



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

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



NAME OF SCHOOL: Fairview High School				
STREET ADDRESS: 841 Welcome Road		CITY: Cullman		STATE: Alabama ZIP CODE: 35058
CONTACT: Stanley Burden		TELEPHONE: 256.796.5106		E-MAIL: sburden@ccboe.org
Identified for School Improvement? No Year 1 or Year 2 <input type="checkbox"/> *Submit to LEA for Board approval. Retain the original plan in the LEA. Submit the plan electronically to your system's e-GAP Document Library by November 3, 2009.				
Year 3 <input type="checkbox"/> or Year 4 or more <input type="checkbox"/> Submit to LEA for Board approval. Scan <u>PAGE ONE</u> and <u>PAGE TWO</u> to indicate signatures. Submit the plan and signature pages electronically to your system's e-GAP Document Library by November 3, 2009.				
Made AYP?	Made AMAOs (ELL)?	Career Tech Made AYP?	Are all federal resources (including Titles I, II, III, IV, V, and VI) used to coordinate and supplement existing services and not used to provide services that, in the absence of federal funds, would be provided by another fund source? YES	Describe how this plan will be made available to parents and other stakeholders, such as through parent meetings or on Web sites. NOTE: The Parental Involvement section of this plan <u>must</u> be distributed to all parents. The Continuous Improvement Plan (CIP) for Fairview High School will be available to parents and other stakeholders in classrooms, the guidance office, the administrative office, and on the school website. In addition, a newsletter will be distributed to parents on Parent/Teacher Conference day.
*Board Approval: Yes <input type="checkbox"/> No <input type="checkbox"/> Board approval received on _____, 2009.				
Board Signature:				
Superintendent Signature:			Date:	
Federal Programs Coordinator Signature:			Date:	
Principal Signature:			Date:	

CONTINUOUS IMPROVEMENT PLAN DEVELOPMENT AND IMPLEMENTATION TEAM

System:

School:

April 20, 2009

This plan was developed/or revised during the following time period July-August 2009.

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

Surveys were completed by faculty, staff, parents, students, and community members in regard to school culture and instructional accountability. In July 2009, 50% of the faculty met to design strategies and action steps for the CIP. The team examined disaggregated standardized assessment data, Pride survey data, School Incident Report data, PEPE data, Career and Technical Education Improvement Plan data and other local data. This information was shared with all staff and interested parents in August of 2009. When the draft is completed, faculty and staff will review it and suggest modifications if needed. The finalized CIP will be sent to the district school board for approval.

<p align="center">Instructional Leadership Team Names</p> <p>(The Leadership Team must include the principal, faculty [including ELL resource lead teacher if applicable], staff, parents, community stakeholders, and/or students.)</p>	<p align="center">Positions</p> <p>(Identify position held, e.g., Administration, Faculty, Staff, Grade Level and/or Subject Area, Parents and Community members.)</p>	<p align="center">Signatures</p> <p>(Indicates participation in the development of the CIP)</p>
Vicki Skelley Michelle Bryant Judy Duke Sherry Bailey Cheryl Mangum Rick McDonald Tami Crook Lee Dell Cook Windell Calloway Justin Miller Chris Howse Carol Fetters Stanley Burden Benny Guthrie Tamatha McCutcheon Gidget Gregory Randall Shedd	Teacher/English Teacher/Math Teacher/Special Education Teacher/ English Teacher/Science Teacher/ Driver Education Teacher/Social Studies Teacher/Social Studies Teacher/Social Studies Teacher/Agriculture Teacher/ Social Studies Teacher/Science Principal Assistant Principal Teacher/ELL Parent Community	

System:

School:

April 20, 2009

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

Alabama AYP Accountability Reports

School Status Report

Alabama Department of Education
 Adequate Yearly Progress Status for 2009-2010
 Based on School Year 2008-2009 Data

022 Cullman County - 0060 Fairview High School

2009-2010 AYP Status	This school met 12 goals out of 13 (92.31%).			
	Did Not Make AYP			
	Not in School Improvement			

Reading				
Made AYP	Percent Participation Goal = 95%	Met Participation Goal	Proficiency Index Goal = 0.00	Met Proficiency Goal
Not in School Improvement				
All Students	100	Yes	-1.14	Yes(CI)
Special Education	--	N/A	--	N/A
American Indian / Alaskan Native	No Data	No Data	No Data	No Data
Asian / Pacific Islander	No Data	No Data	No Data	No Data
Black	No Data	No Data	No Data	No Data
Hispanic	--	N/A	--	N/A
White	100	Yes	-0.02	Yes(CI)
Limited English Proficient	--	N/A	--	N/A
Free / Reduced Meals	100	Yes	-7.59	Yes(CI)

Mathematics				
Made AYP	Percent Participation Goal = 95%	Met Participation Goal	Proficiency Index Goal = 0.00	Met Proficiency Goal
Not in School Improvement				
All Students	100	Yes	10.16	Yes
Special Education	--	N/A	--	N/A
American Indian / Alaskan Native	No Data	No Data	No Data	No Data
Asian / Pacific Islander	No Data	No Data	No Data	No Data
Black	No Data	No Data	No Data	No Data
Hispanic	--	N/A	--	N/A
White	100	Yes	10.85	Yes
Limited English Proficient	--	N/A	--	N/A
Free / Reduced Meals	100	Yes	7.09	Yes

Additional Academic Indicator - Graduation Rate		
Did Not Make AYP	Graduation Rate Goal = 90%	Met Additional Academic Indicator
Not in School Improvement		
All Students	77%	No

DIRECTIONS: NEEDS OF DATA: Indicate data

Part I - continued –
 ASSESSMENT- SUMMARY
 System:

School:

April 20, 2009

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

Briefly describe the process your faculty used to conduct the needs assessment (analysis of all data).	
In preparing to draft an action plan for continuous improvement, the leadership team examined the data collected from surveys by stakeholders to establish preliminary goals. In order to ensure that our goals produce data-driven instruction, the team placed emphasis on the information gathered from achievement data and mandates set forth by the Alabama State Department of Education. As a result, the team established goals related to the academic and social culture of the school. All goals are clearly stated, can be annually measured, and have an action plan designed to achieve the goal. The action plan includes any needed resources, the person responsible, a measurable evaluation, and a means to track the progress and effectiveness of each action.	
Highly Qualified Teachers (HQT): Describe how staffing decisions ensure that highly qualified, well-trained teachers provide instruction and how their assignments most effectively address identified academic needs.	
Fairview High School utilizes testing data, professional development, professional resources and the evaluation process to foster the implementation of research-based instructional strategies, innovations, and activities that facilitate achievement for all students. District checkpoint testing is implemented in each core area to determine the impact of instruction on student achievement. Analysis of this data, as well as the data received from the AHSGE, allows us to make decisions that best meet the needs of all students. The many professional resources available to Fairview High School teachers foster the development of strategies and activities to help our teachers best meet student needs. The resources also enable teachers to stay abreast of the most current educational trends, instructional strategies, and innovations. Teachers have access to ALEX (Alabama Lesson Exchange), APT Plus w/Discovery Learning, and AVL (Alabama Virtual Library) databases as well as their tutorials and professional resources within the databases. Our school's virtual library offers additional academic sources for teachers. Professional development is offered throughout the school year to help teachers develop best practices, and our library has professional resources such as books and trade magazines. Subject-level and grade-level meetings are held to share information concerning strategies and innovations.	
Number and percentage of teachers Non-HQT: 0	Number and percentage of Classes Taught by Non-HQT: 0
Alabama High School Graduation Exam (AHSGE):	
Strengths: ➤ All Students Proficiency Index in Math 10.16 ➤ Free / Reduced Proficiency Index in Math 7.09	Weaknesses: ➤ Free / Reduced Proficiency Index in Reading -7.59 ➤ Graduation Rate 77%
Alabama Reading and Mathematics Test (ARMT):	
Strengths: ➤ 68% (72) Level III-IV in Reading ➤ 67% (71) Level III-IV in Math	Weaknesses: ➤ 29% (31) Level II in Reading ➤ 34% (36) Level II in Math
Alabama Science Assessment:	
Strengths: ➤ 70% (62) Level III-IV	Weaknesses: ➤ 29% (26) Level II
Stanford 10	
Strengths: ➤ 53% (57) Students scored above National Individual Percentile in Mathematics Problems Solving	Weaknesses: 37% (40) Students scored below National Individual Percentile in Mathematics Procedures

System:

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Dynamic Indicators of Basic Early Literacy Skills (DIBELS):	
Strengths: N/A	Weaknesses: N/A

Part I - Continued:	
Alabama Direct Assessment of Writing (ADAW):	
Strengths: ➤ 78% (80) Met or Exceeded Standards	Weaknesses: ➤ 20% (21) Met Some Standards ➤ 2% (2) Did Not Meet Standards
ACCESS for English Language Learners (ELLs):	
Strengths: ➤ 70% (7) of ELL students had comprehension scores in English proficiency (EP) level 3 (Developing) ➤ 70% (7) had a Writing score in EP level 3 (Developing)	Weaknesses: ➤ 60% (6) of ELL students had language domain writing scores in EP level 2 (Entering) ➤ 30% had literacy domain scores in EP level 2 (Entering) ➤ Composite scores for ELLs not making Adequate Progress in Language Acquisition (APLA), AMAO-A, were direct results from this with 90% not making AYP
Professional Education Personnel Evaluation (PEPE) School Profile Information:	
Strengths: ➤ 1.3 Prepares Instructional Resources ➤ 5.4 Maintains Environment for Learning	Weaknesses: ➤ 3.0 Assessment of Student Performance
Additional Data Sources: (e.g., Alabama Alternate Assessment [AAA], School Technology Plan Data)	
Strengths: ➤ LCD projectors mounted in ceiling of at least 75% of classrooms ➤ Multifunctional machine with e-mail capability and USB capability available to all teachers. ➤ Interwrite pads used in AMSTI classrooms	Weaknesses: ➤ Interwrite pads and LCD projectors needed for all teachers ➤ Lack of classroom set of computers available to classes other than computer classes
Local Data (e.g., LEA, school, and grade-level assessments, surveys, program-specific assessments):	
Strengths: ➤ District checkpoint tests in core subjects ➤ Pacing guides in core subjects ➤ Core subject passage rates	Weaknesses: ➤ Graduation rate of 77%

System:

School:

April 20, 2009

Career and Technical Education Program Improvement Plan:

Strengths:

- Variety of career channels: Cullman Area Career Center through county system, Fast Track Program and Dual Enrollment through local college, agriculture and technology classes on site

Weaknesses:

- Lack of funds to effectively support local programs

System:

School:

April 20, 2009

Part I – Continued (CULTURE RELATED DATA):

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

<p>Strengths:</p> <ul style="list-style-type: none"> ➤ Less than 2% (5) of total office referrals were major incidents (bullying/threats, fighting, drugs/alcohol, weapons, harassment, theft) 	<p>Weaknesses:</p> <ul style="list-style-type: none"> ➤ .1% (.5) Daily truancy
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School Demographic Information related to drop-out information and graduation rate data.

<p>Strengths:</p> <ul style="list-style-type: none"> ➤ Enhancement of GAP (Group Advisory Program) to lower drop-out rate and to provide a stronger student advocate system 	<p>Weaknesses:</p> <ul style="list-style-type: none"> ➤ Graduation rate lower than goal of 90%
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School Demographic Information related to teacher attendance, teacher turnover, or challenges associated with a high percent of new and/or inexperienced faculty.

<p>Strengths:</p> <ul style="list-style-type: none"> ➤ 3% (1) turnover rate (due to retirement with replacement being a transfer from within the system) ➤ All faculty members live in the area and understand the school culture. 	<p>Weaknesses:</p> <ul style="list-style-type: none"> ➤ Teacher daily absence average 8% (443 days @ 30.5 teacher units) This number represents sick leave and detached duty.
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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).

<p>Strengths:</p> <ul style="list-style-type: none"> ➤ Low rate of late enrollments and transfers ➤ Student attendance averages 95% (475) ➤ Implementation of new discipline program to deal with tardiness 	<p>Weaknesses:</p> <ul style="list-style-type: none"> ➤ Student absence averages 5% (25 @ day)
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School Perception Information related to parent perceptions and parent needs including information about literacy and education levels.

<p>Strengths: According to Parent Opinion Inventory:</p> <ul style="list-style-type: none"> ➤ 100% (66) perceive that the education offered to students at our school is of high quality. ➤ 97% (64) perceive that our school provides a safe and orderly environment for learning. 	<p>Weaknesses: According to Parent Opinion Inventory:</p> <ul style="list-style-type: none"> ➤ 21% (14) perceive that our school does not use community resources to help students to attain their goals.
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School Perception Information related to student PRIDE data.

<p>Strengths:</p> <ul style="list-style-type: none"> ➤ 77.6% (243) of students perceive tobacco as harmful. ➤ 65.4% (200) of students perceive alcohol as harmful. ➤ 78.9% (247) of students perceive marijuana as harmful. 	<p>Weaknesses:</p> <ul style="list-style-type: none"> ➤ 42.7% (131) of students used tobacco at least once in the past year. ➤ 52.4% (161) of students used alcohol at least once in the past year. ➤ 14.4% (44) of students used marijuana at least once in the past year.
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School Process Information related to an analysis of existing curricula focused on helping English Language Learners (ELLs) work toward attaining proficiency in annual measurable academic objectives (AMAOs)

<p>Strengths:</p> <ul style="list-style-type: none"> ➤ ELL teacher understands how to integrate ELL curriculum and WIDA ELP standards with general education curriculum. ➤ The ELL teacher incorporates the WIDA standards in the ELL pull-out program. 	<p>Weaknesses:</p> <ul style="list-style-type: none"> ➤ Classroom teachers have not had sufficient training with the WIDA ELP Standards. They do not know how to implement them in their classrooms.
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School Process Information related to an analysis of existing personnel focused on helping English Language Learners (ELLs) work toward attaining proficiency in annual measurable academic objectives (AMAOs)

<p>Strengths:</p> <ul style="list-style-type: none"> ➤ ELL teacher has a Master’s Degree in ELL and certified in English as a Second Language and is very knowledgeable about ELL instruction and assessment. 	<p>Weaknesses:</p> <ul style="list-style-type: none"> ➤ Only one ELL teacher to serve the entire school K-12
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School Process Information uncovered by an analysis of curriculum alignment, instructional materials, instructional strategies, reform strategies, and/or extended learning opportunities.

<p>Strengths:</p> <ul style="list-style-type: none"> ➤ Pacing guides in core subjects ➤ District checkpoint tests in core subjects ➤ Academic lab classes in all content areas tested by the AHSGE ➤ High Hopes tutoring before each AHSGE administration 	<p>Weaknesses:</p> <ul style="list-style-type: none"> ➤ Mastery rate lower than school goal of 90%.
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System:

School:

April 20, 2009

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

CONTINUOUS IMPROVEMENT GOAL (SHOULD ADDRESS IDENTIFIED WEAKNESSES AND GAPS): To increase the percent of students scoring proficient by 12% in reading on the AHSGE to 89%
Data Results on which goal is based: AHSGE passage rate in grade 11

TARGET GRADE LEVEL(S): 9-11	TARGET CONTENT AREA(S): Circle Reading	AHSGE: Reading	ADDITIONAL ACADEMIC INDICATORS: Graduation Rate	TARGET STUDENT SUBGROUP(S): Free/Reduced Meals
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COURSES OF STUDY	REFORM STRATEGIES	BENCHMARKS	INTERVENTIONS	RESOURCES
WHICH COURSE OF STUDY STANDARDS, AHSGE STANDARDS/OBJECTIVES, ELIGIBLE CONTENT, OR WIDA* STANDARDS ARE LINKED TO EACH STRATEGY?	WHAT RESEARCH-BASED STRATEGIES/ACTIONS WILL BE USED TO IMPROVE STUDENT ACADEMIC PERFORMANCE? (Give specific strategies, not just programs or program names.)	HOW WILL PROGRESS FOR EACH ACTION STEP BE MEASURED? (PERFORMANCE DATA, LISTS, SURVEYS, ETC)	HOW WILL THE SCHOOL PROVIDE TIMELY ASSISTANCE IF STRATEGIES DO NOT CHANGE PERFORMANCE?	WHAT RESOURCES AND SPECIFIC EXPENDITURES WILL BE NEEDED FOR SUCCESSFUL IMPLEMENTATION? (Ex: 6 Classroom Libraries, \$.....00)

System:

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<p>All standards in the AHSGE Reading Item Specifications</p> <ul style="list-style-type: none"> ➤ Identify supporting details ➤ Determine sequence of events ➤ Follow directions ➤ Identify main idea ➤ Draw conclusions ➤ Determine cause and effect ➤ Propaganda: fact from opinion ➤ Recognize summary statements ➤ Recognize logic and arguments ➤ Analyze literary elements ➤ Understand figurative language ➤ Determine meaning of words ➤ Preview, predict: discern organizational patterns ➤ Demonstrate reference material usage 	<p>S1. Provide reading instruction based on AHSGE reading objectives in all core and elective classes in grades 9-12</p> <p>S1-AS1. All teachers (9-12) will receive initial training on how to incorporate reading objectives using existing materials (textbooks, newspapers, magazines, etc.) in July; follow up training will occur in Oct. and January.</p> <p>S1-AS2. Each content area /department will select two appropriate reading objectives to be used weekly with content reading materials beginning in August.</p> <p>S1-AS3. All teachers will implement the use of appropriate reading objectives weekly with content reading materials.</p> <p>S1-AS4. All teachers will assess the two reading objectives they have chosen using Item Spec-like questions added to their regular test at least twice in a nine week period.</p> <p>S1-AS5. All teachers will use the results of reading assessments during regular content/department meeting to plan with English teachers for additional support.</p>	<p>AS1-B1. 100% of teachers are trained - Training is focused on incorporation or reading obj. using existing materials.</p> <p>AS2-B1. 100% of department heads have lists of objectives used in content areas.</p> <p>AS3-B1. 100% of teachers implementing on a weekly basis.</p> <p>AS4-B1. 100% of teachers giving tests with added questions twice per nine week period.</p> <p>AS5-B1. 100% of teachers will use the assessment results and obtain additional support from English teachers for improvement of mastery of reading objectives.</p>	<p>High Hopes tutoring</p> <p>Peer tutoring</p> <p>AutoSkills Reading Program/Reading Academy</p> <p>AHSGE academic lab classes</p> <p>Arranged tutoring with core teachers</p> <p>PASS software and other internet sources</p> <p>A+ software</p>	<p>Computer accessibility (\$0)</p> <p>Professional development (\$0)</p> <p>Stimulus funds</p>
	<p>S2. Provide students with opportunities to address higher order thinking skills.</p> <p>S2-AS1. All teachers (9-12) will utilize bell ringers appropriate to their content to enhance critical thinking skills.</p> <p>S2-AS2. All teachers will incorporate a graphic organizer into lesson plans at least once per unit.</p> <p>S2-AS3. All teachers will incorporate a project- based learning assessment at least once per semester.</p> <p>S2-AS4. All teachers will utilize their content areas texts to provide opportunities for students to draw conclusions and make predictions at least weekly.</p>	<p>AS1-B2. 100% of teachers utilizing bell ringers on a regular basis.</p> <p>AS2-B2. 100% of teachers implementing graphic organizers at least once per unit.</p> <p>AS3-B2. 100% of teachers using a project-based learning assessment at least once per semester.</p> <p>AS4-B2. 100% of teachers will use the assessment results and obtain additional support from English teachers for improvement of mastery of reading objectives.</p>	<p>High Hopes tutoring</p> <p>Peer tutoring</p> <p>AutoSkills Reading Program/Reading Academy</p> <p>AHSGE academic lab classes</p> <p>Arranged tutoring with core teachers</p> <p>PASS software and other internet sources</p>	<p>Computer accessibility (\$0)</p> <p>Professional development (\$0)</p>

System:

School:

April 20, 2009

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

CONTINUOUS IMPROVEMENT GOAL (SHOULD ADDRESS IDENTIFIED WEAKNESSES AND GAPS): To increase the percent of students scoring proficient by 2% in math on the AHSGE to 85%
Data Results on which goal is based: AHSGE passage rate in grade 11

TARGET GRADE LEVEL(S): 9-11	TARGET CONTENT AREA(S): Circle Math	AHSGE: Math	ADDITIONAL ACADEMIC INDICATORS: Graduation Rate	TARGET STUDENT SUBGROUP(S): Free/Reduced Meals
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COURSES OF STUDY	REFORM STRATEGIES	BENCHMARKS	INTERVENTIONS	RESOURCES
WHICH COURSE OF STUDY STANDARDS, AHSGE STANDARDS/OBJECTIVES, ELIGIBLE CONTENT, OR WIDA* STANDARDS ARE LINKED TO EACH STRATEGY?	WHAT RESEARCH-BASED STRATEGIES/ACTIONS WILL BE USED TO IMPROVE STUDENT ACADEMIC PERFORMANCE? (Give specific strategies, not just programs or program names.)	HOW WILL PROGRESS FOR EACH ACTION STEP BE MEASURED? (PERFORMANCE DATA, LISTS, SURVEYS, ETC)	HOW WILL THE SCHOOL PROVIDE TIMELY ASSISTANCE IF STRATEGIES DO NOT CHANGE PERFORMANCE?	WHAT RESOURCES AND SPECIFIC EXPENDITURES WILL BE NEEDED FOR SUCCESSFUL IMPLEMENTATION? (Ex: 6 Classroom Libraries, \$.....00)

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<p>All standards in the AHSGE Mathematics Item Specifications</p> <ul style="list-style-type: none"> ➤ Apply order of operation ➤ Add and subtract polynomials ➤ Multiply polynomials ➤ Factor polynomials ➤ Solve multi-step equations ➤ Solve quadratic equations ➤ Solve systems of linear equations ➤ Solve multi-step inequalities ➤ Identify functions ➤ Find the range of functions ➤ Find perimeter, circumference, area, volume ➤ Find distance, midpoint, slope ➤ Graph: linear equations and common relations ➤ Graph lines given certain conditions ➤ Determine solution sets of inequalities ➤ Translate: verbal / symbolic ➤ Graph: equations / inequalities ➤ Apply properties and relationships between angles ➤ Apply Pythagorean Theorem ➤ Apply properties and relationships between angles ➤ Apply properties of geometric figures ➤ Determine measures of central tendency ➤ Determine probabilities ➤ Solve problems: direct variations ➤ Solve problems: algebraic concepts 	<p>S1. Provide math instruction based on AHSGE math objectives in all core and elective classes in grades 9–12</p> <p>S1 – AS1. All teachers (9-12) will receive initial training on how to incorporate math objectives using existing materials in August; follow up training will occur in October and January.</p> <p>S1 – AS2. Each content area/department will select two appropriate math objectives to be used each nine week grading period with content materials beginning with the first grading period.</p> <p>S1-AS3. All teachers will implement the use of appropriate math objectives each nine week grading period with content materials.</p> <p>S1-AS4. All teachers will assess the math objectives they have chosen at least once in a nine week period.</p> <p>S1-AS5. All teachers will use the results of math assessments during regular content/department meeting to plan with math teachers for additional support.</p>	<p>AS1-B1. 100% of teachers are trained – Training is focused on incorporation of math objectives using existing materials.</p> <p>AS2-B1. 100% of department heads have lists of objectives used in content areas.</p> <p>AS3-B1. 100% of teachers implementing during each grading period.</p> <p>AS4-B1. 100% of teachers giving test with added questions/once per nine week period.</p> <p>AS5-B1. 100% of teachers will use the assessment results and obtain additional support from the math teachers.</p>	<p>High Hopes tutoring</p> <p>Peer tutoring</p> <p>AHSGE academic lab classes</p> <p>Arranged tutoring with core teachers</p> <p>PASS software and other internet sources</p> <p>A+ software</p>	<p>Computer accessibility (\$0)</p> <p>Professional development (\$0)</p> <p>Stimulus funds</p>
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System:

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	<p>S2. Guide students through generating and testing hypothesis</p> <p>S2-AS1. All math and science teachers will assign all students to complete a science fair project to demonstrate deductive and inductive reasoning.</p> <p>S2-AS2. All math and science teachers will require all students to clearly explain their hypothesis and conclusions in writing and if needed orally.</p> <p>S2-AS3. All math and science teachers will require students to research and synthesize material.</p> <p>S2-AS4. All math and science teachers will require all students to test hypothesis and draw conclusions.</p>	<p>AS1-B2. 100% of math and science teachers will assign projects during the first nine weeks.</p> <p>AS2-B2. 100% of math and science teachers will require paper with project which will be completed during the second semester in a timely manner to meet a mid-February deadline.</p> <p>AS3-B2. 100% of math and science teachers will require research with project which will be completed during the second semester in a timely manner to meet a mid-February deadline.</p> <p>AS4-B2. 100% of math and science teachers will require a hypothesis and conclusion with each project which will be completed during the second semester in a timely manner to meet a mid-February deadline.</p>	<p>Peer tutoring</p> <p>Aid from core-curriculum teacher</p>	<p>Internet accessibility (\$0)</p>

System:

School:

April 20, 2009

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

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

Fairview High School met the AMAO goals for the 2009 school year.

Data on which goal is based:

ACCESS for ELLs, Weaknesses regarding analysis of existing curricula, gaps in ELL education from previous education

TARGET GRADE LEVEL(S):

9-12

Target ELP Language Domain(s) Reading Writing Listening Speaking Comprehension

WIDA ENGLISH LANGUAGE PROFICIENCY STANDARDS	REFORM STRATEGIES	BENCHMARKS	INTERVENTIONS	RESOURCES
WHICH WIDA* ENGLISH LANGUAGE PROFICIENCY STANDARDS OR DOMAINS ARE LINKED TO EACH STRATEGY?	WHAT RESEARCH-BASED STRATEGIES/ACTIONS WILL BE USED TO IMPROVE STUDENT ACADEMIC PERFORMANCE? (Give specific strategies, not just programs or program names.)	HOW WILL PROGRESS FOR EACH ACTION STEP BE MEASURED? (PERFORMANCE DATA, LISTS, SURVEYS, ETC)	HOW WILL THE SCHOOL PROVIDE TIMELY ASSISTANCE IF STRATEGIES DO NOT CHANGE PERFORMANCE?	WHAT RESOURCES AND SPECIFIC EXPENDITURES WILL BE NEEDED FOR SUCCESSFUL IMPLEMENTATION? (Ex: 6 Classroom Libraries, \$.....00)
<p>(WIDA Standards and language domains pertain to both strategies and respective action steps listed in second column)</p> <p>Language Domain: Reading WIDA Standards:</p> <ul style="list-style-type: none"> • Language Arts • Social Studies <p>Language Domain: Writing</p> <ul style="list-style-type: none"> • Language Arts • Science <p>Refer to the WIDA Teacher Reports to Determine which WIDA standards will be the instructional focus. A copy of this report is in each ELL student's permanent record and ELP Standards are given to each teacher for their ELL student.</p>	<p>S1. Use WIDA ELP Standards as guidance for developing language objectives that focus on, but are not limited to, the language domains of reading and writing.</p> <p>S1-AS1. School administrators facilitate planning and collaboration time for ELL teacher to coach grade level teacher on how to integrate language objectives with content objectives from the WIDA ELP standards.</p> <p>S2. Provide opportunities of ELL professional development for content staff.</p> <p>S2-AS1. ELL teacher will arrange for facilitator and facilities.</p>	<p>English Language Plans</p> <p>Graduation Exams</p> <p>Classroom progress in Language/ English class</p> <p>Progress will be measured each grading period through progress reports and work samples.</p> <p>ELLs will increase their language proficiency by 1 or more units by each 9 weeks.</p> <p>ELLs should progress one proficiency level and move from one cohort to another, making AYP or APLA each year from the spring ACCESS.</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>	<p>The ELL teacher will provide individual instruction with the pull-out program.</p> <p>The classroom teacher and ELL teacher will collaborate.</p> <p>ELL committee will focus on instructional needs for each ELL student and their particular needs.</p>	<p>Professional development in ELL literacy for secondary grades</p> <p>WIDA Standards training</p> <p>Title III supplementary funds</p> <p>Time allocated for teacher collaboration</p>

System:

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	STRATEGY: ACTION STEP:			
	STRATEGY: ACTION STEP:			

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

System:

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

CULTURE (REFER TO CULTURAL DATA IN NEEDS ASSESSMENT)	REFORM STRATEGIES	BENCHMARKS	INTERVENTIONS	RESOURCES
WHAT CHALLENGES RELATED TO SCHOOL, SAFETY, CLASSROOM MANAGEMENT/DISCIPLINE, AND SUPPORTIVE LEARNING ENVIRONMENTS HAVE BEEN IDENTIFIED THROUGH THE REVIEW OF SCHOOL DEMOGRAPHIC, PERCEPTION, AND PROCESS DATA?	WHAT RESEARCH-BASED STRATEGIES/ACTIONS WILL BE USED TO IMPROVE CULTURAL BARRIERS IMPACTING STUDENT ACADEMIC PERFORMANCE? (Give specific strategies, not just programs or program names.)	HOW WILL PROGRESS FOR EACH ACTION STEP BE MEASURED? (PERFORMANCE DATA, LISTS, SURVEYS, ETC)	HOW WILL THE SCHOOL PROVIDE TIMELY ADJUSTMENT IF STRATEGIES DO NOT CHANGE PERFORMANCE?	WHAT RESOURCES AND SPECIFIC EXPENDITURES WILL BE NEEDED FOR SUCCESSFUL IMPLEMENTATION? (Ex: Teacher Incentives, Title II \$.....00, Supplies for Mentors/Mentees, etc)
According to the Pride survey, students responded that they Never or Seldom felt safe in the bathroom (17.5% or 54) and/or in the halls (18.1% or 56).	<ul style="list-style-type: none"> ➤ 100% of the teachers will help to improve the perception of school safety during the 2009-2010 school year. ➤ Continuation of mandatory hall passes ➤ Continuation of School Resource Officer ➤ Continuation of a daily lunch schedule that reduces the number of students in the cafeteria at the same time ➤ Implementation of more lunch monitors ➤ Enhancement of hall monitoring between classes and at break ➤ Sixteen fully functioning surveillance cameras 	SIRS Report Pride Survey	Adjustment of monitoring schedule and monitor placement	Personnel availability (\$0)
According to Teacher Opinion Inventory, only 75% (22) perceive that teachers collaboratively develop instructional activities to help students learn across different subject areas.	<p>100% of the teachers will participate in grade-level meetings to increase collaboration across the curriculum.</p> <ul style="list-style-type: none"> ➤ Grade-level (9-12) meetings once a week at 7:35 a.m. ➤ Subject-level meetings (math and science during Lunch A/English and social studies during Lunch B) once a week 	Teacher Opinion Survey	Rescheduling of time and frequency of meetings	Personnel availability (\$0)

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<p>According to Parent Opinion Inventory, 21% (14) perceive that our school does not use community resources to help students to attain their goals.</p>	<p>Community resources will be used to make learning more relevant.</p> <ul style="list-style-type: none"> ➤ Constitution Day speaker – Representative James Fields ➤ At least once every nine weeks, local industry members will be invited to speak to students. Ex. Rehau spokesperson, senior class 	<p>Parent Opinion Survey Student Opinion Survey</p>	<p>Other avenues of community resources will be explored.</p>	<p>Community resources availability (\$0)</p>
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Part V - Additional Components To Be Addressed to Satisfy Federal Requirements

1. Teacher Mentoring: Describe teacher mentoring activities. For example, are new or inexperienced teachers given support from an assigned master teacher and what does that support look like? (Section 1116)
As a part of system-wide professional development, New Teacher Academy provides first-year educators with various invaluable workshops. Each new employee in our school is also assigned a mentor to offer advice and counsel when needed. In addition, all of our teachers are continuously involved in contemporary professional development activities that meet the needs of the school and its students.
2. Budget: Describe the coordination of all federal, state, and local programs. (Note: NCLB Section 1116 requires that each year <u>Title I schools identified for improvement</u> must reserve the equivalent of 10% of the school-level allocation made available to the school under Section 1113 specifically for <u>professional development</u> opportunities for teachers. Budgets should reflect this set-aside.) See the sample budget on a later page.
There are several monetary sources that are integrated and coordinated into the financial management and instructional planning of Fairview High School. The following is a comprehensive list of fund sources, with an explanation of their usage. <ul style="list-style-type: none">➤ The State of Alabama Foundation Program: The State of Alabama funds programming in terms of teacher units based on student enrollment. For the 2009-2010 school year the state is funding 29.5 units, plus fringe benefits, Instructional Supplies, Technology, Library Enhancement, Professional Development, and Textbooks. The grand total of state money is \$1,905,548.00. A detailed budget is enclosed in this plan.➤ The Title II budget for 2009-2010 is \$57,799.00. A detailed budget is enclosed in this plan.
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.
Orientation for incoming freshmen is scheduled during the spring semester. Both students and parents are given information which includes clearly defined expectations for student learning, academic standards, and policies and procedures for participation in designated programs. Students are provided a handbook (English and Spanish) at the beginning of each academic year that relates to student discipline and consequences information, absentee information, student rights, student dress code and other pertinent information for the student and his/her parents. New students also have access to a video explaining all of the school's procedures.
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.
Highly qualified teachers are recruited through a variety of tools which include, but are not limited to print media, electronic media, and website postings. Positions are also posted in every school in the school system as well as the Central Office. In addition, colleges and universities with teacher education programs are contacted as to the availability of qualified individuals. Teachers are inducted into our school based on their individual qualifications. A variety of criteria is examined before placement takes place: highly qualified status, years of experience, knowledge of subject matter, and quality or recommendations. All teachers at Fairview High School are highly qualified in their fields.
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.
Fairview High School teachers administer assessments to determine if students have mastered objectives taught. These assessments are used to determine if further instruction can continue or if remedial activities need to be implemented. Teacher input is considered at different levels of assessment results. The following are various ways that teachers make decisions that guide instruction: <ul style="list-style-type: none">➤ The faculty collaboratively studies the disaggregated data and results of the state assessments.➤ Building Based Student support Team members evaluate data collected on referred students to determine if there are any indicators that would warrant more in depth testing or referral for special services.➤ Grade level and subject area data meetings are held to adjust instructional procedures and strategies based on the progress monitoring data.➤ Informal grade level and subject area meetings are held to discuss progress of students and steps to be taken to help students who demonstrate weaknesses in identified academic subjects.
6. Special Populations: Describe procedures used for each group of Migrant, English Language Learners, Economically Disadvantaged, Special Education, Neglected and/or Delinquent, and Homeless students.
<ul style="list-style-type: none">➤ All students have equal access to the same free appropriate public education including those identified as migrant, limited-English proficient, homeless, economically advantaged, and neglected/delinquent. These students have access to all services and programs available.➤ The counselor and secretary identify limited-English proficient students upon enrollment. Each new student receives a Home Language Survey used to determine eligibility for limited-English proficiency testing. Students qualify for testing if the survey indicates that a language other than English is used by the student or at the student's home. All eligible students are tested with the WIDA Access Placement Test (W-APT) to determine if a student is eligible to receive services through the English Language Learner (ELL) program. Parents or guardians have the right to waive Title III Supplemental ELL services. If the parents or guardians agree for the student to receive services, an English Language Learner (ELL) committee convenes to determine appropriate services and placement for each individual student. The ELL committee consists of the ELL teacher, parents or guardians of the student, if available, teachers, the school counselor, and school administrator. Services provided for ELL students is the ELL pull-out program. An ELL teacher provides services to all ELL students at

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Fairview High School. The ELL committee reviews each student's progress annually. If the student scores proficient on the WIDA Access test and is performing on grade level (determined by grades, and results of reading standardized tests and graduation exams), the student becomes eligible to exit the ELL program and will be monitored for two years to ensure success.

- The school system has a system-wide translator available for parents when necessary to translate documents and/or interpret for them when needed. Parents are provided the opportunity to receive all updates and important school documents in English and Spanish.

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.

Students are offered many ways to receive help when needed. AHSGE remediation classes are offered daily to students who have not passed all portions of the examination. High Hopes tutors have preparation sessions before each administration of the AHSGE. Advanced math students offer peer tutoring weekly. In addition, all teachers are available before and after school for extended learning opportunities for students in need of assistance.

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Part VI –School Parental Involvement Plan as required by Section 1118 of NCLB [Note: This section of the CIP (Part VI) must be distributed to Parents]:

<p>A. Parental Involvement: Describe how the school will convene an annual meeting to inform parents of the school’s participation in Title I and explain Title I requirements, including the 1% set-aside, and the right of parents to be involved.</p>
<p>N/A</p>
<p>B. Parental Involvement: Describe: 1. How there will be a flexible number and format of parent meetings offered; 2) How parents will be involved in the planning, review and improvement of the Title I Program (Note: State the school’s process for how <u>all</u> Title I parents have the opportunity for involvement in decision-making.); and 3) How funds allocated for parent involvement are being used in the school.</p>
<p>N/A</p>
<p>C. Parental Involvement: Describe how the school provides parents of participating children timely information in a uniform format and, to the extent practicable in a language they can understand, about programs under Title I, a description and explanation of the curriculum in use, forms of academic assessments, and achievement expectations used, and, if requested by parents, opportunities for regular meetings to formulate suggestions and participate as appropriate in decisions related to the education of their children.</p>
<p>Information is communicated to parents via the school website, surveys, CIP meetings, and copies of CIP. Parents may consult with the counselor, visit the district website, or visit the Alabama State Department of Education’s website for information concerning school curriculum and standardized assessment. Student achievement expectations for standards are regularly reinforced through the teaching/learning process, lesson plans created by the teachers, and classroom assessments. Parents are always welcome to review their child’s progress through parent conferences, STI access, and meetings with the principal and/or counselor to improve student progress in coursework.</p>
<p>D. Parental Involvement: Describe how parents, the school staff, and students share responsibility for improved student academic achievement for participating students (How the School-Parent Compact is jointly developed with Title I parents; how it is used, reviewed, and updated).</p>
<p>Parents, the school staff, and students will all be made aware of the Continuous Improvement Plan. Expectations for parents, school staff, and students will be conveyed through the school website, surveys, lesson plans, and academic class/test preparation participation.</p>
<p>E. Parental Involvement: Describe procedures to allow parents to submit comments of dissatisfaction with the Continuous Improvement Plan.</p>
<p>In addition to surveys and CIP meetings, parents may contact principal or other school designee with oral or written comments of dissatisfaction.</p>
<p>F. Parental Involvement: Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children. (See NCLB Section 1118, requirements for building capacity in parental involvement.)</p>
<p>Transition meetings for our incoming freshmen will help to encourage parental involvement and long-range planning of academic goals. Parents will also be encouraged to become involved in their child’s education through parent conferences and the Parent Teacher Organization, to attend special events at the school, and to stay in contact with the teachers and staff through e-mail and telephone contact.</p> <p>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:</p> <p>(1) <u>Shall provide training for parents of participating children in understanding such topics as the State's academic content standards and State student academic achievement standards, State and local academic assessments, the requirements of Title I, and how to monitor their child’s progress and work with teachers to improve the achievement of their children.</u> (Describe)</p> <p>N/A</p>

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(2) **Shall provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement.** (Describe)

N/A

(3) **Shall educate teachers, office personnel, and other school staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school.** (Describe)

N/A

(4) **Shall to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other federal programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.** (Describe)

N/A

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

N/A

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

N/A

G. Parental Involvement: Describe how the school will ensure the provision for participation of parents with limited English proficiency, parents with disabilities, and parents of migratory students; including providing information and school reports in a format and, to the extent practicable, in a language that parents can understand.

Fairview High School provides opportunities for the participation of parents with limited English proficiency and parents with disabilities. Fairview currently has 17 Spanish speaking students. With the assistance and support from the LEA, Fairview High School will provide full opportunities for participation of parents with limited-English proficiency, parents with disabilities, and parents of migratory students, including providing information and school reports in a format and, to the extent practicable, in a language that parents can understand. All parent notifications, student handbooks, lunch forms, important school information, etc., are sent to parents of these children in Spanish. In addition we have a system-wide translator who is available to assist in verbal communications with these parents as well as other translations that may arise. The translator is available at Parent-Teacher conferences to translate test scores as well as teacher comments. Forms and letters are also translated. Additional support for parental involvement will be developed at the request of the parents. At this time Fairview High School only has one migrant student. Every effort is made to accommodate parents with disabilities. Handicapped parking is marked in all areas for handicapped ramps into buildings and library is handicapped accessible.

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

- Does the plan provide opportunities for professional development activities that are high-quality, effective, and research-based? **YES**
- Does the plan include opportunities for teachers, principals, paraprofessionals, other staff, and parents? **YES**
- Does the plan include required district-wide training for English language acquisition? **YES**

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

WHAT WEAKNESS OR NEED IDENTIFIED IN ACADEMIC, INCLUDING ELL AMAOs OR SCHOOL CULTURE GOALS WILL THE PROFESSIONAL LEARNING ADDRESS?	WHAT TYPES OF PROFESSIONAL LEARNING WILL BE OFFERED?	WHEN WILL THE SESSION BE DELIVERED? (Please list dates of future PD sessions, not those that have already taken place.)	WHAT ARE THE EXPECTED OUTCOMES OF PROFESSIONAL LEARNING? (Following the professional learning, how will academic or cultural challenges be impacted – what does it look like?)	HOW WILL PARTICIPANTS BE HELD ACCOUNTABLE FOR SUCCESSFUL IMPLEMENTATION AND IN WHAT WAYS WILL EVIDENCE BE COLLECTED TO SHOW EFFECTIVE ASSIMILATION/INTEGRATION OF STRATEGIES?	WHAT ARE THE FUNDING SOURCES, ESTIMATED EXPENSES, AND PROPOSED NAMES OF CONSULTANTS OR ENTITIES? Example: Title II, \$...00 Dr. Verry Goode	DOCUMENT CONTINUOUS LEA REVIEW AND SUPPORT RESULTS
<p>(English language proficiency –AMAOs)</p> <p>20% or more ELLs in grades 9-12 will perform at English proficiency level 2 or higher in the language domains for writing and reading to increase composite scores to meet AMAO-A</p>	<p>English Language Learners EDU 4406 from APT</p> <p>SETESOL Conference</p>	<p>October 15-December 12</p> <p>September 25-27</p>	<p>20% of ELLs in grades 9-12 will make progress in APLA by moving from one cohort to the next</p> <p>ACCESS for ELLS data results for the following school year will reflect these expected outcomes.</p> <p>AYP data for reading will also indicate a narrowed achievement gap between ELLs and all students.</p>	<p>At each grading period, content teachers will record grades on ELL progress report and report students below grade level immediately for consultation.</p> <p>Each teacher has a folder for their ELL students which contain LEP plans, important information for ELL students, WIDA ELP standards, and ELL grading system.</p>		

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SAI Average of 2.2 on Collaboration	Professional development through AMSTI to math teachers – math teachers to entire faculty	July, August	85% rate of mastery on Math portion of the AHSGE in Grade 11	Spring AHSGE 2010	State funds	
	Professional development on reading strategies led by librarian	July, August, October, January	89% rate of mastery on Reading portion of the AHSGE in Grade 11	Spring AHSGE 2010	Possible grant or (\$0)	

DUPLICATE PAGES AS NEEDED

Part VIII - Coordination of Resources/Comprehensive Budget

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

Example:

I. State Foundation Funds:			
State Foundation Funds		TOTAL	
Teacher Assigned Units: 29.5	classroom teachers: 25.5	TOTAL OF ALL SALARIES	1,905,548.00
Administrator Units: 1			113,645.00
Assistant Principal: 1			75,083.00
Counselor: 1			110,020.00
Librarian: 1			72,451.00
Instructional Supplies			0
Library Enhancement			0
Technology			0
Professional Development			0
State ELL Funds			0
			0

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II. Federal Funds:		
Title I: Part A: Improving the Academic Achievement of the Disadvantaged	TOTAL	
<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>		
<i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</i>		
N/A		
ARRA FUNDS	TOTAL	
<i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</i>		
N/A		
Title II: Professional Development Activities	TOTAL	57,799
<i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</i>		
Teacher salary	39,756	
Insurance	9,024	
Retirement	4,973	
FICA	2,498	
Medicare	584	
UC	24	
Substitutes	540	
Fee Allocation	400	
Title III: For English Language Learners	TOTAL	
<i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</i>		
N/A		
Title IV: For Safe and Drug-free Schools	TOTAL	
<i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</i>		
N/A		
Title VI: For Rural and Low-income Schools	TOTAL	
<i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</i>		
N/A		

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III. Local Funds (if applicable)	
Local Funds	TOTAL
<i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</i>	

Part IX – MONITORING/REVIEW DOCUMENTATION

<p>INITIAL REVIEW /DEVELOPMENT Target Date: August Purpose: Review assessment data to develop plan or make plan adjustments to existing plan.</p> <p>Date _____</p> <p>Principal Initials _____</p> <p>LEA initials _____ Other _____</p> <p>COMMENTS*</p> <p>*Use additional pages, if needed</p>	<p>REVIEW 1 Target Date: September Purpose: AMENDMENT - Incorporate recommendations from school, LEA and/or SDE.</p> <p>Date _____</p> <p>Principal Initials _____</p> <p>LEA initials _____ Other _____</p> <p>COMMENTS*</p> <p>*Use additional pages, if needed</p>	<p>REVIEW 2 Target Date: October Purpose: IMPLEMENTATION - Provide documentation/evidence of improvement.</p> <p>Date _____</p> <p>Principal Initials _____</p> <p>LEA initials _____ Other _____</p> <p>COMMENTS*</p> <p>*Use additional pages, if needed</p>
<p>REVIEW 3 Target Date: November Purpose: IMPLEMENTATION – Provide documentation/evidence of improvement.</p> <p>Date _____</p> <p>Principal Initials _____</p> <p>LEA initials _____ Other: _____</p> <p>COMMENTS*</p> <p>*Use additional pages, if needed</p>	<p>REVIEW 4 Target Date: January Purpose: IMPLEMENTATION - Provide documentation/evidence of improvement.</p> <p>Date _____</p> <p>Principal Initials _____</p> <p>LEA initials _____ Other _____</p> <p>COMMENTS*</p> <p>*Use additional pages, if needed</p>	<p>REVIEW 5 Target Date: February Purpose: IMPLEMENTATION - Provide documentation/evidence of improvement.</p> <p>Date _____</p> <p>Principal Initials _____</p> <p>LEA initials _____ Other _____</p> <p>COMMENTS*</p> <p>*Use additional pages, if needed</p>

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<p>REVIEW 6 Target Date: March Purpose: IMPLEMENTATION - Provide documentation/evidence of improvement.</p> <p>Date _____</p> <p>Principal Initials _____</p> <p>LEA initials _____ Other _____</p> <p>COMMENTS*</p> <p>*Use additional pages, if needed</p>	<p>REVIEW 7 Target Date: April - May Purpose: REFLECTIONS/PROJECTIONS – Evaluate each goal, strategy, and action for continuation, revision, or removal.</p> <p>Date _____</p> <p>Principal Initials _____</p> <p>LEA initials _____ Other _____</p> <p>COMMENTS*</p> <p>*Use additional pages, if needed</p>	<p>Use information from Reviews to Evaluate the plan and to update the plan for the coming year.</p>
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System:

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