

Title II Planning

LEA: Haleyville City

SCHOOL YEAR: 2011-12

FEDERAL PROGRAMS COORDINATOR: Mrs. Linda Godsey

SIGNATURE OF SUPERINTENDENT OR DESIGNEE _____

Planning Team Members and Titles:

The plan must be developed through collaboration with teachers, including teachers in Title I schools, paraprofessionals, principals, and parents.

1. Needs Assessment Participants

Name	Title	School
Linda Godsey	Federal Programs Coordinator	Haleyville City Schools
Roger Satcher	Principal	Haleyville High School
Russ O'Rear	Principal	Haleyville Middle School
Susan Riggs	Principal	Haleyville Elementary School
Kathy Rogers	eCIP Chair (History teacher)	Haleyville High School
Denise Banks	Counselor	Haleyville High School
Cindy Taylor	eCIP Chair (Math teacher)	Haleyville Middle School
Pam Mobley	Library Media Specialist	Haleyville Middle School
Lynn Sherrill	Paraprofessional	Haleyville Middle School
Tammy McCreless	eCIP Co-chair (1 st grade teacher)	Haleyville Elementary School
Debby Hallman	eCIP Co-chair (1 st grade teacher)	Haleyville Elementary School
Lisa Shipman	Parent	Haleyville Elementary School

2. Data Sources used to analyze and determine Professional Development needs

- Educate Alabama data
- Professional Learning Plans of teachers
- Standardized test data
- Alabama Statewide Needs Assessment
- eCIP
- Enrollment data
- STI discipline data
- Retirement and attrition data
- eCIP/Parental Involvement planning meetings
- LEAD (community-wide meeting on interpersonal issues students may face in school)
- Teacher/administrator dialogue

3. Needs Assessment Results

Key Findings:

1. HCS experiences very little attrition. With a low turn-over rate, schools are able to gain stability as they work together for the best interests of our students. When a new position is opened, we have an extensive interview process with a large number of applicants to consider.
2. In examining our HMS enrollment data we recognized the need for additional assistance in 6th grade in the areas of reading and math. Our sixth grade is the largest grade and class sizes are rather large. By using a class size reduction unit at this level we are able to offer additional classes in language and reading, reducing numbers by approximately five pupils in each class.
3. Differentiated Instruction, and with Response to Instruction, were two key areas in relation to teaching and learning strategies. How teachers use various instructional strategies and approaches when dealing with students of special populations are an area of focus. Survey data, in conjunction with assessment data, supports the needs for additional development in this area.
4. The use of technology was also an area identified by teachers as an area of focus. We have many types of technology available and on-going training is necessary to ensure the most effective use of these resources.
5. Classroom management, student relations, and self-esteem were also areas chosen by teachers that needed additional focus. These human relations/interpersonal areas are important for students to feel comfortable and safe. Information gathered from STI data and a community-wide meeting (LEAD) concerning such topics was used to identify specific needs.
6. Parents shared questions regarding our school's safety procedures and how we stay current. Safety plans were discussed and reviewed to determine the effectiveness of our procedures. Further questions were posed to Tom Mock, ALSDE, regarding intruder drills when students were in compromising locations such as the lunchroom, playground, etc.

4. Description of how the planned professional development activities will improve the teachers' ability to have a measurable impact on student academic achievement.

Activities for PD:

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Conferences related to differentiated instruction, especially for those in special populations, will be attended. Teachers and administrators who attend will bring back strategies and conduct after-school workshops for the colleagues. Potential topics include autism, special education, reading, math, and Response to Instruction. The strategies learned will enhance instruction and give teachers the tools to be more effective in reaching those with difficulties learning. Student achievement impact should be measured by gains on assessment data.

Conferences related to school safety will be attended. School-wide safety plans, Virtual Alabama, and new trends related to the responsible use of social media, bullying, and cyber-bullying will all be considered. The data, information, and procedures collected at these conferences will create a positive culture as they are integrated into our local plans. This culture will lead to a safe environment, conducive to learning, that will increase the students' ability to achieve.

Purchased services from Dr. Mike Hall will work with teachers in the Freshman Academy to design the core curriculum to facilitate various types, styles, and levels of learning. Teachers will have an opportunity to receive job embedded professional development as they work to develop their ability to push all students to reach their potential.

Activities from other sources (Title I, VI, and local)

Peer coaching days will be provided for teachers to be paired with other teachers to learn instructional strategies and behavior management techniques. Follow-up discussions with paired teachers will take place as conversations relate to the quality of instruction.

Lead teachers will be involved in the development, coordination, evaluation, and revision of educational programs, Course of Study development, curriculum alignment, College and Career Ready Standards, ARMT+ preparation and strategies, and interpretation of disaggregated data and how it relates to instruction. These areas of focus will pave the way for the most effective use of instructional time.

Renaissance Conference will be attended by teachers from each school. This conference offers many behavioral strategies and how they can be used to develop a safe, nurturing school culture. Strategies will be incorporated into the Renaissance Programs at each school. This culture, in turn, allows students to be more focused on achieving their goals. Furthermore, academic standards and teaching strategies are shared that enhance instruction. The goal of each Renaissance Conference is a three tiered approach that shares strategies to improve attendance, behavior, and academics.