



**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 High School				
STREET ADDRESS: 801 Commercial Street SE		CITY: Hanceville	STATE: Alabama	ZIP CODE: 35077
CONTACT: Robert Burgess		TELEPHONE: 352-6111	E-MAIL: rburgess@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"/> <input type="checkbox"/> 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 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 Hanceville High School will be made available to parents and community stakeholders in the school office, the guidance office, and in the library. In addition, the CIP will also be available during parent-teacher conferences and on the school website at www.ccboe.org/hvh .
*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:	

System:

School:

April 20, 2009

CONTINUOUS IMPROVEMENT PLAN DEVELOPMENT AND IMPLEMENTATION TEAM

This plan was developed/or revised during the following time period (e.g. April, May – September 2009): July – August 2009

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

In July 2009, the faculty of Hanceville High School held a faculty retreat to discuss portions of the Continuous Improvement Plan. These discussions included an orientation of the USA Test-Prep program that we will be using in attempts to improve AHSGE scores, teaching strategies for meeting academic goals, and strategies for meeting cultural goals. The faculty was also trained on using STI Lesson Planner. In August, the leadership team met to discuss the CIP. The leadership team is made up of the school improvement committee. We reviewed the CIP from last year and began the process of needs assessment. Each member of the school improvement committee is also the chair of another committee (made up of faculty members) in the school. Each member took a portion of the needs assessment and worked within his or her respective committee to look at test data and survey information. The school improvement committee then reconvened to look at the needs assessment data and to devise academic and cultural goals to meet those needs. The academic and cultural goals were introduced to faculty in a meeting before the beginning of school.

<p align="center">Instructional Leadership Team Names (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 (Identify position held, e.g., Administration, Faculty, Staff, Grade Level and/or Subject Area, Parents and Community members.)</p>	<p align="center">Signatures (Indicates participation in the development of the CIP)</p>
<p>Robert Burgess Mark Adams Brent Barnett Amy Chambers Joey House Shawna Koch Bryan Kreps Daniel Wakefield Donna Hudson Kellie Yeager</p>	<p>Principal Librarian Teacher/Science Teacher/Family and Consumer Sciences Teacher/English Teacher/English Band Director Teacher/Social Science ELL Coordinator Parent</p>	

System:

School:

April 20, 2009

System:

School:

April 20, 2009

**Part I - SUMMARY OF
COMPREHENSIVE**

**NEEDS BASED ON A
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 - 0090 Hanceville High School

2009-2010 AYP Status	This school met 9 goals out of 9 (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	6.68	Yes
Special Education	100	N/A	-31.00	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	~	N/A	~	N/A
Hispanic	~	N/A	~	N/A
White	100	Yes	6.14	Yes
Limited English Proficient	~	N/A	~	N/A
Free / Reduced Meals	100	N/A	8.12	N/A

Mathematics				
Made AYP	Percent Participation Goal = 95%	Met Participation Goal	Proficiency Index Goal = 0.00	Met Proficiency Goal
Not in School Improvement				
All Students	99	Yes	14.98	Yes
Special Education	90	N/A	~	N/A
American Indian / Alaskan Native	No Data	No Data	No Data	No Data
Asian / Pacific Islander	No Data	No Data	No Data	No Data
Black	~	N/A	~	N/A
Hispanic	~	N/A	~	N/A
White	100	Yes	15.86	Yes
Limited English Proficient	~	N/A	~	N/A
Free / Reduced Meals	97	N/A	12.39	N/A

Additional Academic Indicator - Graduation Rate		
Made AYP	Graduation Rate Goal = 90%	Met Additional Academic Indicator
Not in School Improvement		
All Students	75%	Yes(IM)

System:

School:

20, 2009

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.

System:

School:

April 20, 2009

Briefly describe the process your faculty used to conduct the needs assessment (analysis of all data).	
At the end of the last school year, the faculty surveyed the students concerning areas that they felt we needed to improve on as a school. Through questions asked and surveys given at faculty meetings, we received input from other members of the staff on the perceptions of our school and what they thought we do well and what they thought we need to improve on. We have looked at different types of data and we are gaining an understanding about what we can do to make Hanceville High School a better place for our students to learn and succeed. We have used our AYP Accountability Report, the ASHGE results, Alabama Direct Assessment of Writing results, PRIDE surveys, PEPE reports, attendance reports, and Student Incidence Reports.	
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.	
Mr. Burgess, principal of Hanceville High School, interviews the best and most qualified applicants for each position opening in the school. We hire only highly qualified teachers at Hanceville so as to ensure that our students are getting the best possible instruction and education.	
Number and percentage of teachers Non-HQT: 0%	Number and percentage of Classes Taught by Non-HQT: 0%
Alabama High School Graduation Exam (AHSGE):	
Strengths: 88% (73 out of 83 students) in the current senior class has passed the reading portion of the AHSGE. 85% (70 out of 82 students) in the current senior class has passed the math portion of the AHSGE. 68% (69 out of 102 students) in the current eleventh grade has passed the reading portion of the AHSGE. 68% (70 out of 103 students) in the current eleventh grade has passed the math portion of the AHSGE. There was an increase in the reading proficiency level for all students (from 3.17 to 6.68). There was an increase in the math proficiency level for all students (from 9.67 to 14.98).	Weaknesses: 12% (10 out of 80 students) in the current senior class has not passed the reading portion of the AHSGE. 15% (21 out of 80) students in the current senior class has not passed the math portion of the AHSGE. 32% (33 of 102) of current eleventh graders have not passed the reading portion of the AHSGE. 32% (33 of 103) of current eleventh graders have not passed the math portion of the AHSGE. The reading proficiency level for all students is low. The math proficiency level for all students is low.
Alabama Reading and Mathematics Test (ARMT):	
Strengths: 80% (91 out of 114) of this year's ninth grade students tested attained an Achievement Level III or IV in math. 84% (96 out of 114) of this year's ninth grade students tested attained an Achievement Level III or IV in reading.	Weaknesses: Only 22% of this year's ninth grade students tested (25 out of 114) attained an Achievement Level IV in math. 30% (23 out of 114) attained only an Achievement Level II in math
Alabama Science Assessment:	
Strengths: N/A	Weaknesses:

System:

School:

April 20, 2009

Stanford 10	
Strengths: N/A	Weaknesses:
Dynamic Indicators of Basic Early Literacy Skills (DIBELS):	
Strengths: N/A	Weaknesses:

Part I - Continued:	
Alabama Direct Assessment of Writing (ADAW):	
Strengths: 100% of students tested (93 of 93) wrote in mode, meaning that they were able to recognize the style of writing (narrative, expository, or persuasive) and organized their responses according. 82% (76 of 93) of students tested attained an Achievement Level III (meets standard) or IV (exceeds standards).	Weaknesses: 51% (47 of 93) of students tested attained only an Achievement Level II (partially meets standard) in both writing mechanics and grammar. 6% did not meet the standard in writing mechanics and 8% did not meet the standard in grammar.
ACCESS for English Language Learners (ELLs):	
Strengths: 86% (6 out of 7) of high school ELL students met Adequate Progress in Language Acquisition (APLA).	Weaknesses: 0% of high school ELL students reached proficiency (FLEP).
Professional Education Personnel Evaluation (PEPE) School Profile Information:	
Strengths:	Weaknesses:
Additional Data Sources: (e.g., Alabama Alternate Assessment [AAA], School Technology Plan Data)	
Strengths:	Weaknesses:

System:

School:

April 20, 2009

Local Data (e.g., LEA, school, and grade-level assessments, surveys, program-specific assessments):	
Strengths: -In a survey of Teacher Advisor Groups, there was only one group (out of 21 groups of students reporting) to name one of the following as an area for concern in the high school: lack of cooperation within the student body, biased grading, and poor race relations.	Weaknesses: -In a survey of Teacher Advisor Groups, 52% (11 of 21) of the groups listed lack of respect (i.e., student to student, student to teacher, teacher to teacher) as an area for concern, 43% (9 of 21) listed inconsistencies in discipline, 33% (7 of 21) listed problems with curriculum, and 24% (5 of 21) listed lack of school pride.
Career and Technical Education Program Improvement Plan:	
Strengths:	Weaknesses:
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 .0195% (6 out of 307 reports) of discipline offenses was related to fighting or threats. Only .0065% (2 out of 307 reports) of discipline offenses was related to assault. Only .052% (16 out of 307 reports) of discipline offenses was related to problems on a bus. Only six students from grades 9-12 were sent to short-term alternative school, with only eight going to long-term alter school.	Weaknesses: 61 of the 307 discipline offenses were related to defiance of authority. 49 of the 307 discipline offenses were related to cell phone usage at school.
School Demographic Information related to drop-out information and graduation rate data.	
Strengths: The school showed improvement on the graduation rate. It increased from 67.47% to 75%.	Weaknesses: The graduation rate is 15% lower than the state graduation rate goal of 90%. 4 of the 59 graduating seniors received only a certificate of attendance.

System:

School:

April 20, 2009

School Demographic Information related to teacher attendance, teacher turnover, or challenges associated with a high percent of new and/or inexperienced faculty.	
Strengths: The faculty at Hanceville High School have worked here an average of 6.6 years with an average of 11.7 years teaching experience. At Hanceville, we have a good balance of experienced and new teachers. Collaboration among teachers helps to ensure that the wisdom of experience can be matched with the energy and innovation of youth. Through the years, we have also shown the ability to adjust well as members of the faculty have left and new ones have joined.	Weaknesses: The total number of days missed by the faculty was 341 days.
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 average daily attendance was 93.72% of the student population.	Weaknesses: The average daily attendance is below the district average for high schools, which is 94.3%. It is also below that of the feeder school, which is 95%. 19 students failed due to excessive absences during the second semester of the 2008-2009 school year.
School Perception Information related to parent perceptions and parent needs including information about literacy and education levels.	
Strengths: N/A	Weaknesses:
School Perception Information related to student PRIDE data.	
Strengths: 90% (252 of 280) of students surveyed say that they feel safe at school. 76% (213 of 280) of students surveyed say that the use of tobacco is harmful.	Weaknesses: 10% (28 of 280) of students surveyed say that they do not feel safe at school. 34% (97 of 282) of students surveyed say that they get into trouble with police. 25% (70 of 286) of students surveyed say that they do not feel safe in the parking lot.
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: The ELL teacher understands how to integrate ELL curriculum and WIDA ELP standards with general education curriculum. The ELL teacher focuses the curricula on helping ELL students to pass the AHSGE.	Weaknesses: Classroom teachers have not had sufficient training on curriculum integration.
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: The ELL teacher is certified in English as a Second Language and is highly qualified in ESL instruction and assessment. The ELL teacher has 20 years experience as a teacher, with 9 years experience as an ELL teacher. System:	Weaknesses: Very little time is given for the ELL teacher to collaborate with high school teachers.
School Process Information uncovered by an analysis of curriculum alignment, instructional materials, instructional strategies, reform strategies, and/or extended learning opportunities.	
Strengths: The faculty at Hanceville High School use county-wide pacing guides that are developed by core subject teachers and administer checkpoint tests (three per year) that are aligned to those pacing guides. Core-subject teachers meet at the beginning of and throughout the school year to discuss curriculum alignment.	Weaknesses: April 20, 2009 A plan to effectively use the results of the checkpoint assessments has not been developed.

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): The percentage of eleventh grade students passing the reading portion of the AHSGE will increase from 68% (based on 2008-2009 tenth graders) to 89%.
Data Results on which goal is based: Spring 2009 administration of AHSGE; AYP Accountability Report for 2009-2010; ARMT data 2009; AYP Longitudinal Data

TARGET GRADE LEVEL(S): 9-12	TARGET CONTENT AREA(S): Circle <u>One</u> <u>Reading</u> Math Science Other	AHSGE: <u>Reading</u> Math Science Social Studies Language	ADDITIONAL ACADEMIC INDICATORS: N/A	TARGET STUDENT SUBGROUP(S): Special Education; Free and reduced lunch
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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)
AHSGE standards: I-2; II-5; III-1; III-2; IV-1	STRATEGY: All teachers will implement explicit, intensive instruction using before, during, after reading strategies in every class. ACTION STEP: 1. Teachers will receive training in the use of the TWIRL method of instruction. 2. Teacher instruction in each day's class will have active student engagement through talking, writing, investigating, reading, and listening around informational and other texts. 3. Teachers will show evidence of this type of instruction through use of STI Lesson Planner, during peer observations, and during administration observations.	Progress will be measured through AHSGE results.	Conferences with the student and parents will be scheduled in which information concerning additional preparatory material will be presented. Test-taking strategies classes will be recommended to the students and parents.	No expenditures
AHSGE standards: I-2; II-5; III-1; III-2; IV-1	STRATEGY: All teachers will make use of the tiered model of instruction ("I do. We do. You do.") ACTION STEP: 1. Teachers will receive training in the use of the tiered model of instruction. 2. Teachers will show evidence of this type of instruction through use of STI Lesson Planner, during peer observations, and during administration observations.	Progress will be measured through AHSGE results.	Conferences with the student and parents will be scheduled in which information concerning additional preparatory material will be presented. Test-taking strategies classes will be recommended to the students and parents.	No expenditures

System:

School:

April 20, 2009

<p>AHSGE standards: I-2; II-5; III-1; III-2; IV-1</p>	<p>STRATEGY: The school will establish non-mastery support for students through the use of USA Test-Prep and Academy of Reading.</p> <p>ACTION STEP: 1. USA Test-Prep is a web-based program designed for AHSGE preparation and remediation; therefore, all teachers will have access to the program. 2. Seniors not mastering the reading portion of the AHSGE have been placed in AHSGE preparatory classes using USA Test-Prep. 3. Eleventh graders not mastering the reading portion of the AHSGE will be placed in AHSGE preparatory classes using Academy of Reading before the spring administration. 4. Tenth graders identified through ARMT scores will be placed in AHSGE preparatory classes using Academy of Reading before the spring administration.</p>	<p>Progress will be measured through AHSGE results and through analysis data from USA Test-Prep and Academy of Reading.</p>	<p>Conferences with the student and parents will be scheduled in which information concerning additional preparatory material will be presented.</p> <p>Test-taking strategies classes will be recommended to the students and parents.</p>	<p>Approximately \$700 for a yearly subscription for USA Test-Prep. Academy of Reading is available through the LEA.</p>
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System:

School:

April 20, 2009

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

CONTINUOUS IMPROVEMENT GOAL (SHOULD ADDRESS IDENTIFIED WEAKNESSES AND GAPS): The percentage of eleventh grade students passing the math portion of the AHSGE will increase from 68% (based on 2008-2009 tenth graders) to 82%.
Data Results on which goal is based: Spring 2009 administration of AHSGE; AYP Accountability Report for 2009-2010; ARMT data 2009; AYP Longitudinal Data

TARGET GRADE LEVEL(S): 10-12	TARGET CONTENT AREA(S): Circle One Reading <u>Math</u> Science Other	AHSGE: Reading <u>Math</u> Science Social Studies Language	ADDITIONAL ACADEMIC INDICATORS: N/A	TARGET STUDENT SUBGROUP(S): Special Education; Free and reduced lunch
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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)
AHSGE standards: I-3; II-2; III-2; VI-1; VI-4	STRATEGY: The school will establish non-mastery support for students through the use of USA Test-Prep and Academy of Math. ACTION STEP: 1. USA Test-Prep is a web-based program designed for AHSGE preparation and remediation; therefore, all teachers will have access to the program. 2. Seniors not mastering the reading portion of the AHSGE have been placed in AHSGE preparatory classes using USA Test-Prep. 3. Eleventh graders not mastering the reading portion of the AHSGE will be placed in AHSGE preparatory classes using Academy of Reading before the spring administration. 4. Tenth graders identified through ARMT scores will be placed in AHSGE preparatory classes using Academy of Math before the spring administration.	Progress will be measured through AHSGE results and through analysis data from USA Test-Prep and Academy of Math.	Conferences with the student and parents will be scheduled in which information concerning additional preparatory material will be presented. Test-taking strategies classes will be recommended to the students and parents.	Approximately \$700 for a yearly subscription for USA Test-Prep. Academy of Math is available through the LEA.
AHSGE standards: I-3; II-2; III-2; VI-1; VI-4	STRATEGY: All teachers will make use of the tiered model of instruction (“I do. We do. You do.”) ACTION STEP: 1. Teachers will receive training in the use of the tiered model of instruction. 2. Teachers will show evidence of this type of instruction through use of STI Lesson Planner, during peer observations, and during administration observations.	Progress will be measured through AHSGE results.	Conferences with the student and parents will be scheduled in which information concerning additional preparatory material will be presented. Test-taking strategies classes will be recommended to the students and parents.	No expenditures

System:

School:

April 20, 2009

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System:

School:

April 20, 2009

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

ENGLISH PROFICIENCY GOAL (SHOULD ADDRESS IDENTIFIED WEAKNESSES AND GAPS):
 The level of ELL students' language proficiency will increase by 0.30 cohorts from their current proficiencies during the 2009-2010 school year.

Data on which goal is based:
 Access Test Scores

TARGET GRADE LEVEL(S): 9-12	TARGET ELP LANGUAGE DOMAIN(S): Circle all that apply.	<u>Reading</u>	Writing	Listening	Speaking	<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)
Reading Language Arts	<p>STRATEGY: The school will establish non-mastery support for students through the use of USA Test-Prep and Academy of Reading.</p> <p>ACTION STEP: 1. USA Test-Prep is a web-based program designed for AHSGE preparation and remediation; therefore, all teachers will have access to the program. 2. Senior ELL students not mastering the reading portion of the AHSGE have been placed in AHSGE preparatory classes using USA Test-Prep. 3. Eleventh grade ELL students not mastering the reading portion of the AHSGE will be placed in AHSGE preparatory classes using Academy of Reading before the spring administration. 4. Tenth grade ELL students identified through ARMT scores will be placed in AHSGE preparatory classes using Academy of Reading before the spring administration. 5. ELL students will receive one-on-one tutoring with the ELL teacher 3-5 periods a week using USA Test-Prep and Academy of Reading.</p>	Progress will be measured through AHSGE results and through analysis data from USA Test-Prep and Academy of Reading.	<p>Conferences with the student and parents (using a translator if needed) will be scheduled with the ELL teacher in which information concerning additional preparatory material will be presented.</p> <p>Test-taking strategies will be recommended to the students and parents.</p>	Approximately \$700 for a yearly subscription for USA Test-Prep. Academy of Reading is available through the LEA.

System:

School:

April 20, 2009

	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)
A survey of Teacher Advisor Groups revealed that students are concerned that there is a lack of respect and of school pride. The PRIDE survey reveals that 10% of the students do not feel safe at school and 25% do not feel safe in the parking lot.	STRATEGY: The school will continue to improve the use of the Teacher Advisor Groups (TAG). ACTION STEPS: 1. The Teacher Advisor Group Committee will plan structured, consistent TAG meetings focused on improving school pride, school safety, respect, and academic achievement. 2. Teachers will be informed of the scheduled meetings in a timely fashion.	Surveys of students will be re-administered at the end of each semester to determine if the concerns have improved or if any new concerns have developed. Surveys of teachers will be given to measure the effectiveness of the meetings.	The Teacher Advisor Group Committee will reconvene to analyze the information from the surveys to determine new strategies to address the concerns of the students and teachers. More faculty members will be involved in the planning process.	No expenditures
A survey of Teacher Advisor Groups revealed that students are concerned that there is a lack of respect and of school pride.	STRATEGY: The school will promote an overall positive school climate of "I Will," meaning that faculty and staff will take steps necessary to encourage students to become willingly responsible for their actions and education. ACTION STEP: 1. The school will promote the attitude change through the adaptation of a new motto of "I Will." 2. The faculty will promote this concept at Open House through the use of faculty shirts displaying the motto. 3. The faculty will introduce this concept to the student body during the first-day welcoming assembly. 4. The faculty will continue to promote the concept through bulletin boards, classroom instruction, TAG meetings, and daily interaction with students. 5. The concept will continue to be promoted through shirts provided for every student in the school.	Surveys of students will be taken through TAG meetings and through meetings with an advisory board consisting of representatives from each TAG group (and grade level). Observations of student interaction and overall school climate will be made on a regular basis.	The "I Will" Committee meet to discuss better methods of promoting the positive school climate of "I Will."	Money for shirts will be provided through donations.

System:

School:

April 20, 2009

<p>A survey of Teacher Advisor Groups revealed that students are concerned that there is a lack of respect for the school and a lack of school pride in the community.</p>	<p>STRATEGY: The school will strive to improve the community's perception of the school and to build better relations with the community.</p> <p>ACTION STEP: 1. The school will send a representative to city council meetings to promote positive aspects of the school. 2. The school will submit publications positive aspects of the school and school events to the local newspapers.</p>	<p>Surveys of the community (i.e., parents, stakeholders) will be given to determine community perceptions of the school.</p>	<p>The school will seek the assistance from the county-level personnel specializing in public relations.</p>	<p>No expenditures</p>
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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)
At Hanceville High School, first-year teachers are assigned to teacher mentors. These mentors attend training in preparation for this task. These mentors are required to spend time each week (2-4 hours) with the new teachers. Their time together is focused on quality teaching standards as well as issues facing new teachers.
2. Budget: Describe the coordination of all federal, state, and local programs. (Note: NCLB Section 1116 requires that each year <u>Title I schools identified for improvement</u> must reserve the equivalent of 10% of the school-level allocation made available to the school under Section 1113 specifically for <u>professional development</u> opportunities for teachers. Budgets should reflect this set-aside.) See the sample budget on a later page.
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.
Our staff realizes that the transition from middle school to high school can be stressful for students; therefore, we provide added emotional and academic support for both students and parents. -Orientation is offered in the spring for incoming freshmen and their parents which includes an brief overview of the high school, a description of various diploma tracks, an introduction to various clubs and organizations, and class registration. -An open house for all grades is held prior to the beginning of new school year. Students can pick up schedules and both students and parents have the opportunity to meet the teachers and staff and familiarize themselves with the school. -All incoming freshmen are assigned to teacher advisor groups; they work closely with students and parents to build relationships and to be available for any concerns about the upcoming high school experience.
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.
In order to be hired at Hanceville High School, teachers must be highly qualified. Therefore, all teachers on staff at Hanceville High School are highly qualified.
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 High School teachers prepare lesson plans coordinated to the Alabama Courses of Study. They administer assessments that are designed to check for mastery of objectives and to help plan for future instruction. - Grade level/subject area meetings are held in an informal manner to discuss students' performance as well as possible interventions. -The Building Based Student Support Team (BBSST) members evaluate data provided by teachers and meet with teachers to further evaluate student's needs. -Teachers study AHSGE results throughout the year to plan remediation strategies.
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 at Hanceville High School, including those identified as migrant, limited-English proficient, homeless, economically disadvantaged, and neglected, have access to all services and programs available, including free/reduced lunch, ELL services, special education services, and counseling services. Also, Hanceville High School uses a community resource team and provides that team with a list of students who may need school supplies, food, or shelter. All students have equal access to the same free appropriate public education. All homeless, migratory, and limited-English proficient students are provided with the opportunity to meet the same challenging state

System:

School:

April 20, 2009

content and state student performance standards to which all students are held without being stigmatized or isolated.

The counselor identifies limited-English proficient students upon their enrollment. Each new student receives a home language survey used to determine eligibility for limited-English proficiency testing. Students qualify for testing based on whether or not a language other than English is used in the home. All eligible students are tested with the WIDA Access Placement Test (W-APT) to determine if a student is eligible to receive services through the ELL program. Parents or guardians have the right to waive Title III Supplemental ELL services. If the parents or guardians agree for the student to receive services, the ELL teacher determines the appropriate services and placement for the student. A variety of services to all ELL students is provided, such as content-area tutoring, pull-out ESL, pull-out for individual support, and content-based ESL. The ELL teacher also works to provide the parents of ELL students with an interpreter if the need arises. Parents or guardians are provided with the opportunity to receive all updates and important school documents in English and Spanish. The ELL teacher reviews each student's progress annually. If the student scores proficient on the WIDA Access test and is performing on grade level (as determined by grades, teacher recommendations, and results of standardized reading tests), the student becomes eligible to exit the ELL program and will be monitored for two years to ensure success. During the school year, the ELL will model lessons for teachers not familiar with ELL student needs and offer classroom strategies and intervention methods.

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

Students who experience difficulty mastering academic and/or AHSGE standards are offered additional assistance:

- Upward Bound tutoring (from Wallace State College through a Trio federal grant) is offered 2 hours every week to students who qualify.
- Academic lab classes utilizing AHSGE remediation materials are offered to these students.
- The Building Based Student Support Team (BBSST) provides conferences with struggling students.
- Teachers offer before school instruction in addition to regular classroom instruction.
- Teachers offered conferences with parents and students.

System:

School:

April 20, 2009

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

<p>A. Parental Involvement: Describe how the school will convene an annual meeting to inform parents of the school’s participation in Title I and explain Title I requirements, including the 1% set-aside, and the right of parents to be involved.</p>
<p>N/A (Non-Title School)</p>
<p>B. Parental Involvement: Describe: 1. How there will be a flexible number and format of parent meetings offered; 2) How parents will be involved in the planning, review and improvement of the Title I Program (Note: State the school’s process for how <u>all</u> Title I parents have the opportunity for involvement in decision-making.); and 3) How funds allocated for parent involvement are being used in the school.</p>
<p>N/A (Non-Title School)</p>
<p>C. Parental Involvement: Describe how the school provides parents of participating children timely information in a uniform format and, to the extent practicable in a language they can understand, about programs under Title I, a description and explanation of the curriculum in use, forms of academic assessments, and achievement expectations used, and, if requested by parents, opportunities for regular meetings to formulate suggestions and participate as appropriate in decisions related to the education of their children.</p>
<ul style="list-style-type: none"> -Parents are provided with information about school policies and procedures through the Hanceville High School student handbook and the Cullman County Schools handbook. -Parents are also informed about the school through the local school website (www.ccboe.org/hvh) and the county-wide website (www.ccboe.org). -Also through those websites, parents can communicate with teachers through email and by linking to individual teacher websites. -Teachers stay in communication with the parents of those students who belong in their advisory groups. -Parents can become informed about the school through events such as open house and freshmen orientation. -Important school forms are available in Spanish through the ELL teacher.
<p>D. Parental Involvement: Describe how parents, the school staff, and students share responsibility for improved student academic achievement for participating students (How the School-Parent Compact is jointly developed with Title I parents; how it is used, reviewed, and updated).</p>
<p>All members of the school have a part in improving academic achievement for students. This is done in the following ways:</p> <ul style="list-style-type: none"> -Teachers communicate with parents through phone calls, conferences, or email, etc. -Teachers communicate with students and parents through the use of Teacher Advisory Groups (TAG). -Progress reports are sent out during the fourth week of a nine-week grading period. -BBSST provides conferences with struggling students. Parents are encouraged to attend these meetings. -Special education teachers work with regular education teachers in matters of inclusion.
<p>E. Parental Involvement: Describe procedures to allow parents to submit comments of dissatisfaction with the Continuous Improvement Plan.</p>
<p>Parents are encouraged to call, email, or schedule conferences with teachers, the counselor, or the principal in order to express dissatisfaction with any aspect of Hanceville High School, including the Continuous Improvement Plan. Parents may also contact the county board of education (They may contact the superintendent Hank Allen or Don McPherson). Periodic surveys are given in order to better understand parents concerns.</p>

System:

School:

April 20, 2009

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)
Parents are orientated to state standards at events such as Open House and Freshmen Orientation. At these events, parents also meet with teachers to learn expectations of each classroom and are given ways that they can help ensure the academic success of their children. Parents are also encouraged to contact teachers, administrators, and the counselor, of the local school board with any questions concerning state standards.
- (2) **Shall provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement.** (Describe)
Local counselors provide a service known as Parent Project where parents can learn effective ways of helping their children primarily in terms of discipline but also in academic achievement. Hanceville High School makes the parents of our students aware of this service.
- (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)
Teachers work together to plan activities to be used in Teacher Advisory Groups. These often include ways that teachers can communicate with the parents of the students in their group. Teachers are encouraged often to communicate with parents through their own personal websites, email, and through events such as Open House, Freshmen Orientations, and parent-teacher conferences.
- (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)
In the counselor's office at the school, there are resources available to parents that can aid them in helping their children with transitions, academic achievement, college preparation, and life skills
- (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)
Through the ELL teacher, Hanceville High School can provide forms and other important pieces of information available in Spanish. The ELL teacher also ensures that an interpreter is available for use during parent-teacher conferences.
- (6) **Shall provide such other reasonable support for parental involvement activities as parents may request.** (Describe)
Parents are always encouraged to bring any concerns that they may have to the teachers, administrators, or counselor through the use of phone calls, emails, and conferences, and Hanceville High School strives to always make parents an active part of their children'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.

- An interpreter is available as needed for parent-teacher conferences for ELL students.
- The ELL teacher provides teachers with school forms in Spanish.
- Hanceville High School is handicap assessable for any parent with disabilities.

System:

School:

April 20, 2009

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
68% of current eleventh graders have not passed either the reading or math portions of the AHSGE.	Training in the TWIRL method of instruction	Within the first semester of the 2009-2010 school year	The successful implementation of that teaching strategy	Evidence must be shown through STI Lesson Planner, peer observations, and administration observations	Title II Kelly Yeager	
68% of current eleventh graders have not passed either the reading or math portions of the AHSGE.	Training in the tiered method of instruction	Within the first semester of the 2009-2010 school year	The successful implementation of that teaching strategy	Evidence must be shown through STI Lesson Planner, peer observations, and administration observations	No expenditures	

DUPLICATE PAGES AS NEEDED

System:

School:

April 20, 2009

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: 23 classroom teachers: 17.5 TOTAL OF ALL SALARIES		\$1,308,530.00
Administrator Units:		\$128,503.00
Assistant Principal:		\$39,720.00
Counselor:		\$73,409.00
Librarian:		\$67,382.00
Instructional Supplies		0
Library Enhancement		0
Technology		0
Professional Development		0
State ELL Funds		0
II. Federal Funds:		
Title I: Part A: Improving the Academic Achievement of the Disadvantaged	TOTAL	0
<p>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.)</p> <p><u>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</u></p>		
ARRA FUNDS		TOTAL
<u>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</u>		

System:

School:

April 20, 2009

Title II: Professional Development Activities	TOTAL	\$111,257.00
<i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</i> As part of Title II class size reduction, two teacher's salaries and accompanying allocations (insurance and retirement benefits, substitute allocation, etc.) will be paid through these funds.		
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	0
<i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</i>		
III. Local Funds (if applicable)		
Local Funds	TOTAL	\$10,000
<i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</i> Hanceville High School raises approximately \$10, 000 annually through our golf tournament held in May or early June. This money is then used to augment technology funds.		

System:

School:

April 20, 2009

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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>*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>

System:

School:

April 20, 2009

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

School:

April 20, 2009