



**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: HANCEVILLE ELEMENTARY SCHOOL				
STREET ADDRESS: 799 Commercial Street		CITY: Hanceville	STATE: Alabama	ZIP CODE: 35077
CONTACT: Leann Smith		TELEPHONE: (256)352-2566	E-MAIL: lssmith@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"/> X NO <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 type="checkbox"/> NO <input type="checkbox"/> N/A <input checked="" 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 Hanceville Elementary School will be available to parents and other interested parties in the school library, the elementary office, the Cullman County Board of Education, and on the school website at www.ccboe.org/hve.
*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_): April 2009-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): In May 2009, the staff at Hanceville Elementary School reviewed the School Improvement Plan to assess the degree to which implemented strategies have been met. This information was shared with all staff and interested parents. The staff and parents provided input on areas of strengths and areas that need to be improved. The school leadership team met in July 2009 to disaggregate data from all standardized tests, DIBELS reports, PEPE data, ACCESS data, and other local school data. The school leadership team began creating the CIP plan by assigning each member to write a report of their assigned data and present that to the leadership team. The results from that data were shared with the school faculty, staff, and parents. Faculty, staff, and parents were asked for their input. The school leadership team met to suggest strategies, professional development, and budget requirements for the CIP plan. When the draft was completed, faculty and staff reviewed it and suggested modifications. The final copy of the CIP plan will be made available to the school library, elementary office, the Cullman County Board of Education, and on the school website.

<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>
<p align="center">Leann Smith Sharon Weinman Lanza Willoughby Janna Absher Pattie Brown Kim Brown Donna Hudson Amy Cornelius Myra Michael</p>	<p align="center">Principal Reading Coach Counselor First Grade Teacher Second Grade Teacher Fifth Grade Teacher ELL Teacher Third Grade Teacher Fourth Grade Teacher</p>	

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 - 0091 Hanceville Elementary 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
<i>Not in School Improvement</i>				
All Students	100	Yes	14.07	Yes
Special Education	100	N/A	-9.40	N/A
American Indian / Alaskan Native	No Data	No Data	No Data	No Data
Asian / Pacific Islander	-	N/A	-	N/A
Black	100	N/A	11.18	N/A
Hispanic	100	N/A	10.46	N/A
White	100	Yes	14.77	Yes
Limited English Proficient	-	N/A	6.00	N/A
Free / Reduced Meals	100	Yes	13.35	Yes

Mathematics

Made AYP	Percent Participation Goal - 95%	Met Participation Goal	Proficiency Index Goal - 0.00	Met Proficiency Goal
<i>Not in School Improvement</i>				
All Students	100	Yes	20.36	Yes
Special Education	100	N/A	-8.48	N/A
American Indian / Alaskan Native	No Data	No Data	No Data	No Data
Asian / Pacific Islander	-	N/A	-	N/A
Black	100	N/A	20.91	N/A
Hispanic	100	N/A	14.46	N/A
White	100	Yes	21.00	Yes
Limited English Proficient	-	N/A	10.94	N/A
Free / Reduced Meals	100	Yes	19.37	Yes

Additional Academic Indicator - Attendance Rate

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

Part I - continued –
 DIRECTIONS: NEEDS
 System:

School:

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

Briefly describe the process your faculty used to conduct the needs assessment (analysis of all data).	
Teachers watched a powerpoint presentation on the process of writing the CIP plan. Teachers looked at Annual Measurable Objectives for participation rates for standardized testing. Teachers worked in small groups by grade level to analyze standardized test scores and local data to determine the strengths and weaknesses from each data.	
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.	
An earnest attempt is made to fill all positions in the Cullman County School System according to criteria for the <i>No Child Left Behind Act</i> . The school board policy stipulates practices for attracting teachers Of the highest quality. The school board will continue to implement this policy and require that all newly hired faculty members be highly qualified. Hanceville Elementary School will continue to request The hiring of the most highly qualified applicants with certification in the position.	
Number and percentage of teachers Non-HQT: 100% of teachers at HES are HQ	Number and percentage of Classes Taught by Non-HQT:
Alabama High School Graduation Exam (AHSGE):	
Strengths: Not Applicable	Weaknesses: Not applicable
Alabama Reading and Mathematics Test (ARMT):	
Strengths: 87% of students in 3 rd grade scored in Level III and IV on the ARMT Reading, which is a 6% increase From last year. 84% of students in 3 rd grade scored in Level III and IV on the ARMT Math, which is a 5% increase From last year. In 4 th grade reading, using strategies to comprehend literary/recreational materials increased by 10%. In 4 th grade Math, numbers and operations increased by 20%. In 5 th grade reading, points earned in open-ended questions increased by 20% in Use strategies to comprehend functional and textual/informational materials. In 5 th grade math, analyze data from a survey of Experiment increased by 5%.	Weaknesses: 3 rd Reading: use strategies to comprehend literary/recreational materials 60%; 3 rd Math: Measure Length in metric units 73% and determine elapsed time to the day with calendars and to the hour with a clock 70%, which is an overall decrease of 10% from the previous year. 4 th Reading: use strategies to comprehend Functional and textual/informational materials 56%; 4 th Math: Calculate elapsed time in hours and minutes 40%; 5 th Reading: use strategies to comprehend literary/recreational materials 68%; 5 th Math: analyze data from a Survey of experiment 52%
Alabama Science Assessment:	
Strengths: Students scored 64% correct in the identification of chemical changes through color, gas formation, solid Formation, and temperature change. This is an increase of 1% over 2007-2008.	Weaknesses: Students scored 42% correct in the description of populations within a habitat to Various communities and ecosystems, this is a 21% decline from the 2007-2008 year.
Stanford 10	
Strengths: 3 rd grade Reading-88% of students scored in stanines 4-9 in Phonetic Analysis/Consonants; 91% of students scored in stanines 4-9 in Computation of Whole Numbers on the Math SAT 4 th grade Reading-91% of students scored in stanines 4-9 in Multiple Meaning Words; 99% of students scored in Stanines 4-9 in Computation with Fractions on the Math SAT 5 th grade Reading-87% of students scored in stanines 4-9 in Initial Understanding; 91% of students scored in stanines 4-9 in Computation of Whole Numbers on the Math SAT	Weaknesses: 3 rd grade Reading-34% of students scored in stanines 1-3 in Structural Analysis; 31% Of students scored in stanines 1-3 in Reasoning and Problem Solving on the Math SAT 4 th grade Reading-28% of students scored in stanines 1-3 in Synonyms; 27% of students scored in Stanines 1-3 on estimation on the Math SAT 5 th grade Reading-34% of students scored in stanines 1-3 in Structural Analysis; 32% of students Scored in stanines 1-3 in Reasoning and Problem Solving on the Math SAT

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Dynamic Indicators of Basic Early Literacy Skills (DIBELS):

<p>Strengths: K- 99% established (benchmark) phonemene segmentation fluency (PSF) at the end of the year test. 1st-98% established and 2% emerging in the phonemene segmentation fluency category at the end of the year test. (no Students were deficient) 2nd- Retelling fluency increased from 28% in the 40th percentile midyear to 42% in the 40th percentile at the end of the Year. 3rd- 12% increase in the number of students in the 40th percentile in retelling fluency from mid-year to end of the year. 4th-3% decrease in the number of students in the at-risk category in oral reading fluency from the beginning of the Year to the end of the year test. 5th-7% increase in the number of students in the low risk (benchmark) category from mid-year to end of the year.</p>	<p>Weaknesses: 1st-7%increase in students in the low risk (benchmark) category in oral reading fluency at the end of the year. (77% mid-year to 70% end of the year) 2nd-18% increase in students in the low risk (benchmark) category in oral reading fluency at the end of the year. (70% mid-year to 52% end of the year) 3rd-20% of the students were in the at-risk category in oral reading fluency at the end of the year. 4th-7% increase in students in the low risk (benchmark) category in oral reading fluency from mid year to end of the year test. 5th-21% of students were in the at-risk category in oral reading fluency at the end of the year.</p>
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Part I - Continued:	
Alabama Direct Assessment of Writing (ADAW):	
<p>Strengths: 18 students scored in Level 4 on the Alabama Direct Assessment of Writing; 0 students scored in Level 1 on the Alabama Direct Assessment of Writing; 38% of students scored in levels III and IV on Writing Mechanics</p>	<p>Weaknesses: 64% of students scored in level I and II on sentence formation</p>
ACCESS for English Language Learners (ELLs):	
<p>Strengths: 88% of students reached their Adequate Progress in Language Acquisition cohort.</p>	<p>Weaknesses: not applicable</p>
Professional Education Personnel Evaluation (PEPE) School Profile Information:	
<p>Strengths: Strengths indicated on the PEPE were: maintaining the climate and maintaining the environment.</p>	<p>Weaknesses: Weaknesses indicated on the PEPE were: monitoring student performance by asking Higher order questions and completing job requirements according to established timelines.</p>
Additional Data Sources: (e.g., Alabama Alternate Assessment [AAA], School Technology Plan Data)	
<p>Strengths: Not applicable</p>	<p>Weaknesses: not applicable</p>
Local Data (e.g., LEA, school, and grade-level assessments, surveys, program-specific assessments):	

System:

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Strengths: Not Applicable	Weaknesses: not applicable
Career and Technical Education Program Improvement Plan:	
Strengths: Not Applicable	Weaknesses: not applicable

System:

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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: Only 4 students were suspended from Hanceville Elementary School for the 200-2009 school year.	Weaknesses: not applicable
School Demographic Information related to drop-out information and graduation rate data.	
Strengths: Not Applicable	Weaknesses: not applicable
School Demographic Information related to teacher attendance, teacher turnover, or challenges associated with a high percent of new and/or inexperienced faculty.	
Strengths: Non-tenured teacher absences only accounted for 12.89% of the 496.50 of the personal and sick leave Days taken.	Weaknesses: Teachers were out of their classroom a total of 644.75 days. Sick days (432); Detached Duty (87.75); Personal Leave (64.50); Administrative Leave (58.50); Annual Leave (1.0)
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 total student absences for the whole school dropped to 3,691 days from 3,735.5 days from the previous Year. Students entering K and 1 st grades account for 56% of the free and reduced lunch status, verses 68% of 5 th grade Students. Enrollment increased from 539 students at the beginning of the year to 556 students at the end of the year.	Weaknesses: Excused and unexcused absences totaled 3,691 days. There was a decrease in enrollment Of 3 Students in 2 nd and 3 rd grades from the beginning of the school year.
School Perception Information related to parent perceptions and parent needs including information about literacy and education levels.	
Strengths: According to the READINESS for AdvancED ACCREDITATION survey, parents surveyed felt that the School does an above average job of keeping parents informed of school rules, activities, and other important Information.	Weaknesses: Parents who completed the READINESS for AdvancED ACCREDITATION survey felt the school is not preparing students adequately to deal with issues and problems they will face in the future. According the last US Census report, the average annual income for the city of Hanceville is \$29,074.00. 1,056 people reported to have one or more years of college and 2,990 people reported to be a high school graduate.
School Perception Information related to student PRIDE data.	
Strengths: Not Applicable	Weaknesses: not applicable
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)	
Strengths: Hanceville Elementary School is an ARI and AMSTI demonstration site.	Weaknesses: not applicable
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: Our ELL teacher is an ELL-endorsed Highly Qualified Teacher.	Weaknesses: Our ELL teacher is shared between our school, Hanceville Middle, and Hanceville High.

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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: The curriculum at Hanceville Elementary School is well rounded in regards to all core curriculum Subjects. HES is an Alabama Reading Initiative (ARI) school and an Alabama Math Science and Technology Initiative(AMSTI). Teachers have attended training in both ARI and AMSTI with and/or recertification in ARI.</p>	<p>Weaknesses: Teachers do not have enough time to meet with their grade level to plan instructional strategies and how to use instructional materials. Teachers also do not have enough time to meet across grade levels to discuss strategies with the grade above and below them.</p>
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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): Increase the percent of 3rd grade students scoring proficient (Level III and IV) in Math on the ARMT from 84% To 85% during the 2009-2010 school year.

Data Results on which goal is based: Based on the ARMT results from the 2008-2009 school year, 84% of 3rd grade students scored in Level III and IV on the math portion of the test.

TARGET GRADE LEVEL(S): 3rd	TARGET CONTENT AREA(S): Circle One Reading <u>Math</u> Science Other	AHSGE: Reading Math Science Social Studies Language	ADDITIONAL ACADEMIC INDICATORS:	TARGET STUDENT SUBGROUP(S): All 3 rd grade students
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COURSES OF STUDY	REFORM STRATEGIES	BENCHMARKS	INTERVENTIONS	RESOURCES
WHICH COURSE OF STUDY STANDARDS, AHSGE STANDARDS/OBJECTIVES, ELIGIBLE CONTENT, OR WIDA* STANDARDS ARE LINKED TO EACH STRATEGY?	WHAT RESEARCH-BASED STRATEGIES/ACTIONS WILL BE USED TO IMPROVE STUDENT ACADEMIC PERFORMANCE? (Give specific strategies, not just programs or program names.)	HOW WILL PROGRESS FOR EACH ACTION STEP BE MEASURED? (PERFORMANCE DATA, LISTS, SURVEYS, ETC)	HOW WILL THE SCHOOL PROVIDE TIMELY ASSISTANCE IF STRATEGIES DO NOT CHANGE PERFORMANCE?	WHAT RESOURCES AND SPECIFIC EXPENDITURES WILL BE NEEDED FOR SUCCESSFUL IMPLEMENTATION? (Ex: 6 Classroom Libraries, \$.....00)
AL Course of Study #14-3 rd grade-Recognize data as either categorical or numerical	STRATEGY: Use AMSTI to vary modes of instruction to increase student achievement ACTION STEP: Third grade students will use AMSTI manipulatives daily to practice new skills and reinforce skills previously taught.	Homework check-weekly Chapter Test-Bi-weekly Benchmark Test-4 times a year	*Schedule extra small group instruction with the special education teachers and resource teachers weekly	AMSTI Materials Math Manipulatives
	STRATEGY: ACTION STEP:			
	STRATEGY: ACTION STEP:			

System:

School:

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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): Increase “calculating elapsed time in hours and minutes” from 40% to 42% for the 2009-1010 school year for 4 th grade students.
Data Results on which goal is based: ARMT

TARGET GRADE LEVEL(S): 4th	TARGET CONTENT AREA(S): Circle One Reading <u>Math</u> Science Other	AHSGE: Reading Math Science Social Studies Language	ADDITIONAL ACADEMIC INDICATORS:	TARGET STUDENT SUBGROUP(S): All 4 th Grade Students
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COURSES OF STUDY	REFORM STRATEGIES	BENCHMARKS	INTERVENTIONS	RESOURCES
WHICH COURSE OF STUDY STANDARDS, AHSGE STANDARDS/OBJECTIVES, ELIGIBLE CONTENT, OR WIDA* STANDARDS ARE LINKED TO EACH STRATEGY?	WHAT RESEARCH-BASED STRATEGIES/ACTIONS WILL BE USED TO IMPROVE STUDENT ACADEMIC PERFORMANCE? (Give specific strategies, not just programs or program names.)	HOW WILL PROGRESS FOR EACH ACTION STEP BE MEASURED? (PERFORMANCE DATA, LISTS, SURVEYS, ETC)	HOW WILL THE SCHOOL PROVIDE TIMELY ASSISTANCE IF STRATEGIES DO NOT CHANGE PERFORMANCE?	WHAT RESOURCES AND SPECIFIC EXPENDITURES WILL BE NEEDED FOR SUCCESSFUL IMPLEMENTATION? (Ex: 6 Classroom Libraries, \$.....00)
AL Course of Study #13- 4 th grade-Calculate elapsed time in hours and minutes	STRATEGY: Use AMSTI to vary modes of instruction to increase student achievement ACTION STEP: 4 th grade students will use small group instruction, cooperative learning, higher order thinking skills, math journals, and manipulatives to reinforce lessons and skills weekly.	Observations, Daily Practice, Weekly Quizzes Unit Test-Monthly Progress Reports-Every 4 ½ weeks Report Cards-Every 9 weeks	*Small Group intervention by resource teacher weekly *BBSST *Peer tutoring *Analyze multiple measures of data to discover barriers to learning	AMSTI Training by trained facilitators-State Funded Harcourt Math Series-state funded Coach ARMT practice workbooks-CIP Funds
	STRATEGY: ACTION STEP:			
	STRATEGY: ACTION STEP:			

System:

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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): Increase, “recognize literary elements and devices from various text formats” from 57% to 59% for the 2009-2010 school year for 5 th grade students.
Data Results on which goal is based: ARMT

TARGET GRADE LEVEL(S): 5th	TARGET CONTENT AREA(S): Circle One <u>Reading</u> Math Science Other	AHSGE: Reading Math Science Social Studies Language	ADDITIONAL ACADEMIC INDICATORS:	TARGET STUDENT SUBGROUP(S): All 5 th grade students
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COURSES OF STUDY	REFORM STRATEGIES	BENCHMARKS	INTERVENTIONS	RESOURCES
WHICH COURSE OF STUDY STANDARDS, AHSGE STANDARDS/OBJECTIVES, ELIGIBLE CONTENT, OR WIDA* STANDARDS ARE LINKED TO EACH STRATEGY?	WHAT RESEARCH-BASED STRATEGIES/ACTIONS WILL BE USED TO IMPROVE STUDENT ACADEMIC PERFORMANCE? (Give specific strategies, not just programs or program names.)	HOW WILL PROGRESS FOR EACH ACTION STEP BE MEASURED? (PERFORMANCE DATA, LISTS, SURVEYS, ETC)	HOW WILL THE SCHOOL PROVIDE TIMELY ASSISTANCE IF STRATEGIES DO NOT CHANGE PERFORMANCE?	WHAT RESOURCES AND SPECIFIC EXPENDITURES WILL BE NEEDED FOR SUCCESSFUL IMPLEMENTATION? (Ex: 6 Classroom Libraries, \$.....00)
AL Course of Study- 5 th grade- Recognize literary elements and devices from various text formats	<p>STRATEGY: Scott Foresman reading series will be used to teach the various literary elements: Rick Shelton’s book, <i>Write Where You Are</i>, will be used in the language arts program to help students include literary elements in their writing</p> <p>ACTION STEP: Teacher modeling and teacher talk on books demonstrating how to locate literary elements; Story maps and other graphic organizers will be used weekly to demonstrate identification of literary elements.</p>	Observations, Daily writing practice, Journal Writing Unit Test-Every 9 weeks	*Small group instruction weekly *More one-on-one teacher time	Scott Foresman Reading Series-State Funded Big Book of Graphic Organizers-personal teacher copy Rick Shelton’s <i>Write Where You Are</i> - Reading resource room copy

System:

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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): Maintain the percent of students reaching APLA above the 80% annual goal.
Data on which goal is based: WIDA ACCESS for ELL

TARGET GRADE LEVEL(S): K-5th	TARGET ELP LANGUAGE DOMAIN(S): Circle all that apply. <u>Reading</u> <u>Writing</u> <u>Listening</u> <u>Speaking</u> <u>Comprehension</u>
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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)
All Standards	STRATEGY: Use Waterford multi-medial program ACTION STEP: *computer software, *DVD's, *CD's, *Leveled Books, *School to Home Component	Individual evaluation by using the software program WIDA ACCESS	Schedule more one-on-one time with ELL teacher Teacher-coaching	Waterford Computer Program Teacher Training by newly formed concept by the state department
	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:

School:

April 20, 2009

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)
The faculty at Hanceville Elementary School will use data to drive their instruction in reading by participating in monthly data meetings with the reading coach by grade level.	<p>STRATEGY: The administration will ensure that instructional decisions within the school are data driven.</p> <p>ACTION STEP: The faculty will analyze data at the beginning of the school year in a joint faculty meeting. Teachers will determine at-risk students and complete paperwork for the students to be placed on the BBSST program. The administration will schedule monthly grade level meetings.</p>	Documentation of monthly meetings, sign-in sheets for all professional development and/or data meetings, copies of agendas for data meetings and grade level meetings	None	Funding for substitutes as needed

System:

School:

April 20, 2009

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)

Hanceville Elementary School has an in-school mentoring system that assigns grade level lead teachers with veteran teachers in the transitional stage to a new grade level. The veteran teachers will assist the transitional Teachers with issues or problems that may arise to make the transition.

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 budget at Hanceville Elementary School reflects all federal, state, and local monies, including Title I and Special Education.

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.

- Hanceville Elementary School holds a Kindergarten pre-registration each spring. Parents are notified of the date and time through local newspaper articles, flyers posted throughout the city, notices hand-delivered to local daycare facilities and notices sent home with currently enrolled students.
- Children enrolled in the Head Start program visit the Kindergarten classrooms in the spring.
- An Open House is held prior to the first day of school. This helps students and parents to become familiar with the rules, curriculum, and staff before school starts.
- Parents/guardians of new students enrolling in Hanceville Elementary School are given a DVD which shows them all areas of our school, introduces them to the administration, gives information on rules, policies, and procedures, and other Important information pertaining to enrolling in our school.
- An orientation to Hanceville Middle School is held in the spring of each school year for upcoming sixth grade students and parents.
- At the end of the school year, the middle school principal meets with the 5th grade students to discuss the policies, rules, and curriculum of the middle school.
- The 5th grade students are also given a tour of the middle school campus.

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.

100% of Hanceville Elementary School teachers are highly qualified, teaching in field, and certified by the state. An earnest attempt is made to fill all positions in the Cullman County School System according to criteria for the *No Child Left Behind Act*. The school board policy stipulates practices for attracting teachers of the highest quality. The school board will continue to implement this policy and require that all newly hired faculty members be highly qualified. Hanceville Elementary School will continue to request the hiring of the most highly qualified applicants with certification in the position.

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.

Hanceville Elementary School teachers are involved in the following ways to make decisions that guide instruction:

- The faculty collaboratively studies the disaggregated data and results of state assessments.
- Building Based Student Support Team (BBSST) members evaluate data collected on referred students.
- Grade level meetings are held to analyze and discuss DIBELS data, SAT-10 data, ARMT data, and other local school data, such as math benchmark tests.

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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.

Migrant students are identified and tracked in order to minimize the negative affects of relocation. The system employs a school to home liaison/translator whose services are utilized as needed. Of special interest to Migrant students and the Limited-English Proficient students is the 21st Century After-School Program. It was designed to provide special services and aid to those who need the extra one-on-one instruction, socialization, and homework help in a small group setting without the pressure of the regular classroom. A structured environment, snack, computer access, dictionaries, and a variety of other teaching aids enhance this time. Migrant and poverty level students are given priority for admission. Limited English proficient students have access to an English as a Second Language teacher who is at our school full time. The ESL teacher performs assessments on each student to identify areas of weaknesses to work on weekly. The needs of special education students are provided for through a coordinated effort of the special education teacher, the regular classroom teacher, and the parents of the individual students. The instructional plan to make each student successful is outlined in individual education plans (IEP's) and is then implemented by the classroom teachers and special education teachers. In situations where poverty interferes with a student's securing school supplies, these are paid for by donations through the BBSST and other local agencies. The counselor also refers families to outside agencies who may provide assistance.

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.

Special programs at Hanceville Elementary School include speech, occupational therapy, special education services, and English as a Second Language. Speech classes meet on a schedule set up by the teacher according to the needs of the students. The special education teachers provide assistance to the regular education teacher and provide help in the class where needed. Gifted classes meet once a week for those students who have qualified for the gifted program. Our counselor and nurse are available to present activities or lessons as requested by the teacher to individual classes as needed. The counselor also schedules a variety of lessons on a monthly basis for individual classes. She also has time scheduled to meet with individual students or small groups on a particular need or skill. Opportunities for educational field trips are also made available to students at each grade level. All support staff are assigned to a classroom to help each morning during reading instruction. Students are able to participate in the 21st Century After School Program and the 21st Century Summer Program.

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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.
Hanceville Elementary School will convene an annual meeting at our first PTO meeting that will encourage and facilitate parental involvement and will inform parents about the Schoolwide Title I programs that are available. This meeting will be advertised through notes sent through the mail, notes sent home with students, and phone calls. Parent representatives are included in the planning of the CIP plan. Parents will be encouraged to participate in the annual review and revision of the plan.
B. Parental Involvement: Describe: 1. How there will be a flexible number and format of parent meetings offered; 2) How parents will be involved in the planning, review and improvement of the Title I Program (Note: State the school’s process for how <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.
Our parents will be surveyed to see when the best time is for them to attend meetings at school. The formats of the meetings will be varied, from guest speakers to round-table discussions. Parents are given information about their role in the CIP plan through power-point presentations, printed media, and speakers. . HES is allotted 2,525.98 for parental involvement funds. HES will use the parental involvement monies to improve parent-teacher communication and promote parent involvement by purchasing parent-teacher communication folders and student planners, and by hosting parenting skills workshops.
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.
All students and parents are given a Cullman County School handbook and a Hanceville Elementary School handbook which describes the school’s curriculum, assessments, student achievement expectations, and board policies on various issues. Other methods the school uses to communicate with the parents is a monthly newsletter that is sent home with the students and emailed out; Connect Ed phone calls with upcoming events and dates and other school information; and our school website. All printed media is available in Spanish also. Curriculum in use is all research-based and implemented with fidelity. Students are formally and informally assessed in the classroom through anecdotal records, running records, teacher-made tests, DIBELS, and standardized tests. Teachers at HES are available for conferences as the need arises. One yearly parent-teacher conference is scheduled by the Cullman County Board of Education for parents to meet with teachers during the hours of 12 noon and 7 pm. Teachers also have a daily planning time that parents are made aware of, in case they need to schedule a parent –teacher conference at any time during the school year.
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).
Parents, teachers, and students of Hanceville Elementary School will sign an agreement each year to identify the responsibilities for each party. This will show how the responsibility will be shared for improvement in all students’ academic achievement. A Partnership will be built that is committed to helping participating students meet and/or exceed the state’s academic content standards. These school-parent compacts are kept in each teacher’s classroom. These compacts are available in many languages.
E. Parental Involvement: Describe procedures to allow parents to submit comments of dissatisfaction with the Continuous Improvement Plan.
Any parent who disagrees with any aspect of the Continuous Improvement Plan can make their complaints known by sending them in writing to the Cullman County Board of Education’s Central Office. Comments of dissatisfaction with the plan should be made directly to the Federal Programs Coordinator, Dr. Don McPherson, or to the Superintendent of Education, Mr. Hank Allen. As a means of providing a prescribed course for parental comments, parents should contact the LEA Federal Programs Coordinator for assistance in contacting the appropriate contact at the State Department of Education. Parents, and the public, should follow this prescribed course to submit concerns or make known that they disagree with any aspect of component of the LEA’s Consolidated Application for the <i>No Child Left Behind</i> funds.
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.)

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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)

Hanceville Elementary will accomplish this through our first PTO meeting held in the fall of each new school year. At that time, parents will receive an overview of state academic content standard for each grade level, academic achievement standards, and assessments. An explanation will be given regarding Title I, what services are offered, and how parents have the right to be involved in their children's education. Parents will be encouraged to fill out a school-volunteer form to enable them to work with teachers to improve the achievement of the students at Hanceville Elementary School.

- (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)

Hanceville Elementary School has several teachers who are now parents of students. This group has formed a PTO at our school, held an election for local officers, and started a communication network. The PTO is working closely with the teachers at the school to establish workshops and classes to help assist parents with topics, that include: reading with their child, creating a home learning environment, and working as a partner with your child's teacher.

- (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)

Hanceville Elementary School will continue to work with our teachers through data meetings, faculty meetings, and grade-level meetings in understanding the importance of parental involvement and that parents and teachers are partners. A reflective book study on Todd Whitaker's, *Dealing With Difficult Parents*, will be offered to teachers.

- (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)

Hanceville Elementary School has a parent resource area set up outside the counselor's office, where materials are provided to parents on various topics.

- (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)

Hanceville Elementary School sends parent notes, calendars, school functions, parent-teacher conference forms, parent letters, PTO information, and progress reports home in Spanish to parents who need this. In addition, our ELL teacher is available, as are some high school students, to assist in interpreting.

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

Hanceville Elementary School makes every effort to work with parents in meeting their requests as related to their involvement in their child's education.

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.

Hanceville Elementary School sends parent notes, calendars, school functions, parent-teacher conference forms, parent letters, PTO information, and progress reports home in Spanish to parents who need this. Cullman County Schools has an interpreter that can translate newsletters and other forms for the teachers to send home. In addition, our ELL teacher is available, as are some high school students, to assist in interpreting.

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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** **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
Reading Standard: Use a wide range of strategies and skills, including retelling information, using context clues, making inferences to identify main ideas, and comprehending informational and functional reading materials	Grade-level data meetings 4 times a year with our school reading coach, county reading coach, and regional reading coach Faculty meetings for whole group discussion Implementation of the Scott Foresman Reading Program	4 times a year: Sept., Nov., Feb., and May	<ul style="list-style-type: none"> • Retelling scores on DIBELS will increase by 10% • AYP data for reading will indicate a 2% improvement • Students will become more fluent readers by moving from the strategic level to advanced level on the Scott Foresman Reading Street fluency assessment 	Participants will be held accountable through observations conducted by the principal, and reading coaches; weekly lesson plans, and data from DIBELS and unit test.	Title I Data Meeting Allotment for substitute teachers for 4 meetings will be \$2,425.00.	
Increase parental involvement at Hanceville Elementary thereby creating a welcoming environment and where open communication is welcomed and appreciated	A reflective book study will be engaged by faculty members using Todd Whitaker’s <i>Dealing With Difficult Parents</i> . Teachers will meet to discuss the chapters read, and their reflections on their own practices.	Bi-weekly meetings beginning in September until the book is finished	Increased parental participation in school activities and organizations	Teachers will keep reflective journals as they read the text, <i>Dealing with Difficult Parents</i> . Parental contacts will be made and documented in parental contact folders maintained by participating teachers (i.e.-newsletters, call logs, emails, and letters/notes)	A teacher purchased 20 copies of the book <i>Dealing With Difficult People</i> and donated them to the school for the book study.	

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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: classroom teachers:	TOTAL OF ALL SALARIES	2,246,666.00
Administrator Units:		101,613.00
Assistant Principal:		N/A
Counselor:		63,831.00
Librarian:		71,167.00
Instructional Supplies		0
Library Enhancement		0
Technology		0
Professional Development		0
State ELL Funds		
II. Federal Funds:		
Title I: Part A: Improving the Academic Achievement of the Disadvantaged	TOTAL	162,265.00
<p><i>Title I: (1. Schools identified for improvement must set-aside an equivalent of 10% of its Title I school-level allocation for professional development each year it is in the improvement process. 2. Also include the school's portion of the 95% of the LEA set-aside for parental involvement. For additional guidance, check with the Federal Programs Coordinator in your school district.)</i></p> <p><u>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</u></p> <p>Fund 1 teacher full time (53, 457.95); fund 2 teachers @ 50% (26, 728.98 each) Balance- 55, 349.00</p>		
ARRA FUNDS	TOTAL	0

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<i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</i>		
Title II: Professional Development Activities	TOTAL	0
<i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</i>		
Title III: For English Language Learners	TOTAL	0
<i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</i>		
Title IV: For Safe and Drug-free Schools	TOTAL	0
<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	70,000.00
<i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</i>		

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Part IX – MONITORING/REVIEW DOCUMENTATION

<p>INITIAL REVIEW /DEVELOPMENT Target Date: August Purpose: Review assessment data to develop plan or make plan adjustments to existing plan.</p> <p>Date _____</p> <p>Principal Initials _____</p> <p>LEA initials _____ Other _____</p> <p>COMMENTS*</p> <p><small>*Use additional pages, if needed</small></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><small>*Use additional pages, if needed</small></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><small>*Use additional pages, if needed</small></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><small>*Use additional pages, if needed</small></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><small>*Use additional pages, if needed</small></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><small>*Use additional pages, if needed</small></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><small>*Use additional pages, if needed</small></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><small>*Use additional pages, if needed</small></p>	<p>Use information from Reviews to Evaluate the plan and to update the plan for the coming year.</p>

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