



**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: Good Hope Middle School			
STREET ADDRESS: 216 Good Hope School Road		CITY: Cullman	STATE: Alabama ZIP CODE: 35057
CONTACT: Wayne Weissend		TELEPHONE: 256 734-9600	E-MAIL: wweissend@ccboe.org
Identified for School Improvement? No <input checked="" type="checkbox"/> Yes <input type="checkbox"/> Delay Status <input type="checkbox"/> Year 1 <input type="checkbox"/> 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? YES <input checked="" type="checkbox"/> NO <input type="checkbox"/> <input type="checkbox"/>	Made AMAOs (ELL)? YES <input checked="" type="checkbox"/> NO <input type="checkbox"/> N/A <input type="checkbox"/>	Career Tech Made AYP? YES <input checked="" type="checkbox"/> NO <input type="checkbox"/> N/A <input type="checkbox"/>	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 <input checked="" type="checkbox"/> NO <input type="checkbox"/>
Describe how this plan will be made available to parents and other stakeholders, such as through parent meetings or on Web sites. NOTE: The Parental Involvement section of this plan <u>must</u> be distributed to all parents. The Continuous Improvement Plan (CIP) for Good Hope Middle School will be available to parents and the stakeholders in the Good Hope Middle School counselors' office, assistant principal's office, library, and on the web site at www.ccboe.org/ghm . It will also be formally presented at the first PTO meeting of the year with revisions being made at each quarterly meeting. In addition, as required by law, Good Hope Middle School will distribute the parental involvement section of the plan to all Title 1 Parents.			
*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 (e.g. April, May – September 200_):
August 2009-May 2010

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):

The beginning of August, the school leadership team, and faculty (including parent members) reviewed the 2008-2009 Continuous Improvement Plan to assess the degree to which implemented strategies have been met. This information will be shared with all staff and interested parents. The staff and parents provided input on the following: Which elements have been successfully mastered and need not to be included in the next year’s plan; the elements that have been mastered but still require continued monitoring during the 2009-2010 school year; the elements that have not been mastered and must be included in the 2009-2010 CIP. In August 2009, the school leadership and school staff, along with interested parents and civic leaders will convene to disaggregate standardized assessment data, Pride survey data, School Incident Report Data, PEPEE data, Career and Technical Education Improvement Plan data and other localized data. Parents, teachers, and the school leadership team began surveys regarding school culture. This survey was sent home on August 10-14, and completed by most 6-8th grade students and parents. School teachers and staff will complete the survey no later than September 1, 2009. The school leadership team (including parent members) will reconvene to break down data, including subgroups. Results will be shared with the faculty, staff, and parents. Faculty, staff, and parents will be asked for their input. The school leadership team will meet to suggest strategies, professional development, and budget requirements for the CIP. When the draft is completed, faculty and staff will review and suggest modifications if needed. The CIP for the 2009-2010 school year will then be shared with the district and available on the school website. Requested modifications will be examined and decisions made by the school leadership team, faculty/staff. The finalized CIP will be sent to the district school board for approval and signatures.

<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>
Mr. Wayne Weissend Mrs. April Tucker Mrs. Diane Culpepper Mr. Greg Ennis Mr. Mike Briscoe Mr. Scotty Cofer Mrs. Marlene Hancock Mr. Nathan McCluskey Mrs. Julie Berry Mrs. Stephanie Kaufman Mrs. Leslie Lawson Miss Jacie Speegle	Principal Assistant Principal Counselor Science Teacher English Teacher Math Teacher Teacher/Special Education Teacher/Social Studies Teacher/ELL Parent Parent Student	

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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 - 0082 Good Hope Middle School

2009-2010 AYP Status	This school met 13 goals out of 13 (100%).
	Made 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	18.56	Yes
Special Education	100	N/A	-9.53	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	100	N/A	~	N/A
White	100	Yes	18.56	Yes
Limited English Proficient	~	N/A	~	N/A
Free / Reduced Meals	100	Yes	14.62	Yes

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	21.54	Yes
Special Education	100	N/A	-5.32	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	100	N/A	~	N/A
White	100	Yes	22.17	Yes
Limited English Proficient	~	N/A	~	N/A
Free / Reduced Meals	100	Yes	15.58	Yes

Additional Academic Indicator - Attendance Rate		
Made AYP	Attendance Rate Goal = 95%	Met Additional Academic Indicator
Not in School Improvement		
All Students	97%	Yes

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

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Briefly describe the process your faculty used to conduct the needs assessment (analysis of all data).	
Standard Achievement Test & Alabama Reading and Math Test scores were used to conduct a needs assessment.	
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.	
Staffing decisions ensure that HQT at GHMS provide a rich, diverse, and challenging curriculum to meet the needs of its school population.	
Number and percentage of teachers Non-HQT: Currently, all teachers at GHMS are highly qualified. Therefore, the percentage is zero for non-HQT	Number and percentage of Classes Taught by Non-HQT: Zero
Alabama High School Graduation Exam (AHSGE):	
Strengths: n/a	Weaknesses: na
Alabama Reading and Mathematics Test (ARMT):	
Strengths: The ARMT reading strength is reading vocabulary. The ARMT math strength is geometry and numbers and operations.	Weaknesses: Recognizing literary elements and devices from various text formats and applying strategies to comprehend textual and functional materials. In math, the weaknesses were measurement in 6th, algebra in 7th, and data analysis for 8th.
Alabama Science Assessment:	
Strengths: In 6th, strength was identifying chemical changes and identifying spheres of the earth. In 8th, strength was describing characteristics of living things and concepts involving cell division and meiosis.	Weaknesses: In 6th, weaknesses were indicating acids and bases using everyday indicators. In 8th, weaknesses were identifying kingdoms by classification and describing biotic and abiotic factors.
Stanford 10	
Strengths: For 6th, reading and math. For 7th, math problem solving and reading comprehension. For 8th, science and reading comprehension.	Weaknesses: For 6th, language expansion and science. For 7th, language expression and mathematics procedures. For 8th, mathematics procedures and language mechanics.
Dynamic Indicators of Basic Early Literacy Skills (DIBELS):	
Strengths: Na	Weaknesses: na

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Part I - Continued:	
Alabama Direct Assessment of Writing (ADAW):	
Strengths: Narrative writing at 85% met the standard (22 students met)	Weaknesses: Expository writing at 48% met the standard (11 students met)
ACCESS for English Language Learners (ELLs):	
Strengths: Results from the ACCESS show that 1/1, 100% of 6 th graders scored in level 6-Reaching on the Listening and Speaking portion of the test, 1/2, 50% of 7 th graders scored level 5-Bridging on the Reading portion of the test., and 3/3, 100% of 8 th graders scored level 6-Reaching on the Speaking portion of the test.	Weaknesses: Results from the ACCESS show that 1/1, 100% of 6 th graders scored in level 3-Developing, 1/2, 50% of 7 th graders scored level 3-Developing, 2/3 , 67% of 8 th graders scored level 3-Beginning on the Reading portion of the test.
Professional Education Personnel Evaluation (PEPE) School Profile Information:	
Strengths: 1.3 Prepares Resources 2.3 Develops Lesson 5.1 Involves Students	Weaknesses: 3.1 Monitors Student Performance 4.1 Manages Class Time 4.2 Manages Student Behavior
Additional Data Sources: (e.g., Alabama Alternate Assessment [AAA], School Technology Plan Data)	
Strengths: na	Weaknesses: na
Local Data (e.g., LEA, school, and grade-level assessments, surveys, program-specific assessments):	
Strengths: 6 th grade - Math C.5B Comparing parallel and perpendicular lines. 6 th grade English Standard 6 - Identify the author's purpose as entertainment, information, or persuasion in selected works. 7 th grade Math-Standard D.10 Find the perimeter of polygons and the area of triangles and trapezoids. 7 th Grade English Standard IV-2 Demonstrate correct use of commas. 8 th Grade Algebra Standard III-1 Identify functions. 8 th grade Math- Standard E.13 Interpret data from populations, using given and collected data. 8 th grade English Standard I-2 Identify correct verb forms.	Weaknesses: 6 th grade Math-B.3 Solve problems using numeric and geometric patterns. 6 th Grade English- Standard 6 -Organizing content of paragraphs and other written compositions, including topic sentences, supporting sentences, and concluding sentences. 7 th grade Math-Standard D.9 Solve problems involving circumference and area of circles. 7 th Grade English-Identify correct verb forms. 8 th grade Algebra-Standard II 2- Solve quadratic equations that are factorable. 8 th Grade Math Standard E.13 Determine the theoretical probability of an event.

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		8th Grade English - Standard I 4- Recognize pronoun-antecedent agreement in number and gender.
Career and Technical Education Program Improvement Plan:		
Strengths: na	Weaknesses: na	

Part I – Continued (CULTURE RELATED DATA):		
School Demographic Information related to student discipline (e.g. total office referrals, long- and short-term suspensions, expulsions, alternative school placements, School Incidence Report (SIR) data, or student attendance).		
Strengths: Threats, Drug Possession, and Disruptive Demonstrations	Weaknesses: Fighting (26) and Electronic Pagers (33).b	
School Demographic Information related to drop-out information and graduation rate data.		
Strengths: na	Weaknesses: na	
School Demographic Information related to teacher attendance, teacher turnover, or challenges associated with a high percent of new and/or inexperienced faculty.		
Strengths: Teacher attendance improved. The number of days absent decreased from 453 to 422.75.	Weaknesses:	
School Demographic Information related to student attendance, patterns of student tardiness, early checkouts, late enrollments, high number of transfers, and/or transiency including migratory moves (if applicable).		
Strengths: The ADA for the 2008-2009 school year was approximately 96.5% of the 355 students reporting to school.	Weaknesses:	
School Perception Information related to parent perceptions and parent needs including information about literacy and education levels.		
Strengths:	Weaknesses:	
School Perception Information related to student PRIDE data.		
Strengths: 6.5% of the 6th,7th, and 8th grade reports frequent or any marijuana use.	Weaknesses: In the past year, approximately 22.4% of the students at GHMS have used alcohol.	
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)		

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Strengths: Research-based program that includes the four language domains and complements classroom curriculum	Weaknesses: The need for a larger quantity of materials as the number of ELL students continues to rise.
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)	
Strengths: A continuous dedication to quality ongoing ELL professional development and implementation	Weaknesses: The need for an ELL teacher at each school site.
School Process Information uncovered by an analysis of curriculum alignment, instructional materials, instructional strategies, reform strategies, and/or extended learning opportunities.	
Strengths: According to STI Assessment grade level benchmark testing for the 2008-2009 school year, 6th grade math was an a strength with 78.27%overall on standards.	Weaknesses: According to the STI Assessment grade level benchmark for the 2008-2009 school year, 7th grade math was an area of weakness with 48.73% overall on standards.

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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 meeting the proficiency index goal for reading according to the ARMT by 3 % in grades 6-8th for the 2009-10 school year.
Data Results on which goal is based: Three percent of all students didn't meet proficiency for 6th grade, 17% of all students didn't meet proficiency for 7th grade, and 12% of all students didn't meet proficiency for 8th grade. Special Education students had a negative proficiency index of -9.53.

TARGET GRADE LEVEL(S): 6-8 th grades	TARGET CONTENT AREA(S): Circle One Reading Math Science Other	AHSGE: Reading Math Science Social Studies Language	ADDITIONAL ACADEMIC INDICATORS:	TARGET STUDENT SUBGROUP(S):
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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)
<p>Standard 6.3 apply strategies that include making complex predictions, identifying the source of a text, and comparing and contrasting to comprehend 6th grade textual/informational and functional materials.</p> <p>Standard 7.1 Apply strategies appropriate to the type of material, including setting purposes for reading and making generalizations, to comprehend seventh-grade literacy/recreational materials.</p> <p>Standard 8.1 Apply strategies, including making inferences to determine theme, confirming or refuting predictions, and using specific content clues, to comprehend eighth-grade literacy/recreational materials.</p>	<p>STRATEGY: Increase participation in computer software programs</p> <p>ACTION STEP: <ul style="list-style-type: none"> Utilize software and Internet programs such as Auto Skill and Renaissance Learning (STAR Reading) Implement intervention classes and academic labs Make schedule for classes to attend computer lab </p> <p>STRATEGY: Improve reading instruction for all students</p> <p>ACTION STEP: <ul style="list-style-type: none"> Use the MMGW framework – students will read 25 books or equivalent across curriculum each year Reading Instruction is incorporated into all content areas in the academic core curriculum through eighth grade. Use new concepts in real-world applications </p>	<ul style="list-style-type: none"> STAR Reading will be given 2 times during a school year to check for progress. Pre-test and Post –test on Auto Skill will be given twice a year Benchmark testing will be given three times in a school year Reading log kept in library. 	School will provide reading intervention classes, academic labs, and peer tutoring for the students that are performing below the proficiency index according to the 2010 ARMT data.	AutoSkill \$200,000 district Renaissance Learning - \$1000

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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): Fifty percent of ELLs in grades 6-8 will perform at English Proficiency Level 4 or higher in the language domain of reading to increase composite scores.
Data on which goal is based: ACCESS for ELLs

TARGET GRADE LEVEL(S): 6 th , 7 th , and 8 th grade	TARGET ELP LANGUAGE DOMAIN(S): Highlight all that apply.	Reading	Writing	Listening	Speaking	Comprehension
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WIDA ENGLISH LANGUAGE PROFICIENCY STANDARDS	REFORM STRATEGIES	BENCHMARKS	INTERVENTIONS	RESOURCES
WHICH WIDA* ENGLISH LANGUAGE PROFICIENCY STANDARDS OR DOMAINS ARE LINKED TO EACH STRATEGY?	WHAT RESEARCH-BASED STRATEGIES/ACTIONS WILL BE USED TO IMPROVE STUDENT ACADEMIC PERFORMANCE? (Give specific strategies, not just programs or program names.)	HOW WILL PROGRESS FOR EACH ACTION STEP BE MEASURED? (PERFORMANCE DATA, LISTS, SURVEYS, ETC)	HOW WILL THE SCHOOL PROVIDE TIMELY ASSISTANCE IF STRATEGIES DO NOT CHANGE PERFORMANCE?	WHAT RESOURCES AND SPECIFIC EXPENDITURES WILL BE NEEDED FOR SUCCESSFUL IMPLEMENTATION? (Ex: 6 Classroom Libraries, \$.....00)
Language Domain: Reading WIDA Standards: <ul style="list-style-type: none"> Language Arts Science 	STRATEGY: Using WIDA Model Performance Indicators as guidance for developing language objects that focus on, but are not limited to, the language domain of Reading. ACTION STEP: ELL and classroom teachers develop lesson plans that integrate language objects using WIDA standards	<ul style="list-style-type: none"> Recorded teacher observations Student portfolio 	<ul style="list-style-type: none"> The Ell teacher will provide individual instruction beyond the group instruction. Provide planning and collaboration time for ELL and content teacher to focus on areas of instructional need for those particular students. 	<ul style="list-style-type: none"> Professional Development Title III supplemental funding Time allocated for teacher collaboration
Language Domain: Writing WIDA Standards: <ul style="list-style-type: none"> Social Studies Language Arts 	STRATEGY: Using WIDA Model Performance Indicators as guidance for developing language objects that focus on, but are not limited to, the language domain of Writing. ACTION STEP: ELL and classroom teachers develop lesson plans that integrate language objects using WIDA standards	<ul style="list-style-type: none"> Recorded teacher observations Student portfolio 	<ul style="list-style-type: none"> The Ell teacher will provide individual instruction beyond the group instruction. Provide planning and collaboration time for ELL and content teacher to focus on areas of instructional need for those particular students. 	<ul style="list-style-type: none"> Professional Development Title III supplemental funding Time allocated for teacher collaboration

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

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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)
Approximately 26% of the Student Incident Reports (SIR) show students' suspensions due to fighting	STRATEGY: Develop and implement a discipline plan that includes: ACTION STEP: <ul style="list-style-type: none"> • Additional teacher assigned areas on campus for monitoring of students (before school break, lunch, etc.). • Planner with <i>7 Habits</i> for character education. Drug and alcohol section in planner also. • Class 1 violations will have rules assigned from the Cullman County Board of Education Handbook. • Parent Communication Log for classroom behavior. • Teacher mentoring in small groups with assigned students. 	<ul style="list-style-type: none"> • Teacher/Student interaction – monitoring • Planner - 7 Habit Usage • CCBOE Policy & Handbook • Log Records w/ parents • Teacher/Student mentoring & group discussion of socialization skills. 	The Professional Learning Teams will meet and discuss possible changes for action steps.	Title I State at Risk Programs are those that help with high percentages of poor children to ensure that all children meet challenging state academic standards. Included in this is Renaissance Learning, which produces products such as Accelerated Reader, STAR Math Renaissance Place, STAR Reading Renaissance Place and AutoSkill.

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<p>SAT data reveals a lack of adequate knowledge and thinking skills in reading in grades 6-8.</p>	<p>STRATEGY: Implement a Researched Based Intervention Program in grades 6-8 to struggling readers. ACTION STEP: Provide a research- based intervention program (Auto Skill) classes in the current master schedule for grades 6th - 8th to struggling readers.</p> <ul style="list-style-type: none"> • AutoSkill • Intervention Class • Grade Level Progress Chart 	<p>Pre and Post Test with progress during program outlined.</p>	<p>The Continuous Improvement Plan team will look at other Scientific Research Based Programs for action steps</p>	<ul style="list-style-type: none"> • Computers • Low teacher/pupil ratio on AutoSkill intervention classes.
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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)

Good Hope Middle School follows the policies set forth by the Cullman County Board of Education as directed by the Alabama State Board of Education Action Item G.2.c. All new teachers are provided with a mentor to this program. All teachers are encouraged to mentor and support inexperienced teachers throughout the school year.

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.

The following is a list of federal, state, and local programs that will be included in the school wide plan at Good Hope Middle School:

- A. The State of Alabama School Foundation Program: This provides for teacher units based on student enrollment. For the 2009-2010, the state is funding twenty-one units, including principals, assistant principals, counselors, and teachers, plus fringe benefits, teacher supply money, technology, library enhancement, professional development, ELL, and textbooks.
- B. Title 1 Part A: Funding which provides for improving the academic achievement of the disadvantaged as well as nursing textbooks.
- C. Title 1 Part C: Funding which provides for Migrant After-school enrichment programs.
- D. Making Middle Grades Work: This program through the state department of education provides instructional supplies and professional development opportunities.
- E. Child Nutrition Program: Provides lunchroom personnel and purchases food items to provide nutritional meals.
- F. AMSTI: Alabama Math and Science Technology Initiative provides materials and instructional support for increasing hands-on activities for all students.

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.

The following is a list of events and activities that GHMS students will be involved in to help eighth grade students make the transition easier to ninth grade at Good Hope High School:

- A. Eighth grade students will attend pep rallies at the high school gymnasium .
- B. Eighth grade students will participate with the high school students in the band programs.
- C. Eighth grade students will attend high school band concerts.
- D. Eighth grade students will be given the opportunity to participate in high school sports activities including: track, softball, baseball, cheerleading, and golf.
- E. Eighth grade students will tour the high school facilities for orientation.
- F. Eighth grade students will meet the high school teachers for orientation.
- G. Eighth grade students will use the same lunchroom as the high school students.
- H. Eighth grade students will use the same break stand as the high school students.
- I. Eighth grade students will use the same gymnasium for the physical education classes.
- J. Eighth grade students will participate in electing student government officers for high school.
- K. Eighth grade students will meet the high school counselors in order to make a four year plan for their high school classes.
- L. Eighth grade students will and parents will have an orientation night at the high school to discuss the transition and high school class requirements.
- M. Sixth grade parents meet teachers, tour classrooms, and find out about supplies during a special sixth grade orientation/parent-teacher night.
- N. Sixth grade orientation in May.
- O. Sixth grade students tour the school with the administration and counselor.
- P. Fifth grade students attend one pep rally every year before coming to the middle school.
- Q. Sixth grade students have orientation for beginner band.
- R. Sixth grade students will have a planner with a DVD included that teaches them how to use their planners.

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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.

The teachers at GHMS are highly qualified in the respect that most of the teachers have a bachelor's degree with the requisite number of professional development hours to become highly qualified, or the teachers have master's degrees from an accredited college or institution in their teaching fields. In order to maintain this environment, and attract highly qualified teachers to GHMS, we follow the Cullman county Board of Education policy. When a vacancy occurs, a posting of the position is listed. Those who qualify for the position are interviewed and a selection is made by the principal to fill the need of the students. GHMS is one of twenty-four schools in the Cullman County System with an academic clear rating. Parental and community support of the school is always an encouragement to persons wanting to teach at GHMS. Projects, activities, as well as duties of teachers are explained, and successful activities are recognized through signs and articles published in the local paper. Potential teachers for the system recognize this as students mature and present themselves in a positive manner. A website has been created for GHMS where people can go to find out what is happening at our school (www.cboe.org/ghm).

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.

Teachers are assigned planning periods by grade level. Teachers are able to collaborate across subject areas and develop instructional strategies. Specific grade level meetings are held each nine weeks to address student achievement.

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.

All students have equal access to the same free appropriate public education including those identified as migrant, limited-English proficient, homeless, economically disadvantaged, and neglected/delinquent. These students have access to all services and programs available.

Through the use and focus of more individualized instruction our goal at GHMS will be to improve these students' grades and test scores.

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.

Teachers at Good Hope Middle School will use a variety of strategies to assist students who are experiencing difficulty. Services include the following:

-Parent Involvement - Sending progress reports home at mid nine weeks and scheduling parent conferences as needed. Report cards are sent out at the end of each nine weeks. Both progress reports and report cards are to be signed by parents. Parents can go to the Good Hope Middle School website to access STAR Testing, lesson plans, homework, and emails for tools to assist the students.

-Tutoring Services - Peer assistance provided through Jr. Honor Society. Math tutoring offered before school by teacher.

-Twenty First Century and Migrant Services - After school extended care services and homework assistance in afternoons and during summer months.

-Remedial Services -Resource Reading, Special Education, Speech and English Language Learner classes. We also have remedial reading, co-teaching inclusion classes, and instructional aides.

-Health Services - Homebound services for extended sickness, Occupational therapy and Physical therapy services for assistance other than services of school nurse.

-Intervention Strategies - Teacher referral for Building Based Student Support Team (BBSST). Counseling services for at-risk students.

-Mentors - Faculty and staff at Good Hope Middle School have students that they are assigned to for mentoring. These teachers meet with their students several times during each nine weeks. The staff looks for students who are experiencing difficulty.

-STAR Testing - Students at GHMS that are experiencing difficulty are testing with STAR Reading and Math. Letters are being sent home to the parents along with test results.

-Making Middle Grades Work - GHMS is part of the Making Middle Grades Work program. The school enforces ten strategies for creating a classroom culture of high expectations.

Student performance will be assessed informally through daily observations and student work samples. Formal assessments will be given at appropriate times through-out the grading period. Students experiencing difficulty in mastering objectives will be identified in a timely manner and be referred for remediation. Assessment of a student encountering difficulty begins with the classroom teacher referring a child needing additional assistance to the Building Based Student Support Team (BBSST). The team reviews the referral and identifies intervention strategies to be used in the classroom. At a designated time the team will meet again to determine if accommodations are working. Consideration for 504 services or special education testing will be given to students who continue to experiencing difficulty.

Documentation used for student information will include:

-current report card

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- cumulative record
- discipline reports
- attendance report
- record of parent conferences and phone calls
- previously used intervention strategies or remedial classes
- teacher concern or any other pattern the teacher notices
- work samples
- district benchmark test results

System:

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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]:

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.

1. At the beginning of every school year, Good Hope Middle School provides an open house for all students and parents/guardians who plan on enrolling their child into GHMS. Parents are notified of the meeting and open house through several methods including, newspaper announcements and public postings, automated phone messaging. At this annual meeting, students and parents discuss several different topics, including the following:
 - Schedules
 - Planners
 - Supplies and materials
 - Parental involvement of the Continuous Improvement Plan
 - Parent/Teacher/Student/Administrator compacts
 - Parent survey

B. Parental Involvement: Describe: 1. How there will be a flexible number and format of parent meetings offered; 2) How parents will be involved in the planning, review and improvement of the Title I Program (Note: State the school’s process for how all Title I parents have the opportunity for involvement in decision-making.); and 3) How funds allocated for parent involvement are being used in the school.

1. Parental involvement is important to all faculty, staff, and administrators at Good Hope Middle School. Parent meetings are offered on a monthly basis and are always ongoing, and the school tries to accommodate every need from the smallest to the largest whenever the need arises. Our primary parental contact comes en masse to the annual open house held during the first week of school. Afterwards, parental involvement is held throughout the school year in differing ways and means to accommodate the needs of the parents, teachers, and administrators. The school also offers parental involvement library located in the counselor’s office. There, parents can find materials relating to their child’s education at Good Hope Middle. Parents are invited and encouraged at all times to visit, read, and incorporate the strategies mentioned in those resources.
2. Good Hope Middle School is successful in involving parents in all areas of its Title 1 program. We have two parent representatives on our Continuous Improvement Plan committee who are active participants in the development of the plan and are involved throughout the planning process. The parents are given the opportunity to review and discuss possible additions and deletions to the plan. For the parental improvement plan, surveys are given to the parents for them to complete at the B4 High Club meeting. These surveys are also given at the end of the school year to all parents. Each year, the Continuous Improvement Plan, including the parental involvement plan, is reviewed and evaluated. And the results of parent surveys are reviewed by the B4 High Club president and the entire CIP committee in determining if any changes are needed.
3. Good Hope Middle School uses its parental involvement funds as follows: To pay for all the materials and supplies in our school’s parent center library, and to provide transportation and child care as needed to assist Title I parents in participating in our parent meetings/training.

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.

Good Hope Middle School provides parents of participating children timely information in several different ways. First, students are given a newsletter called “Raider News.” This is sent home via the student, and the students are encouraged to have their parents read and sign the newsletter and bring it back to school. This newsletter includes methods for reaching and communicating with the school, its faculty, and staff. Next, the parents are given a copy of the parent handbook. This handbook gives parents detailed information on the topics regarding curriculum, academic assessments and progress, and policies regarding the use of funds relating to Title 1 programs. Next, Good Hope Middle School provides an interpreter for Spanish speaking parents who wish to communicate with faculty and staff. Documents, including the aforementioned handbook, are also provided in Spanish. Upon conclusion of the general meeting, parents have been instructed about the open door policy of Good Hope Middle, and have an obligation to visit their child’s classrooms at any given time to meet with their child’s teachers. During this meeting, teachers are obligated to provide the parents with any and all information about the subjects they teach and how their child’s scores and progress are assessed.

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).

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Good Hope Middle School is successful in involving parents in all areas of its Title 1 program. We have two parent representatives on our Continuous Improvement Plan committee who are active participants in the development of the plan and are involved throughout the planning process. The parents are given the opportunity to review and discuss possible additions and deletions to the plan. For the parental involvement plan, surveys are given to the parents for them to complete at the B4 High Club meeting. These surveys are also given at the end of the school year to all parents. Each year, the Continuous Improvement Plan, including the parental involvement plan, is reviewed and evaluated. And the results of parent surveys are reviewed by the B4 High Club president and the entire CIP committee in determining if any changes are needed. The School-Parent Compact is explained to the teachers, students, and parents and all agree to the compact. The compact outlines the obligations and duties for all. The compact is collected from the student and kept in individual classroom to be monitored during the year. Each teacher is given the responsibility to explain the compact to the students and hold them accountable.

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

There are two parents on the committee who represent all of the parents of Good Hope Middle School. Our review of the plan is held each year in August. Parents who voice a dissatisfaction of the Continuous Improvement Plan can contact the school and give input into the revision of the plan. The dissatisfaction must also be in writing, and that will be forwarded to the central office as well as the CIP committee.

F. Parental Involvement: Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children. (See NCLB Section 1118, requirements for building capacity in parental involvement.)

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

- (1) **Shall provide training for parents of participating children in understanding such topics as the State's academic content standards and State student academic achievement standards, State and local academic assessments, the requirements of Title I, and how to monitor their child's progress and work with teachers to improve the achievement of their children.** (Describe)

GHMS will accomplish much of this through its annual open house meeting held at the beginning of the school year. At that time, parents will be able to ask questions about the state academic content standards, academic achievement standards, and assessments. Also, an explanation will be given in regards to Title I, what services it offers, and how parents will always have the right to be involved in their children's education at GHMS. In addition, GHMS also hosts a parent-teacher night for conferences. These conferences are designed to give parents an opportunity to raise any concerns and clear up any confusion about academic achievement.

- (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)

GHMS works very diligently to ensure that all parents are provided with the necessary materials and information that they need in order to help their children's performance. GHMS has its own parent center within the school, located in the counselor's office. Topics include coping with divorce, anger management, what parents should know about kids and tobacco, etc. Also, parenting classes will be held on topics that address identified school goals.

- (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)

GHMS will continue to work with its teachers through in services, faculty meetings, and grade-level meetings in understanding the importance of parental involvement and that without the parents, our school would not be able to meet AYP. This year, our school has placed special emphasis on the need to work closer with parents more than ever before as our school population continues to grow. Therefore, our school principal will set the expectation that teachers and parents work closely with each other to ensure not only the safety of the students, but in providing a quality education with a rigorous curriculum that continues to grow as the students grow.

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(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)

GHMS is committed to integrating parental involvement within the confines of its curriculum. GHMS currently has five ELL students, and many of these parents are actively involved in the overall school climate as much as possible to ensure the success of their children. Cullman County has a bilingual teacher/interpreter who works with parents in meetings. GHMS currently offers a Family Forum Library, which offers information to parents on how to encourage their children's success.

(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)

Currently, GHMS relays information to parents regarding school meetings, parental notices, etc. through newsletters and notes home in student planners. For those five ELL students who attend GHMS, those notices are provided to parents in Spanish as needed.

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

GHMS makes every effort to work with parents on whatever concerns and issues arise. GHMS makes every effort to accommodate the parent's request within one to two business days in order to provide timely assistance. Concerns can either be addressed in person or by phone or email. In the event that the parent's concern is extreme, much effort is made to address those concerns in a private, face-to-face meeting.

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.

GHMS, to the extent practicable, provides opportunities for the participation of parents with limited English proficiency and parents with disabilities. GHMS currently has five Spanish-speaking students; therefore, all parent notifications are sent to parents of these children in Spanish as needed. In addition, the school system has a bilingual teacher who is available to assist in verbal communications with these parents. Currently, GHMS does not have any migrant students. In addition, every effort is made to accommodate parents with disabilities. GHMS is a handicapped-accessible facility.

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).

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- Does the plan provide opportunities for professional development activities that are high-quality, effective, and research-based? YES NO
- Does the plan include opportunities for teachers, principals, paraprofessionals, other staff, and parents? YES NO
- Does the plan include required district-wide training for English language acquisition? YES NO

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

WHAT WEAKNESS OR 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
40 % of the 134 seventh graders, and 29% of the 105 eighth graders fall below average on SAT reading thinking skills	Autoskill Reading intervention program training.	Ongoing, periodic implementation and support by trainer, October 2009-May 2010	Improved performance by 6th, 7th, and 8th SAT reading tests	Participants will be held accountable through observations conducted by school administrators including EDUCATE Alabama evaluations, benchmark testing, BBSST accommodations, and ARMT/SAT results.	Title I	
Students have been allowed to turn in incomplete work or take zero's in lieu of completing assignments	SREB Making Middle Grades Work - Failure is Not an Option	Initial training in October 2009. Followup training will be given to teachers by participants at later dates.	Improved student performance, Greater student accountability, elimination of incomplete work by students	Participants will be held accountable through observations conducted by school administrators including progress reports and failure reports	MMGW \$3000 SREB	

DUPLICATE PAGES AS NEEDED

System:

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- Does the plan provide opportunities for professional development activities that are high-quality, effective, and research-based? YES NO
- Does the plan include opportunities for teachers, principals, paraprofessionals, other staff, and parents? YES NO
- Does the plan include required district-wide training for English language acquisition? YES NO

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

WHAT WEAKNESS OR 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
Students of 6-8 grade scored below 50% in ARMT /SAT measurement	-Autoskill Math intervention program training.	Ongoing, periodic implementation and support by trainer, October 2009-May 2010	-Improved performance by 6-8 grade students on ARMT/SAT test	Participants will be held accountable through observations conducted by school administrators including EDUCATE Alabama evaluations, benchmark testing, and ARMT/SAT results.	Title I	
Students have not met proficiency index goals in reading and math	Professional Learning Team (PLT) Training	August 2009	-Improved performance by 6-8 grade students on ARMT/SAT test	Participants will be held accountable through observations conducted by school administrators including EDUCATE Alabama evaluations, benchmark testing, and ARMT/SAT results.	AMSTI, Title I \$1000 AMSTI	

DUPLICATE PAGES AS NEEDED

Part VIII - Coordination of Resources/Comprehensive Budget

System:

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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: classroom teachers:	TOTAL OF ALL SALARIES	
Administrator Units:		
Assistant Principal:		
Counselor:		
Librarian:		
Instructional Supplies		
Library Enhancement		
Technology		
Professional Development		
State ELL Funds		
II. Federal Funds:		
Title I: Part A: Improving the Academic Achievement of the Disadvantaged	TOTAL	
<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>		
ARRA FUNDS	TOTAL	
<p><i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</i></p>		
Title II: Professional Development Activities	TOTAL	
<p><i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</i></p>		

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Title III: For English Language Learners	TOTAL
<i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</i>	
Title IV: For Safe and Drug-free Schools	TOTAL
<i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</i>	
Title VI: For Rural and Low-income Schools	TOTAL
<i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</i>	
III. Local Funds (if applicable)	
Local Funds	TOTAL
<i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</i>	

Part IX – MONITORING/REVIEW DOCUMENTATION

System:

School:

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<p>INITIAL REVIEW /DEVELOPMENT Target Date: August Purpose: Review assessment data to develop plan or make plan adjustments to existing plan.</p> <p>Date _____</p> <p>Principal Initials _____</p> <p>LEA initials _____ Other _____</p> <p>COMMENTS*</p> <p>*Use additional pages, if needed</p>	<p>REVIEW 1 Target Date: September Purpose: AMENDMENT - Incorporate recommendations from school, LEA and/or SDE.</p> <p>Date _____</p> <p>Principal Initials _____</p> <p>LEA initials _____ Other _____</p> <p>COMMENTS*</p> <p>*Use additional pages, if needed</p>	<p>REVIEW 2 Target Date: October Purpose: IMPLEMENTATION - Provide documentation/evidence of improvement.</p> <p>Date _____</p> <p>Principal Initials _____</p> <p>LEA initials _____ Other _____</p> <p>COMMENTS*</p> <p>*Use additional pages, if needed</p>
<p>REVIEW 3 Target Date: November Purpose: IMPLEMENTATION – Provide documentation/evidence of improvement.</p> <p>Date _____</p> <p>Principal Initials _____</p> <p>LEA initials _____ Other: _____</p> <p>COMMENTS*</p> <p>*Use additional pages, if needed</p>	<p>REVIEW 4 Target Date: January Purpose: IMPLEMENTATION - Provide documentation/evidence of improvement.</p> <p>Date _____</p> <p>Principal Initials _____</p> <p>LEA initials _____ Other _____</p> <p>COMMENTS*</p> <p>*Use additional pages, if needed</p>	<p>REVIEW 5 Target Date: February Purpose: IMPLEMENTATION - Provide documentation/evidence of improvement.</p> <p>Date _____</p> <p>Principal Initials _____</p> <p>LEA initials _____ Other _____</p> <p>COMMENTS*</p> <p>*Use additional pages, if needed</p>
<p>REVIEW 6 Target Date: March Purpose: IMPLEMENTATION - Provide documentation/evidence of improvement.</p> <p>Date _____</p> <p>Principal Initials _____</p> <p>LEA initials _____ Other _____</p> <p>COMMENTS*</p> <p>*Use additional pages, if needed</p>	<p>REVIEW 7 Target Date: 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>

System:

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