>Board approval received on _____, 2007.</b> <b>Board Signature:</b>				
<b>Superintendent Signature:</b>			<b>Date:</b>	
<b>Federal Programs Coordinator Signature:</b>			<b>Date:</b>	
<b>Principal Signature:</b>			<b>Date:</b>	

System: Huntsville City

Submit plans electronically to your system's E-GAP Document Library by November 26, 2007.

School: University Place Elementary

August 2007

## CONTINUOUS IMPROVEMENT PLAN DEVELOPMENT AND IMPLEMENTATION TEAM

**This plan was developed/or revised during the following time period (e.g. April, May – September 2007):**

**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):**During the meeting, committee members reviewed the final plan submitted on May 5, 2005 in order to identify goals accomplished and programs implemented during the 2006-2007 school year. The committee analyzed the needs assessments based on student achievement, the need for instructional support and parental involvement. The planning process began with the School wide Committee meeting during the end of July 2007 in order to review the current test scores upon their arrival.

During the Teacher In-service Day, the entire faculty received and brief discussed the test data from the 2006-2007 school year. Achievement gaps in the areas of reading and math were identified while analyzing the Alabama Reading and Math Test (ARMT) and Stanford Achievement Test –Ten Edition. When looking at the test results, strengths and areas in need of improvement were acknowledged. The availability and effectiveness of instructional programs provided additional information. Goals for each grade were identified, strategies for achieving the goals were written, and how each goal would be assessed was established. The committee created a list of suggestions for continued organizational and instructional support which were established. This information was also shared with parents at the September 11<sup>th</sup> PTA Meeting. Parent comments and suggestions were solicited.

The faculty will began to desegregate the data in order to identify achievement gaps by grade levels. Achievement gaps for the subgroups are addressed by establishing new goals on the (CIP) Continuous Improvement Plan. ThinkLink is a benchmark assessment test that will be administered to all third, fourth and fifth grade students three times through the school term. This data will allow teachers to provide ongoing monitoring of student progress as they move toward the reading and math proficiency goals. The analysis of DIBELS and End of the Month tests data help teachers address the needs of individual students. The School wide Committee will meet monthly to review, monitor and review the Continuous Improvement Plan/CIP. Minutes of each meeting will be used as documentation of continuing evaluation of student progress toward proficiency.

During the month of October, Parenting Day activities will be planned through the school day which will give parents a better understanding of AYP, AMO, benchmark goals, and other terms which apply to No Child Left Behind and school accountability. Parents input will be asked for their input. The school leadership team will meet to suggest strategies, review the effectiveness of instructional strategies implemented, select professional development training and budget requirements.

The School Leadership Team will meet bi-monthly to review, monitor, and review the Continuous Improvement Plan/CIP. Minutes of each meeting will be used as documentation of continuing evaluation of student progress toward proficiency.

System: Huntsville City

Submit plans electronically to your system's E-GAP Document Library by November 26, 2007.

School: University Place Elementary

August 2007

<b>Instructional Leadership Team Names</b> (The Leadership Team must include the principal, faculty [including ELL resource lead teacher if applicable], staff, parents, community stakeholders, and/or students.)	<b>Positions</b> (Identify position held, e.g., Administration, Faculty, Staff, Grade Level and/or Subject Area, Parents and Community members.)	<b>Signatures</b> (Indicates participation in the development of the CIP)
Lynette Alexander	Principal	_____
Carol Pope	Federal Program Coordinator	_____
Cornealia Sanders	Title I Curriculum Specialist	_____
Melinda Ewing	PTA Parent	_____
Cassandra Harris	Counselor	_____
Monica Greene	First Grade Teacher	_____
Rodney Calloway	Fifth Grade Teacher	_____
Peggy Long	Collaborative Teacher	_____
Susan Kyle	Gifted Teacher	_____
Brooke Burnett	Reading Coach	_____
Kimberly Chappell	Media Specialist	_____

System: Huntsville City

Submit plans electronically to your system's E-GAP Document Library by November 26, 2007.

School: University Place Elementary

August 2007

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

System: Huntsville City

School: University Place Elementary

August 2007

Submit plans electronically to your system's E-GAP Document Library by November 26, 2007.

**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.

System: Huntsville City

Submit plans electronically to your system's E-GAP Document Library by November 26, 2007.

School: University Place Elementary

August 2007

<b>Highly Qualified Teachers (HQT): Describe how staffing decisions ensure that instruction is provided by highly qualified, well-trained teachers and how their assignments most effectively address identified academic needs.</b>	
100% of the teachers are Highly Qualified	
<b>Number and percentage of teachers Non-HQT:</b> None	<b>Number and percentage of Classes Taught by Non-HQT:</b> None
<b>Alabama High School Graduation Exam (AHSGE):</b>	
<b>Strengths:</b> N/A	<b>Weaknesses:</b> N/A
<b>Alabama Reading and Mathematics Test (ARMT):</b>	
<b>Strengths:</b> <ul style="list-style-type: none"> <li>• Third Grade Reading 86% of the students were proficient (including Level II)</li> <li>• Third Grade Math 85% of the students were proficient (including Level II)</li> <li>• Fourth Grade Reading 81% of the students were proficient (including Level II)</li> <li>• Fourth Grade Math 78% of the students were proficient (including Level II)</li> <li>• Fifth Grade Reading 86% of the students were proficient (including Level II)</li> <li>• Fifth Grade Math 89% of the students were proficient (including Level II)</li> </ul>	<b>Weaknesses:</b> <ul style="list-style-type: none"> <li>• 74% of third grade students, 62% of fourth grade students and 73% of fifth grade students scored Level III or Level IV on the reading portion of the ARMT.</li> <li>• The goal for Reading was 73% for fourth graders, but without partial credit for Level IIs, the students scored 62.</li> <li>• Reading -Use strategies to comprehend literary/recreational material continues to be an area of focus for all grade levels.</li> <li>• The goal for math was and they scored 62 without the Level IIs.</li> <li>• Math- Open Ended for Fourth Grade</li> </ul>
<b>Stanford 10:</b>	
<b>Strengths:</b> <ul style="list-style-type: none"> <li>• Third Grade 71% scored average and above average in Reading Comprehension</li> <li>• Third Grade 75% scored average and above average in Math Procedures</li> <li>• Fourth Grade 73% scored average and above average in Reading Vocabulary</li> <li>• Fourth Grade 75% scored average and above average in Math Procedures</li> <li>• Fourth Grade 78% scored average and above average in Language Mechanics</li> <li>• Fifth Grade 70% scored average and above average in Reading Comprehension</li> <li>• Fifth Grade 83% scored average and above average in Math Problem Solving</li> <li>• Fifth Grade 79% scored average and above average in Language Expression</li> </ul>	<b>Weaknesses:</b> <ul style="list-style-type: none"> <li>• Third Grade 50% scored below average in Word Study Skills</li> <li>• Third Grade 47% scored below average in Reading Vocabulary</li> <li>• Fourth Grade 41% scored below average in Math Problem Solving</li> <li>• Fifth Grade 41% scored below average in Reading Vocabulary</li> <li>• Fifth Grade 40% scored below average in Language Mechanics</li> </ul>
<b>Dynamic Indicators of Basic Early Literacy Skills (DIBELS):</b>	
<b>Strengths: Scores from 2006-2007</b> <ul style="list-style-type: none"> <li>• Kindergarten, 85% of the students scored "low risk" in Nonsense Word Fluency.</li> <li>• First Grade increased from 44% in 2005-2006 to 72% in 2006-2007</li> <li>• Grades 3 increased from 60% in 2005-2006 to 64% in 2006-2007.</li> <li>• Grade 4 increased from 45% in 2005-2006 to 49% in 2006-2007.</li> <li>• Grade 5 increased from 58% in 2005-2006 to 64% in 2006-2007.</li> </ul>	<b>Weaknesses:</b> <ul style="list-style-type: none"> <li>• Grade 2 decreased from 60 to 46% low risk.</li> <li>• Grades 2-5 did not make to 80% benchmark goal.</li> </ul>

System: Huntsville City

Submit plans electronically to your system's E-GAP Document Library by November 26, 2007.

School: University Place Elementary

August 2007

<b>Part I - Continued:</b>	
<b>Alabama Direct Assessment of Writing (ADAW):</b>	
<b>Strengths:</b> <ul style="list-style-type: none"> <li>Out of 44 students, 21 fifth grade students scored at Level III (48%).</li> <li>None of the students scored at Level I.</li> </ul>	<b>Weaknesses:</b> <ul style="list-style-type: none"> <li>None of the students scored Level IV.</li> <li>23 of the 44 students scored Level II. (52%)</li> </ul>
<b>ACCESS for English Language Learners (ELLs):</b>	
<b>Strengths:</b> K-60% of the kindergarten students are within the English proficiency Level 4 (Expanding) range for the language domain of listening 1 <sup>st</sup> - 53% of the first grades , cluster 1-2 scored within the English proficiency Level 4 (Expanding) range for listening 2 <sup>nd</sup> -42% of the 2 <sup>nd</sup> graders, cluster 1-2 scored within the English proficiency Level 5 (Bridging) for the language domain of reading 3 <sup>rd</sup> - 78% of the 3 <sup>rd</sup> graders, cluster 3-5 scored within the English proficiency level of 4, 5, or 6 (Expanding, Bridging, Reaching) for the language of domain of listening. 89% of these students scored within the EP level of 4, 5, or 6 in the area of reading. 4 <sup>th</sup> – 100% of the 4 <sup>th</sup> graders, cluster 3-5 scored within the English proficiency Level 4 in overall composites on the ACCESS 100% of the students scored at the level 4, 5, or 6 in the areas of reading. 5 <sup>th</sup> – 56% of the 5 <sup>th</sup> graders, cluster 3-5 scored within the English proficiency Level 4, 5, or 6 in the area of reading.	<b>Weaknesses:</b> K- 90% of kindergarten students scored in the English proficiency Level 1 (Entering) for the language domain of reading 90% of the kindergarten students also scored EP Level of (Entering) in the comprehension domain. 1 <sup>st</sup> – 53% of first graders, cluster 1-2 scored in the English proficiency Level 1 and Level 2 ranges (Entering and Beginning) for the language domain of reading. 94% of these students scored in the Level 1 and 2 ranges for writing. 2 <sup>nd</sup> – 60% of 2 <sup>nd</sup> graders, cluster 1-2 scored within the English proficiency Level 1 and Level 2 ranges (Entering and Beginning) for the language domain of writing 3 <sup>rd</sup> – 44% of 3 <sup>rd</sup> graders, cluster 3-5 scored within the English proficiency Level 1 and 2 for writing 4 <sup>th</sup> - 33% of 4 <sup>th</sup> graders, cluster 3-5 scored within the English proficiency Level 3 range (Developing) for the language domain of writing. This is a relative weakness. 5 <sup>th</sup> – 31% of the 5 <sup>th</sup> graders, cluster 3-5 scored within the English proficiency Level of 1 or 2 (Entering/Beginning)
<b>Professional Education Personnel Evaluation (PEPE) School Profile Information:</b>	
<b>Strengths:</b> The Alabama Teacher Evaluation School Summary Report for the 2006-2007 school year reveal the following areas of Strength: <ul style="list-style-type: none"> <li>6.0 Communication</li> <li>7.0 Professional Development</li> <li>8.0 Performance of Professional Development</li> </ul>	<b>Weaknesses:</b> The Alabama Teacher Evaluation School Summary Report for the 2006-2007 school year reveal the following areas of weakness: <ul style="list-style-type: none"> <li>3.1 Monitor Student Performances</li> <li>2.1 Orients Student to the Lesson</li> </ul>
<b>Additional Data Sources: (e.g., Alabama Alternate Assessment [AAA], School Technology Plan Data)</b>	
<b>Strengths:</b> 90.62% of students use productivity tools (spreadsheet, database, presentation software, internet resources) to solve problems and make decisions 84.38% of curriculum areas covered in professional development that models technology integration 100% of the faculty joined PTA 2006-2007	<b>Weaknesses:</b> 56.25 percent of students that generate products and projects using extensive and diversified technology resources. 59.38 percent of teachers collect and analyze data to make adjustments to their operational curriculum

System: Huntsville City

Submit plans electronically to your system's E-GAP Document Library by November 26, 2007.

School: University Place Elementary

August 2007

<b>Local Data (e.g., LEA, school, and grade-level assessments, surveys, program-specific assessments):</b>	
<p><b>Strengths:</b></p> <p><b>ThinkLink Reading</b>  3<sup>rd</sup> Literal/Recreational Reading, Writing, Grammar  4<sup>th</sup> Writing, Grammar, Decoding Words  5<sup>th</sup> Literal/Recreational, Textual/Functional, Grammar</p> <p><b>ThinkLink Math</b>  3<sup>rd</sup> Number/Operations, Geometry, Data Analysis  4<sup>th</sup> Numbers/Operations, Data Analysis, Algebra  5<sup>th</sup> Algebra, Measurement, Data Analysis</p>	<p><b>Weaknesses:</b></p> <p><b>Think Link Reading</b>  3<sup>rd</sup> - Decoding Words and Textual Functional Reading  4<sup>th</sup> - Textual/Recreational Reading, Writing, Literal/Recreational Reading  5<sup>th</sup> Decoding Words, Writing, Literal/Recreational Reading</p> <p><b>Think Link Math</b>  3<sup>rd</sup> - Geometry and Measurement  4<sup>th</sup> - Geometry, Algebra, Data Analysis  5<sup>th</sup> - Measurement, Numbers and Operation, Geometry</p>
<b>Career and Technical Education Program Improvement Plan:</b>	
<p><b>Strengths:</b>  N/A</p>	<p><b>Weaknesses:</b>  N/A</p>

System: Huntsville City

Submit plans electronically to your system's E-GAP Document Library by November 26, 2007.

School: University Place Elementary

August 2007

<b>Part I - Continued:</b>	
<b>School Demographic Information related to student discipline (e.g. total office referrals, long- and short-term suspensions, expulsions, alternative school placements, School Incidence Report (SIR) data, or student attendance).</b>	
<b>Strengths:</b> <ul style="list-style-type: none"> <li>All students recite the school pledge daily in order to foster school pride and motivate learners.</li> <li>Less than 30% of K-2 were suspended during 2006-2007</li> <li>18 of the 51 students were repeated offenders</li> <li>None of the students were expelled</li> <li>BBSST strategies were implemented for students with continual behavior problems.</li> <li>Teachers implemented classroom and school wide behavior plans.</li> </ul>	<b>Weaknesses:</b> <ul style="list-style-type: none"> <li>Discipline referrals increased from 108 Out of School Suspensions in 2005-2006 to 120 Out of School Suspensions in 2006-2007. (9% increase)</li> <li>70% of the suspension during the 2006-2007 were 3, 4, and 5<sup>th</sup> graders (total 101 suspensions)</li> </ul>
<b>School Demographic Information related to drop-out information and graduation rate data.</b>	
<b>Strengths:</b> N/A	<b>Weaknesses:</b> N/A
<b>School Demographic Information related to teacher attendance, teacher turnover, or challenges associated with a high percent of new and/or inexperienced faculty.</b>	
<b>Strengths:</b> <ul style="list-style-type: none"> <li>Teacher turnover is less than 10%.</li> <li>Teachers are well training professional who are commitment to the school and its vision.</li> </ul>	<b>Weaknesses:</b> 367 personal and/or sick leave days were taken throughout the school year by the 38 faculty and staff
<b>School Demographic Information related to student attendance, patterns of student tardiness, early checkouts, late enrollments, high number of transfers, and/or transiency including migratory moves (if applicable).</b>	
<b>Strengths:</b> <ul style="list-style-type: none"> <li>14 of 38 teachers have less than 4 sick days</li> <li>35 of 38 teachers took less than 5 personal days</li> <li>Number of student tardies has decreased by 30% due to an increase in communication with parents (verbal/written notices)</li> <li>Parents adhere to early checkout procedures 90% on the time</li> </ul>	<b>Weaknesses:</b> <ul style="list-style-type: none"> <li>Due the months of August and early September, the withdrawal is extremely high (10% student turnover)</li> </ul>
<b>School Perception Information related to parent perceptions and parent needs including information about literacy and education levels.</b>	
<b>Strengths:</b> <ul style="list-style-type: none"> <li>Parents have been informed about the importance of high stakes testing</li> <li>Parents believe their child has been assigned an appropriate abut of homework</li> <li>Parents agree that homework is important and check the homework folders regularly</li> </ul>	<b>Weaknesses:</b> <ul style="list-style-type: none"> <li>Parents are not very familiar with the parent compact</li> <li>More parents would like the opportunity to visit their child's classroom.</li> </ul>
<b>School Perception Information related to student PRIDE data.</b>	
<b>Strengths:</b> N/A	<b>Weaknesses:</b> N/A

System: Huntsville City

Submit plans electronically to your system's E-GAP Document Library by November 26, 2007.

School: University Place Elementary

August 2007

<b>School Process Information related to an analysis of existing <u>curricula</u> focused on helping English Language Learners (ELLs) work toward attaining proficiency in annual measurable academic objectives (AMAOs).</b>	
<b>Strengths:</b> ELL teachers support language skills for access to content curriculum. ELL standards are aligned with the general education curriculum. Supplemental support for language acquisition include small group instruction, Rosetta-Stone computer assisted program, and Carousel for English Language Learners. ELL Committee is in place to monitor accommodations and provide support when necessary.	<b>Weaknesses:</b> Professional development for teachers on how to adapt curriculum for ELL learners is in the beginning stages.
<b>School Process Information related to an analysis of existing <u>personnel</u> focused on helping English Language Learners (ELLs) work toward attaining proficiency in annual measurable academic objectives (AMAOs).</b>	
<b>Strengths:</b> <ul style="list-style-type: none"> <li>• ELL teachers have passed the PRAXIS for TESOL and has a background in language development</li> <li>• Teachers will implement strategies presented in the I-ELP .</li> <li>• ELL tutors are working with students on stated objectives during small group instruction as well as language acquisition</li> </ul>	<b>Weaknesses:</b> <ul style="list-style-type: none"> <li>• More professional development is needed to help teachers analyze WIDA and ACCESS data.</li> </ul>
<b>School Process Information uncovered by an analysis of curriculum alignment, instructional materials, instructional strategies, reform strategies, and/or extended learning opportunities.</b>	
<b>Strengths:</b> <ul style="list-style-type: none"> <li>• K-5 Teachers have participated in curriculum and textbook alignment workshops with Dr. Cheryl Holder in the areas of reading and math.</li> </ul>	<b>Weaknesses:</b> <ul style="list-style-type: none"> <li>• New faculty members have to be trained on the importance of alignment and focusing on identified instructional gaps.</li> </ul>

System: Huntsville City

Submit plans electronically to your system's E-GAP Document Library by November 26, 2007.

School: University Place Elementary

August 2007

**Part II - GOAL TO ADDRESS ACADEMIC NEEDS – All components to support improving academic achievement 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):**

**Reading Goal:**

To increase the percentage of fourth graders scoring proficient from 62% to 77% (need to increase by 15%) on the ARMT.

To increase the percentage of special education students scoring proficient from 8% (1 out of 12) on the ARMT to 21% (3 of 14).

**Data Results on which goal is based:**

In 2006-2007, 62% of the fourth grader students scored proficient in Reading as measured by the Spring 2007 ARMT. The goal for 4<sup>th</sup> grade Reading was 73%; however without partial credit for the Level II students their proficiency goal would not have been met.

In 2006-2007, 1 of 12 Special Education students scored proficient in Reading as measured by the Spring 2007 ARMT. The proficient index for Special Education Reading was -10.71 in 2006-2007. However, the proficient index in 2005-2006 was -12.58 (decrease of 8.5%). Our goal is to reach a proficient index goal of 0.

<b>TARGET GRADE LEVEL(S):</b>  3 <sup>rd</sup> -5 <sup>th</sup>	<b>TARGET CONTENT AREA(S):</b> <b>Circle One</b> <b>Reading</b> Math Science <b>Other</b>	<b>AHSGE:</b> <b>Reading Math Science Social</b> <b>Studies Language</b>	<b>Additional Academic Indicators:</b>	<b>TARGET STUDENT SUBGROUP(S):</b> <b>Special Education Students</b>
---	--	--	--	---

<b>COURSES OF STUDY</b>	<b>REFORM STRATEGIES</b>	<b>BENCHMARKS</b>		<b>INTERVENTIONS</b>	<b>RESOURCES</b>	<b>CONTINUOUS LEA REVIEW AND SUPPORT OF THE PLAN (+, -, N/A)</b>
<b>WHICH COURSE OF STUDY STANDARDS, AHSGE STANDARDS/OBJECTIVES, ELIGIBLE CONTENT, OR WIDA* STANDARDS ARE LINKED TO EACH STRATEGY?</b>	<b>WHAT RESEARCH-BASED STRATEGIES/ACTIONS WILL BE USED TO IMPROVE STUDENT ACADEMIC PERFORMANCE? (Give specific strategies, not just programs or program names.)</b>	<b>WHAT <u>DATA</u> WILL BE GATHERED THROUGHOUT THE YEAR TO MEASURE PROGRESS AND <u>HOW OFTEN</u> WILL PROGRESS BE REVIEWED?</b>	<b>WHAT INCREASE (%) IN PROFICIENCY IS ANTICIPATED AT EACH CHECKPOINT?</b>	<b>HOW WILL THE SCHOOL PROVIDE TIMELY ASSISTANCE TO STUDENTS NOT MASTERING PROFICIENT OR ADVANCED LEVELS AT THESE PLANNED CHECKPOINTS?</b>	<b>WHAT RESOURCES AND SPECIFIC EXPENDITURES WILL BE NEEDED FOR SUCCESSFUL IMPLEMENTATION? (Ex: 6 Classroom Libraries, \$.....00)</b>	<b>WHAT IS THE TIMELINE FOR REVIEW OF IMPLEMENTATION?</b>

System: Huntsville City

Submit plans electronically to your system's E-GAP Document Library by November 26, 2007.

School: University Place Elementary

August 2007

<p><b>Reading Goal</b></p> <p><b>Grade 3</b></p> <ul style="list-style-type: none"> <li>Apply advanced phonetic analysis to multiple-syllable words</li> <li>Use strategies to comprehend literary/recreational material</li> <li>Use strategies to comprehend functional, textual, informational material</li> </ul> <p>System: Huntsville City</p> <p>School: University Place Elementary</p>	<p>1) Implement daily systematic phonics, phonetic awareness, fluency, comprehension, vocabulary strategies instruction for K-5 through:</p> <ul style="list-style-type: none"> <li>Read Well K-1st (Core Reading Program)</li> <li>Harcourt Grades 2-5 (Intervention Program) with focus on phonics instruction</li> <li>Small group instruction</li> <li>Collaborative Education (Inclusion) for identified students</li> <li>ELL Instruction for identified students</li> <li>Reading Renaissance (Accelerated Reading)</li> <li>ARI strategies</li> </ul> <p>2) Utilize intervention teachers for tutoring identified students with skills lacking by using data provided from:</p> <ul style="list-style-type: none"> <li>Think Link Learn (3 tests/annually)</li> <li>End of Month Tests (monthly)</li> <li>STAR Reading Assessment (Quarterly)</li> <li>ACCESS test results</li> <li>Progress Monitoring (Weekly, Bi-Weekly, or Monthly)</li> </ul> <p>3) Incorporate specific ARI Strategies during classroom instruction: graphic organizer vocabulary strategies, semantic webbing, comprehension strategies, identifying library genres, fluency</p> <ul style="list-style-type: none"> <li>Create fluency folder for practice at home</li> <li>Provide a double dose of the comprehension/fluency/targeted word lesson with the Intervention Teacher</li> </ul>	<ul style="list-style-type: none"> <li>Think Link Learn (3 tests/annually)</li> <li>End of Month Tests (monthly)</li> <li>STAR Reading Assessment (Quarterly)</li> <li>DIBELS Progress Monitoring</li> <li>ARMT Practice Camp (bi-weekly)</li> <li>Mock ARMT Practice Tests (yearly)</li> </ul>	<p>Number of benchmark students will increase by 5% with each administration</p> <p>Students with 80% proficiency will increase by 5% with each administration</p> <p>Student will add 5 words to their number of words/minute</p> <p>Teacher and students will use rubric in order to correct deficiencies and obtain full credit during ARMT practice. 90% of the student will become familiar with testing parameters.</p>	<p>Implement an additional 30 minutes of Reading Intervention for struggling readers (classroom teachers)</p> <p>Identify reading interferences and provide specific strategies</p> <p>Provide side by side coaching from the Reading Coaches</p> <p>Provide reading intervention tutors for struggling readers</p> <p>Work with the Intervention Teachers on eliminating Reading Interferences</p> <p>Reconvene student individualized student plans:</p> <ul style="list-style-type: none"> <li>IEP for Special Education students</li> <li>IAP for all students</li> <li>I-ELP for ELL students</li> </ul>	<p>Adjustments in the Master Schedule (when necessary)</p> <p>Replenished Harcourt teacher and student material or material of newly adopted Reading Program when necessary \$1500</p> <p>Fluency folders/notebooks</p> <p>Copies of the End of Month Test for student use</p> <p>Material to support and facilitate small group instruction</p> <p>Materials for Meaningful center activities e.g., Leapfrogs, phonics games, fluency activities etc. \$500</p> <p>Software and technical support for phonics, fluency, comprehension \$3000</p> <p>Computer Lab Material &amp; Supplies (such as printer paper, cartridges)</p> <p>Spelling Bee Registration, Awards and Books \$150</p> <p>Subscription to Weekly Readers for all grade levels \$1800</p> <p>Professional Development focusing on Alignment of lesson plans with Collaborative teachers</p> <p>Inclusion (modified) material to supplement lesson plans</p> <p>Additional books for Classroom Libraries \$850</p> <p>Additional bilingual books for ELL Learners \$2000</p> <p>SAT-10/ARMT Student profile sheet</p>	<p><b>Sept –May</b></p> <p>Effectiveness of Strategies/program implementation will be reviewed monthly during:</p> <p>ARI/CIP Walkthroughs Sept-May</p> <p>Monthly Data Meetings Sept –May</p> <p>Weekly Lesson Plan Review Sept-May (each weekly)</p>
---	---	---	---	---	---	--

Submit plans electronically to your system's E-GAP Document Library by November 26, 2007.

<p><b>Reading Goal (Continues)</b></p> <p><b>Grade 4</b></p> <ul style="list-style-type: none"> <li>• Demonstrate word recognition</li> <li>• Demonstrate reading vocabulary knowledge</li> <li>• Use strategies to comprehend literary/recreational material</li> <li>• Identify literary elements and devices in literacy/recreational.</li> <li>• Use strategies to comprehend functional, textual, informational material</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly ARMT Practice with Gridded/Open Ended with Curriculum Specialist, Reading Coach, and Teacher</li> </ul> <p>4) Create assessment profile based on ARMT, DIBELS, Stanford 10, End of Month test, and ThinkLink data:</p> <ul style="list-style-type: none"> <li>• Schedule data meetings through the school year to assist in monitoring data</li> <li>• Identify targeted students for direct, explicit strategies and remediation</li> </ul> <p>5) Establish an intervention program for struggling readers</p> <ul style="list-style-type: none"> <li>• Provide an additional 30 minutes of Reading Intervention instruction for struggling readers</li> <li>• Inclusion teacher will provide a double dose for students the Intervention teacher will provide a triple dose daily</li> <li>• Consult BBSST and/or Special Education about additional reading strategies for students</li> </ul> <p>6) Align the Course of Study Standards with textbook and additional curriculum material</p> <ul style="list-style-type: none"> <li>• Refer to the HCS Pacing Guide</li> <li>• Write lesson plan which address the COS</li> </ul> <p>7) Provide Reading Workshop for Parents</p> <ul style="list-style-type: none"> <li>• Provide PTA Parent Reading workshops on Fluency and Comprehension Strategies</li> <li>• Provide workshops for ELL parents</li> </ul>	<ul style="list-style-type: none"> <li>• Basal Assessment (Whole Group)</li> <li>• ThinkLink Benchmark Assessment</li> <li>• DIBELS Benchmark Test</li> <li>• Additional practice with textual, information and recreational text. (Item Specs)</li> </ul>	<p>Parent participation at workshop will increase by 10% from last year</p>		<p>Additional practice material for textual, informational, and functional passages</p> <p>Contract Intervention (2) Teachers \$20,000</p> <p>Provide a template and transparencies for Open Ended Practice Questions \$500</p> <p>Copies of HCS Reading Pacing Guide and End of the Month Tests</p> <p>AR, DIBELS, ARMT Practice Camp, Testing Incentives (such as bookmarks)</p>	
<p><b>Grade 5</b></p> <ul style="list-style-type: none"> <li>• Use strategies to comprehend literary/recreational material</li> <li>• Identify literary elements and devices in literacy/recreational.</li> <li>• Use strategies to comprehend functional, textual, informational material</li> </ul>						

System: Huntsville City

Submit plans electronically to your system's E-GAP Document Library by November 26, 2007.

School: University Place Elementary

August 2007

**Part II - GOAL TO ADDRESS ACADEMIC NEEDS – All components to support improving academic achievement 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):**

**Math Goal:**

To increase the percentage of students who meet or exceed the baseline proficiency on the math portion on the ARMT from scoring proficient from 62% to 72% in grade 4 to maintain 75% in grade 3 and 77% in grade 5.

To increase the percentage of special education students scoring proficient from 8% (1 out of 12) on the ARMT to 29% (4 of 14).

**Data Results on which goal is based:**

In 2006-2007, 62% of the fourth grader students scored proficient in Math as measured by the Spring 2007 ARMT. The goal for 4<sup>th</sup> grade Math was 67%; however without partial credit for the Level II students their proficiency goal would not have been met.

In 2006-2007, 1 of 12 Special Education students scored proficient in Math as measured by the Spring 2007 ARMT. The proficient index for Special Education Reading was -16.43 in 2006-2007. However, the proficient index in 2005-2006 was -7.67 (increase of 46.6%). Our goal is to reach a proficient index goal of 0.

<b>TARGET GRADE LEVEL(S):</b>  <b>All Students</b> <b>Special Education</b>	<b>TARGET CONTENT AREA(S): Circle</b> <b>One</b> Reading <input type="checkbox"/> <b>Math</b> <input checked="" type="checkbox"/> Science <input type="checkbox"/> Other <input type="checkbox"/>	<b>AHSGE:</b> Reading <input type="checkbox"/> Math <input type="checkbox"/> Science <input type="checkbox"/> Social Studies <input type="checkbox"/> Language <input type="checkbox"/>	<b>Additional Academic Indicators:</b>	<b>TARGET STUDENT SUBGROUP(S):</b>
--	--	---	--	------------------------------------

COURSES OF STUDY	REFORM STRATEGIES	BENCHMARKS		INTERVENTIONS	RESOURCES	CONTINUOUS LEA REVIEW AND SUPPORT OF THE PLAN (+, -, N/A)
<b>WHICH COURSE OF STUDY STANDARDS, AHSGE STANDARDS/OBJECTIVES, ELIGIBLE CONTENT, OR WIDA* STANDARDS ARE LINKED TO EACH STRATEGY?</b>	<b>WHAT RESEARCH-BASED STRATEGIES/ACTIONS WILL BE USED TO IMPROVE STUDENT ACADEMIC PERFORMANCE?</b> (Give specific strategies, not just programs or program names.)	<b>WHAT <u>DATA</u> WILL BE GATHERED THROUGHOUT THE YEAR TO MEASURE PROGRESS AND <u>HOW OFTEN</u> WILL PROGRESS BE REVIEWED?</b>	<b>WHAT INCREASE (%) IN PROFICIENCY IS ANTICIPATED AT EACH CHECKPOINT?</b>	<b>HOW WILL THE SCHOOL PROVIDE TIMELY ASSISTANCE TO STUDENTS NOT MASTERING PROFICIENT OR ADVANCED LEVELS AT THESE PLANNED CHECKPOINTS?</b>	<b>WHAT RESOURCES AND SPECIFIC EXPENDITURES WILL BE NEEDED FOR SUCCESSFUL IMPLEMENTATION?</b> (Ex: 6 Classroom Libraries, \$.....00)	<b>WHAT IS THE TIMELINE FOR REVIEW OF IMPLEMENTATION?</b>

System: Huntsville City

Submit plans electronically to your system's E-GAP Document Library by November 26, 2007.

School: University Place Elementary

August 2007

<p><b>Math Goal</b></p> <p><b>Grade 3</b>  <b>Numbers and Operations</b>  Divide whole numbers  Model equivalent forms of fractions</p> <p><b>Algebra</b>  Complete numeric and geometric patterns</p> <p><b>Geometry</b>  Identify points, lines, perpendicular lines, parallel lines, angles, and rays</p> <p><b>Measurements</b>  Measure length in metric units  Determine elapsed time to the day with calendars and to the hour with a clock</p> <p><b>Data Analysis and Probability</b>  Recognize data as categorical or numeral  Determine the likelihood of different outcomes of simple events</p> <p>System: Huntsville City</p>	<p>1) Create assessment profile based on ARMT, Stanford 10, End of Month test, and ThinkLink data, and STAR Math:</p> <ul style="list-style-type: none"> <li>Schedule data meetings through the school year to assist in monitoring data.</li> <li>Identify targeted students for direct, explicit strategies and remediation</li> <li>Use ongoing data analysis to establish the need for math intervention.</li> </ul> <p>2) Establish an intervention program for struggling readers</p> <ul style="list-style-type: none"> <li>Provide an additional 30 minutes of Reading Intervention instruction for struggling students</li> <li>Provide meaningful math centers for reinforcement of skills</li> <li>Inclusion teacher will provide a double dose for students the Curriculum Specialist may provide a triple dose daily</li> </ul> <p>3) Consult Collaborative Teacher about additional math strategies for students</p> <p>4) Provide additional math manipulative for practice with fractions, elapsed time, measurement, and data probability</p> <p>5) Align the Course of Study Standards with textbook and additional curriculum material</p> <ul style="list-style-type: none"> <li>Refer to the HCS Pacing Guide</li> <li>Write lesson plan which address the COS</li> </ul> <p>6) Utilize intervention teachers for tutoring identified students with skills lacking by using data provided from:</p> <ul style="list-style-type: none"> <li>Think Link Learn (3 tests/year)</li> <li>End of Month Tests (monthly)</li> <li>STAR Math Assessment (Quarterly)</li> </ul>	<p>ThinkLink Benchmark Scores</p> <p>Monthly End of Month Test</p> <p>ARMT/SAT-10 Practice Test</p> <p>Inclusion (Modified) Lesson Plans</p> <p>Accelerated Math Lessons</p> <p>Technology Plan</p> <p>Nine Week STAR Math assessments</p>	<p>Students will increase by 5% with each administration of ThinkLink</p> <p>Students with 80% proficiency will increase by 2% with each administration of End of the Month test</p> <p>Teacher and students will use rubric in order to correct deficiencies and obtain full credit during ARMT practice. 90% of the student will become familiar with testing parameters.</p>	<p>Identify Math interferences and provide specific strategies during small group instruction  Provide side by side coaching from the Curriculum Specialist</p> <p>Small group math instruction from Curriculum Specialist</p> <p>Teaching (Inclusion) for identified students</p> <p>Reconvene IEP Team for additional instructional strategies</p> <p>Revisit IEP if necessary</p>	<p>Adjustments in the Master Schedule</p> <p>Copies of the End of Month Test for student use</p> <p>Small group lesson plan</p> <p>Meaningful center activities</p> <p>SAT-10/ARMT Student profile sheet</p> <p>Additional practice with fractions, measurement, elapsed time</p> <p>Contract Intervention (1) Teacher \$10,000</p> <p>Provide a template for Open Ended/Gridded practice</p> <p>HCS/University Place Math Pacing Guide</p> <p>Math manipulatives for measurement, elapsed time and data probability \$1000</p> <p>Alignment of lesson plans with Collaborative teachers</p> <p>Inclusion (modified) material to supplement lesson plans</p> <p>Monthly Monitoring</p>	<p>Submit plans electronically to your system's E-GAP Document Library by November 26, 2007.</p>
--	--	--	---	--	--	--

School: University Place Elementary

August 2007

<p><b>Math Goal (Continues)</b></p> <p><b>Grade 4</b>  <b>Numbers and Operations</b>  Round whole numbers and decimals  Add and subtract 4-digit numbers with and without regrouping  Multiple and divide whole numbers</p> <p><b>Algebra</b>  Write number sentences that involve multiplication or division  Complete addition and subtraction number sentences</p> <p><b>Geometry</b>  Find locations on a map or grid using ordered pairs</p> <p><b>Measurement</b>  Calculate elapsed time in hours and minutes</p> <p><b>Data Analysis and Probability</b>  Determine the outcome of simple event</p>						
<p><b>Grade 5</b>  <b>Algebra</b>  Demonstrate commutative, associative, and identity  Write number sentences for a problem expressed in words</p> <p><b>Measurement</b>  Estimate perimeter and area of irregular shapes  Calculate the perimeter of rectangles  Convert units of measurement within the same system</p>						

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

System: Huntsville City

Submit plans electronically to your system's E-GAP Document Library by November 26, 2007.

School: University Place Elementary

August 2007

**Part III - GOAL TO ADDRESS ENGLISH PROFICIENCY NEEDS – Note: Refer to the ELL Data Compilation Form as part of the needs assessment in forming goals. ONLY schools not meeting Annual Measurable Achievement Objectives (AMAOs) must complete Parts I, II, III, and VII. Submit with the complete plan to your system’s E-GAP Document Library no later than November 26, 2007.**

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

**ELL Goal:** 40% or more ELL students in grades K-5 will perform at the EP level of 3 or higher in the language domains for writing and reading to increase composite score so AMAO-A targets are met.

**Data Results on which goal is based:**

ACCESS for ELLs, and weaknesses regarding analysis of existing curricula and significant gaps/weaknesses in the ELL Data Compilation Form.

<b>TARGET GRADE LEVEL(S):</b> <b>K-5<sup>th</sup></b>	<b>TARGET ELP LANGUAGE DOMAIN(S):</b> Circle all that apply.	<input checked="" type="checkbox"/> <b>Reading</b>	<input checked="" type="checkbox"/> <b>Writing</b>	<input type="checkbox"/> <b>Listening</b>	<input type="checkbox"/> <b>Speaking</b>	<input type="checkbox"/> <b>Comprehension</b>
--	---	--	--	---	--	---

WIDA ENGLISH LANGUAGE PROFICIENCY STANDARDS	REFORM STRATEGIES	BENCHMARKS		INTERVENTIONS	RESOURCES	CONTINUOUS LEA REVIEW AND SUPPORT OF THE PLAN (+, -, N/A)
WHICH WIDA* ENGLISH LANGUAGE PROFICIENCY STANDARDS OR DOMAINS ARE LINKED TO EACH STRATEGY?	WHAT RESEARCH-BASED STRATEGIES/ACTIONS WILL BE USED TO IMPROVE ENGLISH LANGUAGE PROFICIENCY? <small>(List specific strategies, not programs or program names.)</small>	WHAT DATA WILL BE USED THROUGHOUT THE YEAR TO MEASURE PROGRESS? HOW OFTEN WILL PROGRESS BE REVIEWED?	WHAT INCREASE (%) IN PROFICIENCY IS ANTICIPATED WITH EACH REVIEW?	HOW WILL THE SCHOOL PROVIDE TIMELY ASSISTANCE TO STUDENTS NOT MAKING ADEQUATE PROGRESS IN LANGUAGE ACQUISITION (APLA) AND OR ATTAINING ENGLISH LANGUAGE PROFICIENCY?	WHAT RESOURCES ARE NEEDED FOR SUCCESSFUL IMPLEMENTATION?	WHAT IS THE TIMELINE FOR REVIEW OF IMPLEMENTATION?

System: Huntsville City

Submit plans electronically to your system’s E-GAP Document Library by November 26, 2007.

School: University Place Elementary

August 2007

<p><b>ELL Goal</b> (WIDA Standards and language domains pertain to both strategies and respective actions and steps in the second column)</p> <p>Language Domain: Reading WIDA Standards: Language Social Studies</p> <p>Language Domain: Writing WIDA Standards: Language Science</p>	<p>Implement a research based, systematic model of ELL literacy within the grade-level classroom</p> <ul style="list-style-type: none"> <li>• ELL Committee plans professional development in ELL literacy at the elementary level for teachers and administrators.</li> <li>• Training teachers used coaching model</li> </ul> <p>Using WIDA Model Performance Indicators (CAN DO) as guidance for developing language objectives focus on, but not limited to, the language domains of reading and writing.</p> <ul style="list-style-type: none"> <li>• School administrator facilitate planning and collaboration time for:</li> <li>• ELL teachers coach grade level teachers on how to integrate language objectives with content objectives</li> <li>• ELL and classroom teacher will implement strategies learned.</li> </ul>	<ul style="list-style-type: none"> <li>• ELL Accommodations Observation Sheet</li> <li>• IAP portfolio Work Sample</li> <li>• DIBELS</li> <li>• Progress Monitoring Tracking Log</li> <li>• STAR Reading</li> <li>• I-English Language Plan (IELP)</li> </ul> <p>Progress will be measured every grade period and when DIBELS progress monitoring is administered.</p>	<p>ELL will increase their language proficiency by one proficiency level and ELLs will thus move from one cohort to another, making APLA.</p> <p>The range of language proficiency within each EP level is 0-9, e.g. 1.0-1.9, 2.0-2.9,3.0-3.9, etc.</p>	<ul style="list-style-type: none"> <li>• The ELL teacher will provide small group/individual instruction on alternating days.</li> <li>• Provide planning and collaboration time for ELL and content teacher, and if necessary, the ELL Committee, to focus on area of instructional and using the English Language Plan (I-ELP) for those particular students.</li> </ul>	<ul style="list-style-type: none"> <li>• Professional development in ESL literacy for elementary grades, WDIA Standards, peer coaching</li> <li>• Title III Supplemental Funding</li> <li>• Student Materials</li> <li>• Bilingual Student Dictionaries (library and classrooms)</li> <li>• Time allocated for Teacher Collaboration</li> <li>• Funds for Substitute teachers (professional)</li> <li>• Hardware/Software for additional ELL support (Rosetta Stone)</li> <li>• Continue Subscription for Software (e.g. RAZkids)</li> <li>• Registration fees for local, state, and national professional development.</li> </ul>	<p>Monthly review by school administrator and CIP Committee in order to ensure plan is being implemented.</p>
--	---	--	---	--	--	---

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

System: Huntsville City

Submit plans electronically to your system's E-GAP Document Library by November 26, 2007.

School: University Place Elementary

August 2007

**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.

WHAT CHALLENGES RELATED TO SCHOOL SAFETY, CLASSROOM/DISCIPLINE, AND SUPPORTIVE LEARNING ENVIRONMENTS HAVE BEEN IDENTIFIED THROUGH THE REVIEW OF SCHOOL DEMOGRAPHIC DATA?	WHAT ADDITIONAL OR NEW REFORM STRATEGIES/ACTIONS WILL BE USED TO ADDRESS THESE CHALLENGES?	WHAT ADDITIONAL RESOURCES (materials, personnel) WILL BE NEEDED TO SUCCESSFULLY IMPLEMENT THESE STRATEGIES?	DOCUMENT CONTINUOUS LEA REVIEW AND SUPPORT RESULTS
<b>Reduce the Number of Teacher Absences</b>	<ul style="list-style-type: none"> <li>• End of the Year PTA Monetary Awards (Top Three)</li> <li>• Monthly Drawing for Teacher Attendance</li> <li>• Send reminders about the importance of teacher attendance in the principal's weekly newsletter</li> </ul>	<ul style="list-style-type: none"> <li>• Funding for Teacher Incentives</li> </ul>	<ul style="list-style-type: none"> <li>• Copies of Faculty Meeting Agenda</li> <li>• Copies of Parent Newsletters</li> </ul>
<b>Decrease the number of Out of School Suspensions</b>	<ul style="list-style-type: none"> <li>• Intervention Teachers provide additional academic and behavioral support for at-risk students</li> <li>• At risk students receive a limited number of suspensions</li> <li>• Teachers adopt an At-Risk students with the potential of high suspension rate</li> <li>• Teachers follow classroom behavior plan to include intervention by the guidance counselor when necessary</li> <li>• Monthly cross grade level sharing of class and individual behavioral plans as well as students – teacher relationship building strategies and techniques</li> </ul>	<ul style="list-style-type: none"> <li>• Funding to hire intervention teachers</li> <li>• Hire subs for cross grade level planning</li> <li>• Schedule four cross grade level meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Intervention Schedule</li> <li>• SIRS/Non-SIRS Report</li> <li>• Grade Level Agenda</li> </ul>
<p><b>Improve Parent Involvement (NSSE Parent Survey)</b> 40% of parent respondent are unfamiliar with DIBELS</p> <p>38% of the parent respondent used the opportunity to observe their child in classroom</p> <p>54.5% of the parent respondent stated that they were not familiar with the parent compact</p>	<ul style="list-style-type: none"> <li>• Parenting Day training on DIBELS</li> <li>• Send newsletters explain DIBELS and other high stakes testing</li> <li>• School wide Parent Conference Day</li> <li>• Review Parent Compact at PTA</li> <li>• Discuss Parent Compacts at parent-teacher conferences</li> </ul>	<ul style="list-style-type: none"> <li>• Schedule for Parenting Day Activities</li> <li>• Copies of Parent Compact</li> </ul>	<ul style="list-style-type: none"> <li>• Funding for Subs</li> <li>• PTA Agenda and Newsletter</li> </ul>

System: Huntsville City

Submit plans electronically to your system's E-GAP Document Library by November 26, 2007.

School: University Place Elementary

August 2007

**Part V - Additional Schoolwide Components To Be Addressed to Satisfy Federal Requirements (NCLB Section 1114) that may not have been previously addressed in the CIP:**

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

The staff at University Place is not only well trained; but continuously prepares to meet the needs of students. More than 50% of the faculty has masters and/or advanced degrees. In 2004-2005, the staff participated in all training necessary to achieve recertification of the Alabama Reading Initiative. In addition, grades (K-1<sup>st</sup>) were trained in a new scientifically research-based (SRB) reading program by the name of Read Well. Grades 2<sup>nd</sup> and 5<sup>th</sup> received reading intervention training in the Harcourt Reading Intervention Program for struggling readers. Each faculty member is encouraged to stay abreast of current trends, have a positive attitude and collaborate with each other.

The following Scientifically Research Based Programs (SBR) Training are available to new and/or inexperienced teachers:

DIBELS/Progress Monitoring  
Reading Renaissance (Accelerated Reader/STAR Reading)  
Math Renaissance (Accelerated Math/STAR Math )  
THINKLINK  
Failure Free Reading Intervention  
Reading Comprehension Booster  
Henry Wong's Classroom Management

Each teacher has received notification of their highly qualified status and the requirements as it pertains to No Child Left Behind (NCLB). All teachers have met the requirements to be deemed Highly Qualified. Several teachers obtain this status through additional college courses or the submission of the HOUSSE application. 100% of the teachers at University Place are highly qualified. However, Federal Programs has money available to pay for teachers to take the test in order to obtain their highly qualified status.

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

**Coordination of Programs:**

Local, state and federal funds are used for salaries of teachers at University Place Elementary. The salaries for a Curriculum Specialist, Full-time Nurse, and Intervention Tutors are provided by Title I funds. A certified teacher and tutor are paid through the general funds. A consultant has provided staff development in the areas of reading and math alignment to classroom teacher. Classroom and intervention teacher will received training in a new Math Intervention Program. HCS is providing ARI Training for any teacher who had not received the initial training. Professional development needs are reflected upon monthly and training is provided to address instructional need of teachers and academic needs of students.

**THE FOLLOWING LOCAL, STATE AND FEDERAL PROGRAMS WILL BE INCLUDED IN THE SCHOOLWIDE PROGRAM**

ELL Funds, Title II, Title IV, Title VI, Stewart B. McKinney Homeless Grant, Safe and Drug Free School, Kids On The Block, G.I.V.E. Program, SCAN Program and Too Good For Drugs.

**Professional Development:**

The University Place Staff receives ongoing training in implementing and integrating various programs/assessments including: STAR Assessment, DIBELS/Progress Monitoring, THINKLINK, BBSST, ELL, Reading Renaissance, Math Renaissance, Distance Learning, APT Training, Early Literacy, SAT-10 /ARMT Reading and Math Goals and Objectives and the Alabama Reading Initiative. The staff also received workshops on all of the above assessment methods over a three-year period. Approximately ten (10%) percent of Title I funds will be used for staff development.

System: Huntsville City

Submit plans electronically to your system's E-GAP Document Library by November 26, 2007.

School: University Place Elementary

August 2007

Provide Professional Development that correlates with the academic goals of math and reading:

CIRP Training  
Reading Coach Training  
Data Meeting Scheduled Monthly  
Math Navigator Training  
Harcourt Intervention Training  
Strategies for ELL  
Raz-Kids Software Training  
ACTIVboard Training  
Establishing an Inviting Classroom Library

**3. Transition:** Describe strategies to assist students in transitioning from previous school to the current school and/or from the current school to the next school, including, for example, how preschool children might be prepared for entry into kindergarten or how eighth grade students are prepared for high school.

On the Friday prior to the first day of school, a New Student/Kindergarten Orientation is held. Letters are mailed to all students who register during the summer and an announcement about orientation was televised on ETV. Resource teachers will provide the parents and students with a tour the school. The School Counselor will greet students and parents and provide information regarding counseling services. The principal welcomes all parents and students to the school. The students will meet their teacher and visit their classrooms, the library, computer lab, music, art and gym. The School Counselor will have an orientation with fifth grade parents in the Spring and students are given the opportunity to register for electives before entering middle school. They meet the principal of their perspective school s and the counselor, tour the facilities, and discuss schedules. The faculty is present to talk to students about apparent changes from elementary to middle school.

**4. Highly Qualified Teachers:** Describe the qualifications of teachers in the school with regard to their being highly qualified and what strategies the school, with the support of the LEA, uses to attract and retain highly qualified teachers.

#### **INSTRUCTION BY HIGHLY QUALIFIED TEACHERS**

The staff at University Place is not only well trained; but continuously prepares to meet the needs of students. More than 50% of the faculty has masters and/or advanced degrees. The staff participated in all training necessary to effectively implement Alabama Reading Initiative strategies. In addition, grades (K-1<sup>st</sup>) were trained in, Read Well, a new scientifically research-based (SRB) reading program. Grades 2<sup>nd</sup> through 5<sup>th</sup> received reading intervention training in the Voyager Reading Intervention Program for struggling readers. Each faculty member is encouraged to remain abreast of current trends, have a positive attitude and collaborate with each other.

**The following Scientifically Research Based Programs (SBR) are also used to support the our highly qualified teachers:**

DIBELS/Progress Monitoring  
Reading Renaissance (Accelerated Reader/STAR Reading)  
Math Renaissance (Accelerated Math / STAR Math )  
Read Well (K-1<sup>st</sup>)  
Harcourt Reading Intervention (2<sup>nd</sup> - 5<sup>th</sup>)  
THINKLINK  
Failure Free Reading Intervention  
Reading Comprehension Booster  
Reading A-Z  
SRA Corrective Reading

System: Huntsville City

Submit plans electronically to your system's E-GAP Document Library by November 26, 2007.

School: University Place Elementary

August 2007

Each teacher has received notification of their highly qualified status and the requirements as it pertains to No Child Left Behind (NCLB). All teachers have met the requirements to be deemed Highly Qualified. Several teachers obtain this status through additional college courses or the submission of the HOUSSE application. All three teachers have received information on the Praxis, the HOUSSE, and the requirement professional development. However, Federal Programs has money available to pay for teachers to take the test in order to obtain their highly qualified status.

**University Place Elementary uses the following strategies to attract highly qualified teachers:**

1. University Place provides a new teacher with a peer mentor.
2. Ongoing staff development provides additional training and support for novice teachers.
3. Time for grade level planning is valued by the faculty and the principal.

**University Place Elementary uses the following strategies to attract highly qualified teachers: (Continues)**

4. The Sunshine Committee recognizes birthdays, baby/bridal showers, sickness and family bereavement and provides ongoing support to nurture the morale of teachers.
5. New teachers also have a limited amount of extracurricular responsibilities.
6. Reduced class size attracts new teachers.
7. As a conflict resolution school, students are taught to solve problems in a peaceful manner.
8. As an Alabama Reading Initiative School, the best teaching practices are utilized.
9. Scientifically research based programs and strategies are used in the classrooms.
10. University Place Elementary is a very attractive, child friendly school located near the UAH campus.
11. University Place Elementary School staff takes advantage of every opportunity to embrace our diverse student population.
12. Title I funding provides for additional support staff to enhance student learning.
13. BBSST Committee addresses faculty concerns and suggests strategies to assist teachers.

System: Huntsville City

Submit plans electronically to your system's E-GAP Document Library by November 26, 2007.

School: University Place Elementary

August 2007

**5. Assessments and Teacher Involvement:** Describe how teachers in the school meet to collaborate regarding the use of academic assessments to provide information on and improve the achievement of individual students and the overall instructional program.

**INVOLVE TEACHERS IN THE DECISIONS REGARDING THE ACADEMIC USE OF ASSESSMENTS**

Teachers will follow the assessment schedule set by the State Department of Education. The teacher use ongoing assessment to provide individualized instruction for students and eliminate instructional gaps.

**The following strategies are used to involve teachers in the assessment decisions:**

- Each grade level decides which additional assessments are most beneficial for that grade.
- Teachers maintain an IAP/green folder with samples of work, DIBELS data, STAR reports, ThinkLink and additional assessment information.
- Assessment reports or templates have been developed by Reading Coaches and the Curriculum Specialist.
- Monthly Data Meetings are held for each grade level to discuss student progress.
- Bi-weekly grade level meetings provide opportunities for staff to discuss, analyze and revise decisions regarding student assessment and make new recommendations.
- By using the SAT-10, STAR, End of Month, ThinkLink, ARMT and DIBELS assessments, students are placed on their appropriate level to guide instruction.
- Teachers also use ARMT, SAT-10, ThinkLink to identify student academic performance levels and areas that need improvement.
- Teachers used the data to establish intervention groups.
- Teachers prescribe strategies to address individual student weaknesses.
- Teachers provided Intervention Tutors with current student data.
- Teacher may decide to refer child to BBSST for additional support.
- Assessment scores are reviewed with students and parents the Fall 2007.

**The enriched and accelerated curriculum is ongoing and will be assessed by using the following:**

- |  |  |
|--|--|
| <ul style="list-style-type: none"><li>• STAR Reading And STAR Math Assessment</li><li>• Accelerated Reader Assessment</li><li>• Alabama Reading Software Self Assessment</li><li>• Computerized Early Literacy Program Self-Assessment</li><li>• Teacher Observation</li><li>• ThinkLink and Development and Use of Practice Probes</li><li>• Accelerated Math Assessment</li><li>• Individualized Achievement Plan (IAP)/Green Assessment Folder</li><li>• Progress Reports / Report Cards</li><li>• SAT-10 /ARMT Reading and Math Test Results</li><li>• Writing Assessment / 5th grade</li><li>• Mock Writing Assessment / 4<sup>th</sup> Grade</li><li>• Supplemental Reading Material such as Reading A-Z</li><li>• DIBELS/Progress Monitoring</li><li>• Intervention Tutors for Reading and Math</li><li>• Read Well Core Reading Program (K – 1st</li></ul> | <ul style="list-style-type: none"><li>Mock ARMT Practice Test</li><li>End of the Month (Reading, Math, Science Tests)</li><li>Harcourt Reading Intervention</li><li>Schoolwide Mock K-4<sup>th</sup> Writing Assessment (Fall-Establish a Baseline/Spring-Take Mock Test)</li><li>ARMT Practice Camp (3<sup>rd</sup>-5<sup>th</sup>)</li></ul> |
|--|--|

Tuesday is a job embedded Staff Development Day. Grade level data meetings are held monthly in order to ensure that current data is used to drive classroom instruction. High-quality, effective, research based activities are planned to enable all children in the school to meet the State's student academic achievement standards.

System: Huntsville City

Submit plans electronically to your system's E-GAP Document Library by November 26, 2007.

School: University Place Elementary

August 2007

**6. Special Populations:** Describe programs used for each group of migrant students, English language learners, and homeless students.

All students at University Place Elementary have access to all services and programs available including free/reduced lunch. Title I services, ELL services, special education computer technology and counseling services. All homeless, migratory, and ELL students must have access to the same free appropriate public education provided to other children. All homeless, migratory, and ELL students are provided with the opportunity to meet the same challenging state content and state student performance standards to which all students are held without being stigmatized or isolated.

- All students are given equal access to the same free appropriate public education.
- Homeless and Migrant students are identified during student registration and names are forwarded to the School Homeless Coordinator/Counselor.
- The Counselor serves as the Homeless Coordinator. The Coordinator surveys classroom teachers to identify needy students who might need clothing and basic supply needs. Teachers refer needy students to the Homeless Coordinator upon enrollment. The School Counselor also serves as a liaison between the students, teachers, Central Office and the community.
- The school's use the Home Language Survey identifies students in need of ELL services. The survey is completed by a parent/guardian at enrollment/registration.
- A certified ELL teacher and a part-time tutor serve the ELL students for language acquisition. The language background of each student is determined upon completion of the Home Language Survey during enrollment.
- A Title I Full-time Curriculum Specialist serves as our school's ELL Coordinator and BBSST Committee Chairperson. This person assists all teachers to appropriately modify instruction to maximize the success of all ELL students and address teacher referrals focusing primarily on student's academic, social and emotional concerns. We will follow HCS board approved policies on homeless, migrant and neglected or delinquent students.
- The BBSST team develops a plan to address academic and behavioral needs.
- A Social Worker is housed on campus to assistance parent concerns, translate in Spanish, and assistance the school in addressing the needs of the ELL population.
- A Title I full time nurse is hired to meet the needs of students with health and social concerns. She monitors student attendance by recording attendance referrals and submitting paper work for the Early Warning Program.
- Study Buddies are college students majoring in education at UAH. They provide one-on-one tutorial instruction.
- The Mentor Program is a group of community volunteers who assist the school in addressing academic, social, and emotional needs of students.
- Failure Free Reading Intervention Program helps struggling readers and ELL students become proficient readers.

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

**University Place provides timely assistance to all students through the following programs/activities:**

- |   |  |
|---|--|
| • Providing Small Group Reading Instruction Daily by Lead Teacher | UAH Study Buddies (during the school day and Extended Day)                                     |
| • Assistance of Collaborative Education Services (Inclusion)      | All classroom have leveled libraries   |
| • Holding Monthly Data Meeting to Discuss Student Progress        | Homework Planners for 3 <sup>rd</sup> – 5 <sup>th</sup> Grades (increase parent communication) |

System: Huntsville City

Submit plans electronically to your system's E-GAP Document Library by November 26, 2007.

School: University Place Elementary

August 2007

**Timely Assistance Continues:**

- |   |   |
|---|---|
| • Progress Monitoring Student In A Timely Manner (DIBELS)                             | Assistance Provided Through On-Site Tutoring (Study Buddies and Mentors)            |
| • Identifying Areas of Weakness on SAT-10/QARMT prepared Curriculum Specialist        | Aid of the Multi-purpose Computer Lab   |
| • Seeking the assistance of Reading Coach and small group instruction may be provided | Availability of Computerized Individual Instruction (Accelerated Reading and Math)  |
| • Assigning Student to the Title I Reading and Math Intervention Tutors               | Support of the School Counselor (Study Skills & Test Taking Tips)                   |
| • Implement I-ELPs for ELL students/ELL Accommodation Grids                           | Building Based School Support Team provides Academic and Behavioral Support (BBSST) |

**(Comprehensive needs assessment; Schoolwide reform strategies; Timely assistance to students experiencing difficulties; Professional development opportunities; Increase parental involvement - Other components in schoolwide programs that schools may have already addressed on pages elsewhere in this document.)**

**Part VI – Additional Components To Be Addressed to Satisfy Federal Requirements Related to Parental Involvement:**

**A. Parental Involvement:** 1) Describe how the school will convene an annual meeting to inform parents of Title I requirements and offerings; 2) how there will be a flexible number and format of parent meetings offered; 3) how parents will be involved in the planning, review and improvement of the Title I Program; and 4) how funds allocated for parent involvement are being used in the school.

Parents of students were consulted as part of this study. (AL Code (1975) § 16-6B-3). Surveys were sent home to parents during the month of April 2007. Approximately 100 survey forms were returned to the school. Parent surveys provided the essential data about how parents and guardians view the school, the educational programs and their child’s overall educational progress.

**B. 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.

Parental input is solicited during monthly PTA meetings, Principal’s Peace Breakfast, Parenting Day activities, on-site Parent workshops and surveys. The Continuous Improvement Plan has been translated and interpreted into Spanish at a PTA meeting. It is also available on the University Plan website and in the Parent Resource Room for easy accessibility and review. ParentLink will be used to inform parents of school news and events in their native language.

**C. Parental Involvement:** Describe how parents, the school staff, and students share responsibility for improved student academic achievement for participating students (School-Parent Compact).

The Parent Involvement Plan is available on the University Place website. Scheduled parent workshops and PTA Meetings are printed in the University Place Student Handbook. Ongoing revisions are made to the Parent Compact by Continuous Improvement Committee. The Parent Compacts will be reviewed with parents during conferences, at the October PTA Parent Workshop and they will be maintained in the Cumulative Folder after obtaining the signatures of the parent, student, teacher, and principal. ParentLink Automated Phone System will be used to keep parents informed of school news and events.

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

During the end of the year review, the CIP committee will revise the CIP plans. The parent representative will represent all the parents in the school. Parents will be notified of the review and copies will be made available upon request and via school webpage. Parents may make comments and/or suggestions to committee members or to the principal via email or during monthly meetings.

**E. 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

System: Huntsville City

Submit plans electronically to your system’s E-GAP Document Library by November 26, 2007.

School: University Place Elementary

August 2007

requirements of Title I, and how to monitor their child's progress and work with teachers to improve the achievement of their children. Teachers send newsletters home weekly explain education genre and grade level benchmark expectations. In addition through the year, several workshops are held in to help parents understand terms such as AYP, Continuous Improvement Plan, test participation, subgroup and etc. The principal also sends monthly newsletters reemphasizing that our goal is to guarantee that every child is working toward their grade level's performance standards.

- (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.
- (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.
- (4) Shall to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other federal programs. Additional resources, such as Parent Resource Centers, encourage and support parents in more fully participating in the education of their children.
- (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.
- (6) Shall provide such other reasonable support for parental involvement activities as parents may request.

**F. 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 at school reports in a format and, to the extent practicable, in a language that parents can understand.

**University Place ensures participation of parents with limited English proficiency by the following actions:**

- Parents are invited to participate in meetings to develop their child's educational program.
- Hispanic Social Worker is available upon request to translate for parents.
- Parents have the right to accept or reject ELL services for their child.
- Parents are provided interpreters who speak native language for meetings, correspondence from teachers, administrators and health professionals.
- Parents receive notifications and announcements in their native language.
- Parents receive information regarding their child's test results and academic performance with the same frequency of the parents of students in the regular education program.
- The school counselor provides assistance for social support as needed.
- Cultural awareness activities are sponsored by the school.
- Written documents are translated as needed.

System: Huntsville City

Submit plans electronically to your system's E-GAP Document Library by November 26, 2007.

School: University Place Elementary

August 2007



System: Huntsville City

School: University Place Elementary

August 2007

Submit plans electronically to your system's E-GAP Document Library by November 26, 2007.

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

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

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

WHAT WEAKNESS OR NEED IDENTIFIED IN ACADEMIC, INCLUDING ELL AMAOs OR SCHOOL CULTURE GOALS WILL THE PROFESSIONAL LEARNING ADDRESS?	WHAT TYPES OF PROFESSIONAL LEARNING WILL BE OFFERED?	WHEN WILL THE SESSION BE DELIVERED? (Please list dates of future PD sessions, not those that have already taken place.)	WHAT ARE THE EXPECTED OUTCOMES OF PROFESSIONAL LEARNING? (Following the professional learning, how will academic or cultural challenges be impacted – what does it look like?)	HOW WILL PARTICIPANTS BE HELD ACCOUNTABLE FOR SUCCESSFUL IMPLEMENTATION AND IN WHAT WAYS WILL EVIDENCE WILL BE COLLECTED TO SHOW EFFECTIVE ASSIMILATION/INTEGRATION OF STRATEGIES?	WHAT ARE THE FUNDING SOURCES, ESTIMATED EXPENSES, AND PROPOSED NAMES OF CONSULTANTS OR ENTITIES? Example: Title II, \$....00 Dr. Verry Goode	DOCUMENT CONTINUOUS LEA REVIEW AND SUPPORT RESULTS
---	--	--	---	--	--	--

System: Huntsville City

Submit plans electronically to your system’s E-GAP Document Library by November 26, 2007.

School: University Place Elementary

August 2007

<p><b>Professional Development</b> 55% or more ELLs in grades K-5 will perform at English proficiency level 3 or higher in the language domains for writing and reading to increase composite scores to meet AMAO-A.</p>	<ul style="list-style-type: none"> <li>➤ Four professional development training programs on ELL literacy at the elementary level for University Place teachers</li> <li>➤ Peer coaching will be provided by ELL staff after trainings occur to support implementation of professional development activities.</li> </ul> <p><b>Session 1:</b> Overview of ELL program at Huntsville City Schools presented by ELL teacher at in service at beginning of school year. Introduction to research based teaching strategies for ELL students. <b>Session 2:</b> Teacher survey of awareness of ELL terminology, ACCESS test, and instructional techniques will be disseminated. Data will be collected and compiled for continued professional development. Interpretation of ACCESS test results and CAN DO descriptors with hands-on application of knowledge will be conducted during grade level meetings. <b>Session 3:</b> Teaching strategies for differentiated instruction for ELL students. Make and take.</p>	<p>Session 1: August 4, 2007 Session 2: November, 2007 Session 3: January, 2008 Session 4: April, 2008</p> <p>Additional follow up will be provided by ELL teacher for questions that the classroom teacher may have regarding in service materials.</p>	<ul style="list-style-type: none"> <li>❖ 35% of ELLs in grades K-5 will make progress in APLA by moving from one cohort to the next.</li> <li>➤ ACCESS for ELLs data results for the following school year will reflect these expected outcomes.</li> <li>➤ AYP data for reading will also indicate a narrowed achievement gap between ELLs and all students.</li> </ul> <p>Change in University Place school climate will be measured through surveys and observations regarding attitude toward teaching and serving language minority students and language teaching.</p>	<ul style="list-style-type: none"> <li>❖ Participants will be held accountable through observations conducted by school administrator and weekly submitted lesson plans.</li> <li>❖ Teachers will use portfolio assessment of writing and reading skills for ELL students. School leadership team and ELL teacher will have joint in put on developing rubrics for the area of writing that are aligned with WIDA standards and State Standards. <ul style="list-style-type: none"> <li>➤ At each grading period, ELL and classroom teacher will report to administrators on student progress using various benchmarking strategies.</li> <li>➤ Teachers will implement differentiated instruction as evidenced by lesson plans.</li> </ul> </li> </ul> <p>Lesson plans will include content and language objectives for ELL students based on their language proficiency levels.</p>	<p>Title III Funds</p> <p>Title I Funds</p> <p>Substitute Teachers for Professional Development</p> <p>Headphones for Rosetta Stone \$1000</p> <p>Books for Carousel Language Program \$1500</p>	<p>LEA reviews plan implementation each month through walkthroughs</p>
<p>System: Huntsville City</p>		<p>Submit plans electronically to your system's E-GAP Document Library by November 26, 2007.</p>				

School: University Place Elementary

August 2007

	<b>Session 4:</b> Review of portfolio assessment to determine progress of ELL students and target areas of need for the upcoming school year.					
--	---	--	--	--	--	--

DUPLICATE PAGES AS NEEDED

System: Huntsville City

Submit plans electronically to your system's E-GAP Document Library by November 26, 2007.

School: University Place Elementary

August 2007

Part VIII - Coordination of Resources/Comprehensive Budget

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

**Example:**

<b>I. State Foundation Funds:</b>														
<b>State Foundation Funds</b>			<b>TOTAL</b>	<b>\$ 1,608,040</b>										
Teacher Assigned Units:	32	classroom teachers:	18	<b>TOTAL OF ALL SALARIES</b>										
				<b>\$ 1,108,269</b>										
Administrator Units:	1													
Assistant Principal:	0													
Counselor:	1													
Librarian:	1													
Instructional Supplies				<b>\$ 12,301</b>										
Library Enhancement				<b>\$ 4,686</b>										
Technology				<b>\$ 8,201</b>										
Professional Development				<b>\$ 2,109</b>										
State ELL Funds				<b>\$ 66,963</b>										
<b>II. Federal Funds:</b>														
<b>Title I: Part A: Improving the Academic Achievement of the Disadvantaged</b>			<b>TOTAL</b>	<b>\$ 226,400</b>										
<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>														
<p><b>Title II: Professional Development Activities</b></p> <p><i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</i></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Alabama Counselors Conference \$85</td> <td style="width: 50%;">SACS CASI \$100</td> </tr> <tr> <td>First Grade Conference \$1000 (3 people)</td> <td>Writing Workshop \$1000.00 (2 days)</td> </tr> <tr> <td>AFCEC (Special Educators) \$165</td> <td>Technology Conference \$240.00 (3 people)</td> </tr> <tr> <td>CLAS \$467.00</td> <td>Parent Involvement Workshops/PTA</td> </tr> <tr> <td>Four Sessions for ELL Training \$1000</td> <td></td> </tr> </table>					Alabama Counselors Conference \$85	SACS CASI \$100	First Grade Conference \$1000 (3 people)	Writing Workshop \$1000.00 (2 days)	AFCEC (Special Educators) \$165	Technology Conference \$240.00 (3 people)	CLAS \$467.00	Parent Involvement Workshops/PTA	Four Sessions for ELL Training \$1000	
Alabama Counselors Conference \$85	SACS CASI \$100													
First Grade Conference \$1000 (3 people)	Writing Workshop \$1000.00 (2 days)													
AFCEC (Special Educators) \$165	Technology Conference \$240.00 (3 people)													
CLAS \$467.00	Parent Involvement Workshops/PTA													
Four Sessions for ELL Training \$1000														
			<b>TOTAL</b>	<b>2,462</b>										

System: Huntsville City

Submit plans electronically to your system's E-GAP Document Library by November 26, 2007.

School: University Place Elementary

August 2007

<b>Title III: For students who don't speak English as their first language....</b>	<b>TOTAL</b>	
<i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</i>		
<b>Title IV: For safe and drug-free schools</b>	<b>TOTAL</b>	
<i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</i>		
<b>Title V: For 26 different uses; Also called "Innovative Programs"; Includes school improvement, gifted education, nurses, etc.</b>	<b>TOTAL</b>	
<i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</i>		
<b>Title VI: For rural and low-income schools</b>	<b>TOTAL</b>	
<i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</i>		
<b>Other: 21<sup>st</sup> Century, Learn and Serve, Even Start</b>	<b>TOTAL</b>	
<i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</i>		
<b>III. Local Funds ( if applicable)</b>		
<b>Local Funds</b>	<b>TOTAL</b>	
<i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</i>		

System: Huntsville City

Submit plans electronically to your system's E-GAP Document Library by November 26, 2007.

School: University Place Elementary

August 2007



<p><b>REVIEW 6</b> <span style="float: right;"><b>Target Date: March</b></span>  <b>Purpose: IMPLEMENTATION - Provide documentation/evidence of improvement.</b></p> <p>Date _____</p> <p>Principal Initials _____</p> <p>LEA initials _____ Other _____</p> <p>COMMENTS*</p> <p>*Use additional pages, if needed</p>	<p><b>REVIEW 7</b> <span style="float: right;"><b>Target Date: April - May</b></span>  <b>Purpose: REFLECTIONS/PROJECTIONS – Evaluate each goal, strategy, and action for continuation, revision, or removal.</b></p> <p>Date _____</p> <p>Principal Initials _____</p> <p>LEA initials _____ Other _____</p> <p>COMMENTS*</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: Huntsville City

Submit plans electronically to your system's E-GAP Document Library by November 26, 2007.

School: University Place Elementary

August 2007