



ALABAMA STATE DEPARTMENT OF EDUCATION
Joseph B. Morton, State Superintendent of Education
2008-2009

CONTINUOUS IMPROVEMENT PLAN

Non-Title I School Programs

Note: Blank copy is available on www.alsde.edu, Sections, Accountability Roundtable, Publications
 Submit plans via e-mail to plans@alsde.edu



NAME OF SCHOOL: Linda Nolen Learning Center			
STREET ADDRESS: 10111 Highway 119		CITY: Alabaster	STATE: Alabama
CONTACT: Mrs. Michele Shepherd		TELEPHONE: 205-682-5800	E-MAIL MShepherd@shelbyed.k12.al.us
Identified for School Improvement? No <input type="checkbox"/> Yes <input type="checkbox"/> Delay <input type="checkbox"/> Status <input type="checkbox"/> Year 1 <input type="checkbox"/> or Year 2 <input type="checkbox"/> ALL PLANS* Submit to LEA for Board approval. Retain the original plan in the LEA. Submit plan electronically to your system's E-GAP Document Library by November 7, 2008. Year 3 <input type="checkbox"/> or Year 4 or more <input type="checkbox"/> **Submit to LEA for Board approval. Mail two copies of PAGE ONE and two copies of PAGE TWO with original signatures to Federal Programs, Accountability and Compliance, P. O. Box 302101, Montgomery, AL 36130-2101. Submit the plan with budget electronically to your system's E-GAP Document Library by November 7, 2008.			
Made AYP? YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>	Made AMAOs (ELL)? YES <input type="checkbox"/> NO <input type="checkbox"/> If NO, complete PART III of the Continuous Improvement Plan N/A <input checked="" type="checkbox"/>	Career Tech Made AYP? YES <input type="checkbox"/> NO <input type="checkbox"/> N/A	Are any federal resources like Title II, III, IV, V, and VI used to coordinate with and supplement existing services and are 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: The Linda Nolen Learning Center Continuous Improvement Plan will be posted on the school website. A copy will also be on file in the Library Media Center so that it is available to those parents who do not have access to the internet. Additionally, a copy will be provided to all staff using the Faculty Share drive.			
*Board Approval: Yes <input type="checkbox"/> No <input type="checkbox"/> Board approval received on _____, 2008. Board Signature:			
Superintendent Signature:		Date:	
Federal Programs Coordinator Signature:		Date:	
Principal Signature:		Date:	

CONTINUOUS IMPROVEMENT PLAN DEVELOPMENT AND IMPLEMENTATION TEAM

This plan was developed/or revised during the following time period (e.g. May – September 2007):

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:

In May, 2007, the School Leadership Team, including parent representative, met to review and assess the degree to which strategies have been met for the 2006-2007 school year. In addition, several members of the team attended a Professional Development meeting on Professional Learning Communities (PLCs) in June of 2007. A School Culture Survey was developed and distributed to parents and staff to determine strengths and needs of the Linda Nolen Learning Center. The results of this survey were discussed, and essential needs were identified. In August, 2007, the School Leadership Team met to analyze data and begin developing goals to address areas of need. When the draft is completed, faculty and staff will meet to discuss modifications, if needed. The Continuous Improvement Plan will be published and shared with the Central Office for final approval and signatures.

<p align="center">Instructional Leadership Team Names</p> <p>(The Leadership Team must include the principal, faculty [including ELL resource lead teacher if applicable], staff, parents, community stakeholders, and/or students.)</p>	<p align="center">Positions</p> <p>(Identify position held, e.g., Administration, Faculty, Staff, Grade Level and/or Subject Area, Parents and Community members.)</p>	<p align="center">Signatures</p> <p>(Indicates participation in the development of the CIP)</p>
<p>Michele Shepherd Sharyn Hillin Lela Harris Sibyl Johns Laura Calhoun Nancy Owen Marla Aldrich Sonya Shaneyfelt</p>	<p align="center">Principal Assistant Principal Counselor MD Level Chairperson/Teacher ED Level Chairperson/Lead Teacher Parent Representative Central Office Representative Community Stakeholder</p>	

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 2008-2009
 Based on School Year 2007-2008 Data

059 Shelby County - 0035 Linda Nolen Learning Center

2008-2009 AYP Status	This school met 4 goals out of 5 (80%).
Did Not Make AYP	
School Improvement - Year 1	

Reading					
Made AYP Not in School Improvement	Percent Participation Goal = 95%	Met Participation Goal	Proficiency Index Goal = 0.00	Met Proficiency Goal	Yes*
All Students	100	Yes(N2)	-11.13		N/A
Special Education	100	N/A	-11.13		No Data
American Indian / Alaskan Native	No Data	No Data	No Data		No Data
Asian / Pacific Islander	No Data	No Data	No Data		No Data
Black	No Data	No Data	No Data		No Data
Hispanic	~	N/A	~		N/A
White	100	N/A	-14.60		N/A
Limited English Proficient	No Data	No Data	No Data		No Data
Free / Reduced Meals	~	N/A	~		N/A

Mathematics					
Made AYP Not in School Improvement	Percent Participation Goal = 95%	Met Participation Goal	Proficiency Index Goal = 0.00	Met Proficiency Goal	Yes*
All Students	100	Yes(N2)	-9.63		N/A
Special Education	100	N/A	-9.63		No Data
American Indian / Alaskan Native	No Data	No Data	No Data		No Data
Asian / Pacific Islander	No Data	No Data	No Data		No Data
Black	No Data	No Data	No Data		No Data
Hispanic	~	N/A	~		N/A
White	100	N/A	-13.27		N/A
Limited English Proficient	No Data	No Data	No Data		No Data
Free / Reduced Meals	~	N/A	~		N/A

Additional Academic Indicator - Graduation Rate		
Did Not Make AYP	Graduation Rate Goal = 90%	Met Additional Academic Indicator
School Improvement - Year 1	All Students 0%	No

Part I – continued – DIRECTIONS – 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). A survey was distributed to all staff and parents. Results were discussed in meetings and round table discussions. Needs were identified and used to develop goals for the upcoming school year.

Highly Qualified Teachers (HQT): Describe how staffing decisions ensure that instruction is provided by highly qualified, well-trained teachers and how their assignments most effectively address identified academic needs. **All core classes are staffed with highly qualified teachers. Teachers who were previously considered Non-HQT have taken the PRAXIS or are currently pursuing other routes to become Highly Qualified.**

Number and percentage of Non-HQT: 1 out of 16 teachers is not highly qualified; however, program such as distance learning and co-teaching ensure that students are taught by a highly qualified teacher.

Number and percentage of Classes Taught by Non-HQT: No core classes (0%) are taught by Non-HQT.

Alabama High School Graduation Exam (AHSGE):

Strengths:

N/A

Weaknesses:

N/A

Alabama Reading and Mathematics Test (ARMT):

Strengths:

**95% of students scored higher than Level I on the reading portion of the ARMT.
81% of students scored higher than Level I on the math portion of the ARMT.**

Weaknesses:

**Only 14% of elementary students correctly responded to open ended questions on number and operations.
25% of all students scored correct responses on number and operations.
Only 39% of reading comprehension questions were answered correctly by all students.**

Stanford 10:

Strengths:

100% of 3rd grade students scored in the high range of reading.

Weaknesses:

**50% of elementary students scored in the low range on the SAT.
74% of middle school students scored in the low range on the SAT.**

Dynamic Indicators of Basic Early Literacy Skills (DIBELS):

Strengths:

N/A

Weaknesses:

N/A

Part I - Continued:

Alabama Direct Assessment of Writing (ADAW):	
Strengths: Mechanics Grammar Usage	Weaknesses: Sentence Variety Reading Vocabulary and Comprehension
ACCESS for English Language Learners (ELLs):	
Strengths: N/A	Weaknesses: N/A
Professional Education Personnel Evaluation (PEPE):	
Strengths: Classroom Management (Time and Student Behavior) Preparation (Resources and Adaptations) Knowledge (New Research-Based Program)	Weaknesses: Presentation-Use of Technology Orienting Students to Lesson
Additional Data Sources: (e.g., Alabama Alternate Assessment (AAA), School Technology Plan Data)	
Strengths: 55% of students met or exceeded standards on the AAA Students are able to identify components of the computer.	Weaknesses: 45% of students partially met or did not meet standards on the AAA. 54% of students scored in the 50th percentile on the Shelby Co Technology Assessment. Students cannot apply technological applications.
Local Data (e.g., LEA, school, and grade-level assessments, surveys, program-specific assessments):	
Strengths: Grade level assessments indicate improvement in reading. Overall improvement in school appearance and environment Improvement in cohesiveness of staff (teamwork)	Weaknesses: School data indicates high number of behavioral issues. Informal teacher assessments show that math is a weakness.
Career and Technical Education Program Improvement Plan:	
Strengths: Service Learning Projects Campfire Career Interest Inventory Course Annual Career Fair and Career Exploration/Pre-Vocational and Vocational Training (i.e. greenhouse) Community Based Instruction	Weaknesses: Low number successful transitions.

Part I - Continued:	
School Demographic Information related to student discipline (e.g. total office referrals, long- and short-term suspensions, alternative school placements, expulsions, School Incidence Report (SIR) data, student attendance).	
<p>Strengths: Use of the Linda Nolen Learning Center level system. Use or rewards and positive reinforcement. MCS Training for all staff.</p>	<p>Weaknesses: Low transition rate. High number of behavioral issues due to the population served (students with emotional/behavioral disorders) Two out of six teachers decreased the number of office referrals due to the increase of students placed at LNLC throughout the school year.</p>
School Demographic Information related to drop-out information and graduation rate data.	
<p>Strengths: No student drop-outs</p>	<p>Weaknesses: Due to the severe nature of the disabilities of LNLC students, students achieve a Certificate of Attendance and are not able to earn a High School diploma.</p>
School Demographic Information related to teacher attendance, teacher turnover, or challenges associated with a high percent of new and/or inexperienced faculty.	
<p>Strengths: Low turn-over rates have led to a highly experienced faculty. New/inexperienced faculty are paired with a mentor teacher and provided with extensive professional development to aid in a smooth transition. Identified weaknesses in attendance at this time. All staff sign in and out daily on attendance sheets, which significantly reduces excessive tardiness or absenteeism.</p>	<p>Weaknesses: High possibility of burnout due to the stressful nature of the job.</p>
School Demographic Information related to student attendance, patterns of student tardiness, early checkouts, late enrollments, high number of transfers, and/or transiency including migratory moves (if applicable).	
<p>Strengths: All absences are addressed to ensure that they are due to the nature of the students' disabilities.</p>	<p>Weaknesses: High absenteeism rate due to medical needs and disabilities.</p>
School Perception Information related to parent perceptions and parent needs including information about literacy, education levels, and student PRIDE data.	
<p>Strengths: An "open-door" policy exists between parents and the school. Information is provided via the school webpage and through School Master phone system. Communication logs are utilized and sent home daily with students. Parenting groups and resources are provided by the school.</p>	<p>Weaknesses: Low parental involvement due to lack of resources (day care for child with disabilities, transportation, etc.)</p>
School Process Information related to an analysis of existing curricular/personnel focused on helping English Language Learners (ELLs) work toward attaining proficiency in annual measurable academic objectives (AMAOs).	
<p>Strengths: N/A</p>	<p>Weaknesses: N/A</p>
School Process Information related to an analysis of existing curricular/personnel focused on helping English Language Learners (ELLs) work toward attaining proficiency in annual measurable academic objectives (AMAOs).	
<p>Strengths: All middle school teachers use district-wide pacing guides that are revised each summer. Research-based reading and math programs are used for remediation.</p>	<p>Weaknesses: Need a research-based reading comprehension program.</p>
<p>System: Shelby County School: Linda Nolen Learning Center</p>	<p>7</p>

Part II - GOAL TO ADDRESS ACADEMIC NEEDS – All components to support improving academic achievement should be related to the weaknesses identified in the data summary.

CONTINUOUS IMPROVEMENT GOAL #1 (SHOULD ADDRESS IDENTIFIED WEAKNESSES AND GAPS): To increase the percent of students meeting or exceeding baseline proficiency on the mathematics portion of state standardized tests (ARMT, SAT, AAA) by 10%.

ACTION TEAM MEMBERS: Brent Thompson, Marilyn Benson

Data Results on which goal is based: 83% of students scored on Level 1 or 2 on the math portion of the ARMT; 47% of students scored in the low range on the math portion of the SAT 10; 34% of students scored on Level 1 or 2 on the AAA.

TARGET GRADE LEVEL(S): K-12	TARGET CONTENT AREA(S): Circle One Reading Math Science Other	AHSGE: Reading, Math, Science, Social Studies, Language	Additional Academic Indicators:	TARGET STUDENT SUBGROUP(S):
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STANDARDS	REFORM STRATEGIES		BENCHMARKS		INTERVENTIONS	RESOURCES	CONTINUOUS LEA REVIEW AND SUPPORT (+, -, N/A)
	WHAT RESEARCH-BASED STRATEGIES/ACTIONS WILL BE USED TO IMPROVE STUDENT ACADEMIC PERFORMANCE? (Give specific strategies, not just programs or program names.)	WHAT DATA WILL BE GATHERED THROUGHOUT THE YEAR TO MEASURE PROGRESS AND HOW OFTEN WILL PROGRESS BE REVIEWED?	WHAT INCREASE (%) IN PROFICIENCY IS ANTICIPATED AT EACH Quarterly CHECKPOINT?	WHAT WILL TIMELY ASSISTANCE BE PROVIDED TO STUDENTS NOT MASTERING PROFICIENT OR ADVANCED LEVELS AT THESE PLANNED CHECKPOINTS?			
C.O.S. 7.6 Solve one and two-step equations	Strategy: Action Step: Fast Math 50 minutes of Direct Instruction daily	Fast Math Reports twice per year	5% at each checkpoint	Additional time with assistance from teacher	Fast Math Calculators	December, 2008 April, 2009 (SAT and ARMT)	
C.O.S. 8.4 Graph linear relations by plotting points or by using the slope and y-intercept	50 minutes of Direct Instruction daily Academic Enhancement Last Chance Café Kids College E-instruction	Grades/Tests from Pacing Guides	5% at each checkpoint	Additional time with assistance from teacher	Calculators Graphing Paper Pacing Guides	December, 2008 April, 2009 (SAT and ARMT)	
M.E.S.8.2 Express a given numerical expression as a group of objects	One-on-one direct instruction/discrete trials Generalization of skills across all environments Group/Hands-on activities	Data collected on daily basis through the use of Murdoch Library Data generated through IntelliTools Software	Total=10% 2%-1 st 9 wk 2%-2 nd 9wk 3%-3 rd 9 wk 3%-4 th 9 wk	Additional direct instruction and hands-on activities	Classroom/hands on materials	March 2009 (AAA/New IEP's)	

WIDA* - World Class Innovations in Developing Assessments, Inc.; The consortium to which Alabama and a number of other states belong.

System: Shelby County

School:Linda Nolen Learning Center

Submit plan to your system's E-GAP Document Library by November 7, 2008.

Part II - GOAL TO ADDRESS ACADEMIC NEEDS – All components to support improving academic achievement should be related to the weaknesses identified in the data summary.

<p>CONTINUOUS IMPROVEMENT GOAL #2 (SHOULD ADDRESS IDENTIFIED WEAKNESSES AND GAPS): To increase the percent of students meeting or exceeding baseline proficiency on the reading portion of state standardized tests (DIBELS, ARMT, SAT, AAA) by 10%.</p>	
<p>ACTION TEAM MEMBERS: Sherri Stanley, Crystal Dreyer, Huntleigh Dodson</p>	
<p>Data Results on which goal is based: 94% of students scored on Level 1 or 2 in the reading portion of the ARMT; 94% of students scored in the low range on the reading portion of the SAT 10; 38% of students scored on Level 1 or 2 of the AAA.</p>	

TARGET GRADE LEVEL(S): K-12	TARGET CONTENT AREA(S): Circle One Reading Math Science Other	AHSGE: Reading, Math, Science, Social Studies, Language	Additional Academic Indicators: SRA	TARGET STUDENT SUBGROUP(S):
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STANDARDS	REFORM STRATEGIES		BENCHMARKS		INTERVENTIONS	RESOURCES	CONTINUOUS LEA REVIEW AND SUPPORT (+, -, N/A)
	WHAT RESEARCH-BASED STRATEGIES/ACTIONS WILL BE USED TO IMPROVE STUDENT ACADEMIC PERFORMANCE? (Give specific strategies, not just programs or program names.)	WHAT DATA WILL BE GATHERED THROUGHOUT THE YEAR TO MEASURE PROGRESS AND HOW OFTEN WILL PROGRESS BE REVIEWED?	WHAT INCREASE (%) IN PROFICIENCY IS ANTICIPATED AT EACH CHECKPOINT?	WHAT IS THE TIMELINE FOR REVIEW OF IMPLEMENTATION?			
R.ES 1.4 Recall information to answer “who” “what” and “where” questions about a story.	Students will receive... Peer reading, small group reading, story time with teacher, Drop Everything and Read, re-reading selected books or stories, direct instruction.	Murdoch – weekly, SRA – every 9 weeks, STAR – 2 times per year, SAT/ARMT – 1 time per year, Accelerated Reader – at students’ pace, Library Reading Program – once per year, IEP goals – every 9 weeks.	5%	One-on-one assistance with teacher or paraprofessional weekly, peer tutoring, extra reading instruction “double dipping” “Last Chance Café”	Motivators for students, classroom reading libraries, continuing education for teachers	Each semester	

<p>R. ES4.4 Identify literary elements including main character and important details from a story.</p>	<p>Students will receive... Peer reading, small group reading, story time with teacher, Drop Everything and Read, re-reading selected books or stories, direct instruction.</p>	<p>Murdoch – weekly, SRA – every 9 weeks, STAR – 2 times per year, SAT/ARMT – 1 time per year, Accelerated Reader – at students pace, Library Reading Program – once per year, IEP goals – every 9 weeks.</p>	<p>5%</p>	<p>One-on-one assistance with teacher or paraprofessional weekly, peer tutoring, extra reading instruction “double dipping” “Last Chance Café”</p>	<p>Motivators for students, classroom reading libraries, continuing education for teachers</p>	<p>Each semester</p>
<p>R. ES 8.2 Identify mood of a story based on story details</p>	<p>Students will receive... Peer reading, small group reading, story time with teacher, Drop Everything and Read, re-reading selected books or stories, direct instruction.</p>	<p>Murdoch – weekly, SRA – every 9 weeks, STAR – 2 times per year, SAT/ARMT – 1 time per year, Accelerated Reader – at students’ pace, Library Reading Program – once per year, IEP goals – every 9 weeks.</p>	<p>5%</p>	<p>One-on-one assistance with teacher or paraprofessional weekly, peer tutoring, extra reading instruction “double dipping” “Last Chance Café”</p>	<p>Motivators for students, classroom reading libraries, continuing education for teachers</p>	<p>Each semester</p>

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Part II - GOAL TO ADDRESS ACADEMIC NEEDS – All components to support improving academic achievement should be related to the weaknesses identified in the data summary.

<p>CONTINUOUS IMPROVEMENT GOAL #3 (SHOULD ADDRESS IDENTIFIED WEAKNESSES AND GAPS): Science content that is coordinated to the state course of study standards/extended standards and the pacing guide will be taught to each student according to individual IEP goals, and progress will be monitored through local assessment guidelines.</p>	
<p>ACTION TEAM MEMBERS: Michael Jones and Michele Murray</p>	
<p>Data Results on which goal is based: The ASA will be administered in 5th grade and 7th grade followed by the AHSGE (which is our lowest proficiency rate in Shelby County) and will likely become a part of accountability in the future.</p>	

TARGET GRADE LEVEL(S): K-12	TARGET CONTENT AREA(S): Circle One Reading Math Science Other	AHSGE: Reading, Math, Science, Social Studies, Language	Additional Academic Indicators:	TARGET STUDENT SUBGROUP(S):
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STANDARDS	REFORM STRATEGIES		BENCHMARKS		INTERVENTIONS	RESOURCES	CONTINUOUS LEA REVIEW AND SUPPORT (Y-, N/A)
	WHAT RESEARCH-BASED STRATEGIES/ACTIONS WILL BE USED TO IMPROVE STUDENT ACADEMIC PERFORMANCE? (Give specific strategies, not just programs or program names.)	WHAT DATA WILL BE GATHERED THROUGHOUT THE YEAR TO MEASURE PROGRESS AND HOW OFTEN WILL PROGRESS BE REVIEWED?	WHAT INCREASE (%) IN PROFICIENCY IS ANTICIPATED AT EACH CHECKPOINT?	HOW WILL TIMELY ASSISTANCE BE PROVIDED TO STUDENTS NOT MASTERING PROFICIENT OR ADVANCED LEVELS AT THESE PLANNED CHECKPOINTS?			
SC.ES.3.1 Identify the sun as a source of light and heat	Each student will receive a minimum of 20 minutes of individualized classroom instruction in the area of science.	Pacing Guide Tests/Informal Tests	10%	Academic Enhancement	Classroom Materials	October, 2007	
SC.ES.7.3 Identify inherited traits (e.g. hair, eye color, height, etc.)	Students will participate in hands-on science related lessons.	Murdoch Data STAR	10%	Last Chance Café	Science Materials	January, 2008	
SC.ES.8.3 Describe how simple machines are used to reduce the amount of force needed for work.	Students will participate in field trips and Community Based Instruction.	SAT/ARMT	10%	Hands-on intervention activities	Bus/Driver Community Involvement Money for transportation	March, 2008 May, 2008	

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.

WHAT CHALLENGES RELATED TO SCHOOL SAFETY, CLASSROOM/DISCIPLINE, AND SUPPORTIVE LEARNING ENVIRONMENTS HAVE BEEN IDENTIFIED THROUGH THE REVIEW OF SCHOOL DEMOGRAPHIC DATA?	WHAT ADDITIONAL OR NEW REFORM STRATEGIES/ACTIONS WILL BE USED TO ADDRESS THESE CHALLENGES?	WHAT ADDITIONAL RESOURCES (materials, personnel) WILL BE NEEDED TO SUCCESSFULLY IMPLEMENT THESE STRATEGIES?	DOCUMENT CONTINUOUS LEA REVIEW AND SUPPORT (+, -, N/A) RESULTS MONITORING:
<p>GOAL: (Culture-Perception Survey): To increase teacher appreciation by providing monthly recognitions. (Brooke McGill, Joyce Campbell)</p> <p>RATIONALE: Perception Surveys indicate that teachers want more recognition. This will boost the morale of the faculty/staff and lead to a more productive environment.</p>	<p>The faculty and staff are required to read A Framework for Understanding Poverty by Ruby Payne. Continue to “fill” one another’s bucket by giving compliments throughout the year. We will also institute a “Lift me up bucket” which will be filled with different items and given to a faculty or staff member who is going through a difficult time. This will let them know that they are appreciated and everyone is thinking of them. Another strategy is the “Caught Making a Difference” employee, who is chosen by other staff and faculty members each month. This person will be someone who has gone out of the way to make a difference in our school.</p>	<p>RESOURCES: A Framework for Understanding Poverty by Ruby Payne Bucket and supplies for “Lift me up bucket” Reward items for the “Caught Making a Difference” employee</p> <p>INTERVENTIONS: Positive reminders Team building activities School culture meetings</p>	<p>School culture meetings Collaborative Learning Team Meetings School culture perception surveys</p>
<p>GOAL: (Culture-At-Risk): To provide intensive remediation and support for our at-risk population. (Todd Crenshaw, Michaele Ledlow)</p> <p>RATIONALE: To increase student success and decrease the drop-out rate of high school students.</p>	<p>Sit, Stay, Read! Program Academic Enhancement Last Chance Café Voyager Math Fast Math SRA Reading Star (Autism Academic Program) Kids College</p>	<p>RESOURCES: Hand-in-Paw, LNLC computer lab, textbooks, math and reading programs.</p> <p>INTERVENTIONS: Academic Enhancement and Last Chance Cafe</p>	<p>Administrative observations, data collection, staff development, learning community meetings</p>

<p>GOAL: (Culture-Character Education): To increase awareness of good character by providing a minimum of 50 minutes of character education each week. (Katie Boyd, Kay Wood, Lela Harris)</p> <p>RATIONALE: School surveys and disciplinary data indicate that students need additional training in good character traits and habits.</p>	<ul style="list-style-type: none"> ● Character Education “Word of the Week” ● Student Recognition Notices ● Hand in Paw Program ● Level system ● Advisor/Advisee Program ● Character Education classes daily ● Cool School 	<p>RESOURCES: Community Outreach, Internet, books</p> <p>INTERVENTIONS: Open House/Parenting Day, Field Trips, Community Based Instruction, Prom, Assemblies, and Advisor/Advisee Program.</p>	<p>Lesson Plans Recognition Notices Friday Memos</p>
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Part IV - STRATEGIES TO ADDRESS SCHOOL SAFETY, CLASSROOM MANAGEMENT/DISCIPLINE, AND BUILDING SUPPORTIVE LEARNING ENVIRONMENTS Strategies developed to address improving school safety, classroom management /discipline, and building supportive learning environments should be related to the weaknesses or program gaps identified in the data summary (e.g., parental/community involvement, teacher collaboration, student/teacher motivation). The LEA and school must develop a timeline for multiple reviews of continuous improvement efforts.

WHAT CHALLENGES RELATED TO SCHOOL SAFETY, CLASSROOM/DISCIPLINE, AND SUPPORTIVE LEARNING ENVIRONMENTS HAVE BEEN IDENTIFIED THROUGH THE REVIEW OF SCHOOL DEMOGRAPHIC DATA?	WHAT ADDITIONAL OR NEW REFORM STRATEGIES/ACTIONS WILL BE USED TO ADDRESS THESE CHALLENGES?	WHAT ADDITIONAL RESOURCES (materials, personnel) WILL BE NEEDED TO SUCCESSFULLY IMPLEMENT THESE STRATEGIES?	DOCUMENT CONTINUOUS LEA REVIEW AND SUPPORT (+, -, N/A) RESULTS MONITORING:
<p>GOAL: (Culture: Parenting): To increase parental involvement by 15% at PTO meetings, Open House, and other extracurricular activities at the school. (Todd Crenshaw, Ginger Hewitt)</p> <p>RATIONALE: LNLC data shows that parental involvement has increased from 76% in 2005 to 82% in 2006. Additional involvement in activities is desired and needed. The activities will help change any negative perceptions associated with LNLC or maintain positive experience the parents have.</p>	<ul style="list-style-type: none"> ● IEP/Parent Conferences ● Book Fair ● Guest Speakers ● Open House/Parenting Day ● Fall Festival ● Career Fair ● Christmas and Black History Programs ● Valentine's and Prom Dances ● Awards Day/Graduation 	<p>RESOURCES: Guest Speakers Book Fair Supplies Other supplies for special events</p> <p>INTERVENTIONS: Use of phone master, letters, and phone calls to contact parents Use of parent surveys to gain insight on parents' perceptions of the school</p>	<p>Surveys School Data (to determine percentage of parental involvement)</p>

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.

WHAT CHALLENGES RELATED TO SCHOOL SAFETY, CLASSROOM/DISCIPLINE, AND SUPPORTIVE LEARNING ENVIRONMENTS HAVE BEEN IDENTIFIED THROUGH THE REVIEW OF SCHOOL DEMOGRAPHIC DATA?	WHAT ADDITIONAL OR NEW REFORM STRATEGIES/ACTIONS WILL BE USED TO ADDRESS THESE CHALLENGES?	WHAT ADDITIONAL RESOURCES (materials, personnel) WILL BE NEEDED TO SUCCESSFULLY IMPLEMENT THESE STRATEGIES?	DOCUMENT CONTINUOUS LEA REVIEW AND SUPPORT (+, -, N/A) RESULTS
<p>GOAL: Wellness To improve the overall knowledge and participation of health and physical activity of the teachers, staff, and students of the Linda Nolen Learning Center.</p> <p>RATIONALE: Due to the increase in obesity, students and adults need to be more active and involved with physical activity and nutrition education.</p>	<ul style="list-style-type: none"> ● Participation in the Presidential Physical Fitness Test (2 times per year) ● W.A.Y. Program (Wellness, Academics, and You) ● Nestlé’s Go Play Program ● Physical Education class (up to 5 days per week and 30 minutes per day) ● Monthly Wellness Newsletter for staff ● Eagle Spirit Day (monthly) ● Biggest Loser (Weight Loss/Fitness Program for faculty/staff) 	<p>RESOURCES: Continued updated information on programs implemented in the school.</p> <p>INTERVENTIONS:</p> <ul style="list-style-type: none"> ● Posters ● Survey ● Newsletter ● Information on programs ● Eagle Spirit Day 	<p>MONITORING:</p> <ul style="list-style-type: none"> ● Test scores ● Labels returned ● Survey ● Attendance

Part VII- PROFESSIONAL LEARNING NEEDS RELATED TO ACADEMIC CHALLENGES (Including ENGLISH LANGUAGE PROFICIENCY) AND SCHOOL SAFETY, DISCIPLINE, AND SUPPORTIVE LEARNING ENVIRONMENTS:

- Does the plan provide opportunities for professional development activities that are high-quality, effective, and research-based? YES x NO
- Does the plan include opportunities for teachers, principals, paraprofessionals, other staff, and parents? YES x 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 OR SCHOOL CULTURE GOALS WILL THE PROFESSIONAL LEARNING ADDRESS? RATIONALE:	WHAT TYPES OF PROFESSIONAL LEARNING WILL BE OFFERED?	WHEN WILL THE SESSION BE DELIVERED? (Please list dates of future PD sessions.)	WHAT ARE THE EXPECTED OUTCOMES OF PROFESSIONAL LEARNING? GOAL:	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 MONITORING:
Statistics show a high number of students attending LNLCC with ADHD. Learning Communities was identified as an area of system need based on the NSDC Standards Assessment Inventory.	Workshop/Inservice	September, 2008	To establish learning communities that will focus on increasing knowledge and resources in ADHD for all teachers.	Lesson plans will be checked weekly to ensure that strategies for students with ADHD are included. Administrative observations will be conducted. Disaggregated data will be evaluated to determine effectiveness.	No cost	Lesson Plans Observations Test data Student work samples
All subgroups will be address through this training to meet the needs of all of the learners; learning communities was identified as an area of system need based on the NSDC Standards Assessment Inventory.	SRA Training Murdoch Training Star Training	August-September, 2008	To establish learning communities that will focus on increasing knowledge and resources in reading for all teachers.	Lesson plans will be checked weekly to ensure that reading strategies are included. Administrative observations will be conducted. Disaggregated data will be evaluated to determine effectiveness.	Star Materials (Funding provided by Shelby County Special Services) Other programs have already been purchased	Lesson Plans Observations Test data Student work samples
All subgroups will be address through this training to meet the needs of all of the learners; learning communities was identified as an area of system need based on the NSDC Standards Assessment Inventory.	Voyager Math Training Fast Math Training Kids College	August-September, 2008	To establish learning communities that will focus on increasing knowledge and resources in math for all teachers.	Lesson plans will be checked weekly to ensure that math strategies are included. Administrative observations will be conducted. Disaggregated data will be evaluated to determine effectiveness.	Voyager Math (Funding provided by Shelby County Special Services) Fast Math and Kids College (Funding provided by Shelby County Special Services)	Lesson Plans Observations Test data Student work samples

DUPLICATE PAGES AS NEEDED

Part VII- PROFESSIONAL LEARNING NEEDS RELATED TO ACADEMIC CHALLENGES (Including ENGLISH LANGUAGE PROFICIENCY) AND SCHOOL SAFETY, DISCIPLINE, AND SUPPORTIVE LEARNING ENVIRONMENTS:

- Does the plan provide opportunities for professional development activities that are high-quality, effective, and research-based? YES x NO
- Does the plan include opportunities for teachers, principals, paraprofessionals, other staff, and parents? YES x 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 OR SCHOOL CULTURE GOALS WILL THE PROFESSIONAL LEARNING ADDRESS? RATIONALE:	WHAT TYPES OF PROFESSIONAL LEARNING WILL BE OFFERED?	WHEN WILL THE SESSION BE DELIVERED? (Please list dates of future PD sessions.)	WHAT ARE THE EXPECTED OUTCOMES OF PROFESSIONAL LEARNING? GOAL:	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, S...00 Dr. Verry Goode	DOCUMENT CONTINUOUS LEA REVIEW AND SUPPORT RESULTS MONITORING:
Because of the diverse population of students entering Shelby County, all students must be exposed to the importance of respecting diversity during the early years to prevent bullying and other issues that can later result in discipline and attendance issues; learning communities was identified as an area of system need based on the NSDC Standards Assessment Inventory.	Inservice Trainings Team Building Learning Team Meetings Guest Speakers Advisor/Advisee Training	October, 2008 Monthly Monthly November, 2008 and January, 2009 August, 2008	To work in learning communities to increase awareness of the diversity of students for the faculty and students in our school.	All teachers will be expected to participate in trainings, teambuilding exercises, monthly Learning Team meetings, and the Advisor/Advisee program. Data will be collected from Learning Team meetings, Advisor/Advisee visits, surveys from faculty and students to determine the effectiveness of the professional development trainings.	Guest Speakers (no cost) Team building supplies (Funding provided by school)	Minutes from Learning Team meetings Data from Advisor/Advisee visits Faculty/staff surveys Student surveys
Due to graduation rate and drop-out rates, middle school teachers must recognize the importance of providing an implementation process for progress monitoring, interventions, common assessments, and transitions to high school; learning communities was identified as an area of system need based on the NSDC Standards Assessment Inventory.	Motivation/Awareness of Others' Needs Drug/Alcohol Awareness Training Training in remedial reading and math programs Training in Academic Enhancement and Last Chance Café programs	January, 2009 February, 2009 August-September, 2008 August, 2008	To work in learning communities to increase faculty awareness of the importance of helping all students transition to the high school and the long implications for students who drop out.	Disaggregated test data Student work samples Data from Academic Enhancement and Last Chance Café programs Student surveys	Guest Speakers (no cost) Remedial math and reading programs (Funding provided by Shelby County Special Services)	Evaluations from inservice trainings Student and faculty surveys Lesson Plans Test data Student work samples

Motivation is a key component of effective teachers, low teacher turnover, and higher student attendance and participation; learning communities was identified as an area of system need based on the NSDC Standards Assessment Inventory.	Book Study “A Framework for Understanding Poverty” Motivational speakers Advisor/Advisee training Stress/Burnout workshop	August-September, 2008 Throughout the year August, 2008 January, 2009	To work in learning communities to enhance our culture for students and teachers to facilitate the teaching and learning process; To provide consistent pats on the back for teachers and students to help with motivational issues.	Faculty/Staff surveys Book Study evaluations Notes from Advisor/Advisee visits Evaluations from workshops	Stress/Burnout Workshop (\$100) provided by school Other motivational speakers (no cost) “How Full Is Your Bucket” books (funded by school)	Surveys Book Study and Workshop evaluations Advisor/Advisee notes
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Part V - Additional Components, That When Addressed, Positively Impact Student Achievement: Required for ALL Schools

<p>1. Highly Qualified Teachers: Describe the strategies the school, with the support of the LEA, uses to attract and retain highly qualified teachers.</p> <p>Shelby County schools, along with the Human Resources Department, continuously seek and work to retain highly qualified teachers through some of the following activities: attend job fairs to attract HQ teachers, offer various curriculum trainings during the summer, provide a mentoring program at each local school, pay stipends for various summer trainings, hold New Teacher Orientation to familiarize the teachers with Shelby County Guidelines and provide transitioning into the district.</p>
<p>2. Teacher Mentoring: Describe teacher mentoring activities. For example, are novice teachers given support from an assigned master teacher and what does that support look like?</p> <p>All first year teachers have mentors who help them with instructional, professional, and personal needs. Mentor coordinators plan and provide professional development that is "just in time" for mentors and mentees. Reciprocal classroom visits ("Buddy Visits") are schedule and mentor/mentee pairs reflect on classroom practices and discuss ways to improve student learning. Teachers complete two buddy visits per semester. All new teachers to Shelby County have the opportunity to participate in Classroom Organization and Management Procedures and are provided resources through Program Specialists for classrooms.</p>
<p>3. Transition: Describe transition 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.</p> <p>School Tours Transition teaming between home schools and LNLC Meet and Greet the Teacher/Parenting Day Middle/Secondary-Career Choices/Career Fair</p>
<p>4. Special Populations: Describe the programs used for each group: English language learners, migrant students, and homeless students.</p> <p>Homeless – McKinney Vento Funds to provide school supplies, tutoring, clothing, and payment of dues and fees Shelby County Needy Schools Children’s Fund from United Way to assist homeless and free/reduced lunch students with medical, dental, and vision services – It also provides clothing And school supplies as needed.</p> <p>As of August 2008, we do not have any migrant students in Shelby County. ELL – Shelby County offers tutoring for elementary students and high school students who did not pass the AHSGE, local teacher units are provided for core instruction, summer camp for every ELL student is provided the opportunity to participate, continuous professional development is provided for ELL teachers, translators provided for meetings and conferences as needed</p>

System: Shelby County

School:Linda Nolen Learning Center

Submit plan to your system’s E-GAP Document Library by November 7, 2008.

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

Shelby County Schools offer the following opportunities: After school tutoring, Summer School, 21st Century Grant activities, Pyramid of Intervention strategies, High Hopes Tutoring, Credit Recovery Opportunities, Summer Camps

LNLC offers extended learning opportunities during the school day such as Last Chance Café, Reading Enhancement, and Breakfast Club. Due to the long distances our students travel and lack of transportation resources, we are not able to offer extended learning opportunities beyond the regular school day.

Part VI continued – Additional Components, That When Addressed, Positively Impact Student Achievement: Required for ALL Schools

<p>A. Parental Involvement: Describe how the school will communicate information about the Parent Involvement Plan and, to the extent practicable in a language they can understand, how parents can have access to descriptions of the school’s curriculum, assessments, and student achievement expectations, and opportunities for regular meetings to review and assist in improving student progress.</p>	<p>The parental involvement plan is part of each school’s CIP. This document may be viewed by the public at any time, and some school plans are posted on their local websites. If parents do not speak English and a translator is needed for plan review, one will be provided for them. An Open House is available every year for parents to meet their child’s teacher, examine and discuss their child’s curriculum, and become acquainted with the expectations of each teacher. Assessment results are shared with parents and are also included on the ALSDE website. Parents may request a conference at any time with the teacher. An appointment should be made through the school office or individual teacher at a time that is convenient with both parties. Email is also available for every teacher to communicate with parents.</p>
<p>B. Parental Involvement: Describe how parents, the school staff, and students share responsibility for improved student academic achievement for students.</p>	<p>Each school has a school leadership team that provides the framework for the Continuous Improvement Plan. This committee is comprised of teachers, administrators, and parents and receives training 3 times each year from the district leadership team. The framework is then taken back to all constituents in the school by forming action teams. These action teams develop strategies and benchmarks to achieve the goal set for each section of the CIP. Students are expected to participate fully in the educational process.</p>
<p>C. Parental Involvement: Describe procedures to allow parents to submit comments of dissatisfaction with the School Parent Involvement Policy.</p>	<p>A parent representative is included on the CSI team. If parents are dissatisfied with the CIP, these concerns must be brought to the principal. If a consensus is not reached after discussion, the concern should be taken to the LEA Improvement Specialist for a non-title school, and the Federal Programs Supervisor for title schools. If concerns are not settled they will be forwarded to the local Superintendent.</p>
<p>D. 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</p>	<p>At Open House each year, expectations for students, parents and teachers are outlined. Parents are encouraged to play an active part in their child’s education. Most teachers have web sites or assignment books that detail homework assignments and communicate the child’s daily behavior to the parents. In October, parents are invited to attend Parenting Day. This day is dedicated to educating parents about topics such as helping their child with homework, the importance of school attendance, and other seminars and workshops that will be of interest to parents. Schools encourage parents to volunteer and provide opportunities for them to do so. Parents are invited to all REM and IEP meetings. A plan specific for their child is formulated and then monitored periodically. Parent/Teacher conferences are held at parent request.</p>
<p>E. 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</p>	

System: Shelby County School:Linda Nolen Learning Center

All parents are encouraged to participate fully in their child's education. If a translator is needed, our system will provide one. All schools comply with the ADA and are handicap accessible. Forms and other correspondence are translated, to the extent possible, in a language that parents can understand. There are no migrant students in Shelby County, but if this situation arises, these parents will be given every opportunity to participate fully in their child's education.

Part VIII - Coordination of Resources/Comprehensive Budget [OPTIONAL IF NOT USING ANY FEDERAL FUNDS]

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: 2.78	classroom teachers: 0	TOTAL OF ALL SALARIES
Administrator Units:		
Assistant Principal:		
Counselor:		
Librarian:		
Instructional Supplies		7000.00
Library Enhancement		3237.50
Technology		4625.00
Professional Development		647.50
State ELL Funds		
II. Federal Funds:		
Title I: Part A: Improving the Academic Achievement of the Disadvantaged		TOTAL
Title I		
N/A		
Title II: Professional Development Activities		TOTAL
Title II funds are used throughout the county for class size reduction units in the elementary grades, system-wide professional development activities, and reimbursement for the PRAXIS exam to assist teachers in becoming highly qualified. Title I eligible schools and participating private schools also receive an equitable amount of Title I funds.		
Title III: For students who don't speak English as their first language....		TOTAL
Title III funds are not distributed to individual schools, but are used to benefit all English language learners in the school district. All programs that are funded by Title III are supplemental. Programs include after school tutoring for intermediate and middle school students, a summer program (that includes providing transportation) for ELLs from		

System:

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entering Kindergarten through 12 th grade, and summer school stipends for students who need assistance in attaining credits to graduate in a timely manner. Funds not utilized for direct supplemental instruction for students are used to purchase supplemental instructional materials, to provide professional development, and to implement parenting activities.	
Title IV: For safe and drug-free schools	TOTAL
Title IV provides professional development for middle and high schools in Shelby County. Each year, personnel from each secondary school attend the CAP (Chemical Awareness Program) conference to learn current trends and prevention methods of substance abuse. This fund is also used for random drug testing in all middle and high schools, Pride Survey, counseling and instructional materials for substance abuse, and the contracting with an intervention counselor for substance abuse.	
Title V: For 26 different uses; Also called “Innovative Programs”; Includes school improvement, gifted education, nurses, etc.	TOTAL
N/A	
Title VI: For rural and low-income schools	TOTAL
N/A	
Other: 21st Century, Learn and Serve, Even Start	TOTAL
N/A	
III. Local Funds (if applicable)	
Local Funds	TOTAL
12.42 local units	
Counseling/Testing Budget	
Local funds are used at each school to purchase materials on topics such as bullying, grief, drugs, etc. for all schools, national speakers, professional dev. state requirements (counselors going to New Counselor Academy), central library of books, DVD's, resources, etc. that can be checked out, PLAN test for 10 th graders, COIN test for 8 th graders, EXPLORE for 5 th graders, DIBELS 3 rd grade test, travel for test coordinators picking up test materials, career portfolio for each 8 th grader and technology equipment for counselors.	
Library Media/Fine Arts Budget	
Local library media funds are used for substitutes for professional development, Battle of the Books supplies and substitutes, and hardware and software for library media centers.	
At the elementary level, art and music units are staffed with local funds. The local budget includes	

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substitutes for professional development, materials and supplies for new art and choral units, and funds for the choral festivals and art shows.

Professional Development Budget

Shelby County Schools annually designates a budget with local funds to provide professional development for all system employees. Selected professional learning opportunities are determined by reviewing the results of a state needs assessment, local system needs assessment, and student achievement data.

A mentor program is active in every school, with a designated mentor coordinator to lead the process locally. All new teachers are also supported with an orientation, and the instructional academy, which addresses classroom management, meeting the diverse needs of students, and technology integration.

In effort to enhance instruction, teachers have the opportunity to receive training in programs such as the Greater Birmingham Math Partnership, AMSTI, and the Alabama Reading Initiative. Other trainings include Working on the Work, 4MAT, Ruby Payne’s Aha! Process, and Common Formative Assessments.

Instructional aides also receive professional development. Seven training modules have been created to address the unique needs of our students.

Principals and assistant principals participate in leadership development monthly at administrative meetings. In addition, they join their leadership team for training three times per year.

Technology Budget

In regards to technology, local funds are used for three Resource Teachers and one Program Area Specialist to assist teachers with implementing the technology curriculum. Monies are also used to update equipment and purchase instructional software to meet curriculum goals.

Curriculum Budget

A local budget is provided for elementary, middle and high schools to provide professional development substitutes and stipends, curriculum materials and supplies, and other instructional materials needed to enhance the curriculum.

Advanced Programs Budget

The advanced program budgets include Advanced Placement, the Literary Magazine, debate, and vertical teaming. Advanced placement funds are used for resources and materials, professional development, practice exams, consultants, substitutes and a membership fee for the College Board. Substitutes for committee members, as well as the cost of printing the magazine are how funds are expended for the Literary Magazine. Each high school is allocated funds for tournament registration and materials and supplies for debate. The vertical teaming budget includes monies for substitutes, materials and professional development, such as the College Board Vertical Team workshop.

Nurses/LPNs Budget

The state provides funds for nurses, but in order to accommodate the needs of our students, local funds provide 30.7 LPNs and .15 of a registered nurse for our system. The remainder of the budget is spent on equipment and supplies for health rooms, travel, and professional development.

Part IX – REVIEW/SUPPORT DOCUMENTATION: Please use this section to document your monthly CSI Leadership Team meetings and/or action team meetings. Your reviews can vary, and CSI partners can be invited to participate in this review. During the review, your action teams and/or school leadership team can use these reviews to discuss implementation of strategies, effectiveness, concerns, and any other areas that need to be addressed. These reviews will support the CSI process.

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<p>INITIAL REVIEW/DEVELOPMENT Purpose: Review assessment data to develop plan or make plan adjustments to existing plan.</p> <p>Date _____ August 28, 2007 _____</p> <p>Principal Initials _____</p> <p>LEA initials _____ Other _____</p> <p>COMMENTS* Began evaluating last year's CIP and determining areas of focus for this year's CIP.</p> <p>*Use additional pages, if needed</p>	<p>REVIEW 1 Purpose: AMENDMENT - Incorporate recommendations from school, LEA and/or SDE.</p> <p>Date _____ September 9, 2008 _____</p> <p>Principal Initials _____</p> <p>LEA initials _____ Other _____</p> <p>COMMENTS* Divided goals among faculty and worked on revising and completing plan.</p> <p>*Use additional pages, if needed</p>	<p>REVIEW 2 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 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 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 Purpose: IMPLEMENTATION - Provide documentation/evidence of improvement.</p> <p>Date _____</p> <p>Principal Initials _____</p> <p>LEA initials _____ Other _____</p> <p>COMMENTS*</p> <p>*Use additional pages, if needed</p>
<p>REVIEW 6 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 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 Review 7 to update your plan for the coming year.</p>