



**2009 - 2010
CONTINUOUS IMPROVEMENT PLAN
Non-Title Plan**

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



NAME OF SCHOOL: Oak Mountain High School				
STREET ADDRESS: 5476 Caldwell Mill Road		CITY: Birmingham		STATE: Alabama
CONTACT: Joan Doyle		TELEPHONE: 205-682-5399		ZIP CODE: 35242
E-MAIL: jdoyle@shelbyed.k12.al.us		Identified for School Improvement? No <input checked="" type="checkbox"/> Yes <input type="checkbox"/> Delay Status <input type="checkbox"/> Year 1 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 3 <input type="checkbox"/> Year 4 or more <input type="checkbox"/>		
ALL PLANS: Submit to LEA for Board approval. Retain the original plan in the LEA. Submit a copy of the plan electronically to your system's E-GAP Document Library by November 3, 2009. If using any Federal funding: 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 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 any federal resources like Title II, III, IV, 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, 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. Oak Mountain High School will make the Continuous Improvement Plan available to all stakeholders in various formats and locations for review. Hard copies of the plan will be available in the principal's office, the media center and the guidance center. Stakeholders will be able to access school improvement information on the school's website. The P.T.O. members will receive information in meetings as well as in the newsletter. The CSI Leadership Team will review the plan in designated meetings. Information will be disseminated to other stakeholders.
*Board Approval: Yes <input type="checkbox"/> No <input type="checkbox"/>		Board approval received on _____, 2009.		Board Signature: _____
Superintendent Signature:				Date:
LEA Representative Signature: (responsible for monitoring plan)				Date:
Principal Signature:				Date:

CONTINUOUS IMPROVEMENT PLAN DEVELOPMENT AND IMPLEMENTATION TEAM

This plan was developed/or revised during the following time period (e.g. April/May – September 200): **August-October, 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:

An evaluation of the 2008-2009 Continuous Improvement Plan was conducted by the school leadership team in August, 2009. The team was comprised of administrative staff, a parent representative, a counselor, media specialists, subject area teachers and the technology co-coordinator. The evaluation determined the effectiveness of the implemented strategies during the previous school year. Data from the Alabama High School Graduation Exam indicated areas of strengths and weaknesses. The 2009-2010 CIP will include items of non-mastery in the academic area. Action teams will begin meeting in September, 2009 to review disaggregated data from the Alabama High School Graduation Exam, NSSE survey results from teachers, parents, students and community members, PRIDE survey, PEPE data, attendance records, career, technology and other local school data. Data will be reviewed on a continuing basis by professional learning communities. Data analysis will be shared with faculty, staff and interested stakeholders. Additional input will be requested from all stakeholders. Leadership team and action team meetings will be conducted on a regular basis to make decisions concerning effective instructional strategies, professional development needs and timeline and budget for the 2009-2010 continuous improvement plan. The plan will be reviewed by the faculty and staff and modified as needed for implementation. The completed continuous improvement plan will be submitted for board approval.

<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 align="center">Joan Doyle</p> <p align="center">Patton Barrett</p> <p align="center">Donald Clayton</p> <p align="center">Amy Dearman</p> <p align="center">Amy Fineburg</p> <p align="center">Brad Hayn</p> <p align="center">Carl Lett</p>	<p align="center">Principal</p> <p align="center">Teacher</p> <p align="center">Athletic Director</p> <p align="center">Technology Co-Coordinator/Media Specialist</p> <p align="center">Assistant Principal</p> <p align="center">Assistant Principal</p> <p align="center">History Teacher</p>	

Rhonda Lusco	Parent Representative	
Elaine Mitchell	ESL Teacher	
Marissa Rath	English Teacher	
Emily Roberts	Math Teacher	
Beth Rowland	Media Specialist	
Kristi Sayers	English Teacher	
Rick Vines	Assistant Principal	
Kristi Wade	Guidance Counselor	
Ashley Walls	Assistant Principal	
Bridget Watkins	Technology Co-Coordinator/Science Teacher	
Carol Bruser	Community Representative	

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

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	12.11	Yes
Special Education	93	N/A	-11.00	N/A
American Indian / Alaskan Native	No Data	No Data	No Data	No Data
Asian / Pacific Islander	100	N/A	~	N/A
Black	100	N/A	4.38	N/A
Hispanic	~	N/A	~	N/A
White	100	Yes	12.82	Yes
Limited English Proficient	~	N/A	~	N/A
Free / Reduced Meals	100	N/A	0.36	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	21.94	Yes
Special Education	86	N/A	6.33	N/A
American Indian / Alaskan Native	No Data	No Data	No Data	No Data
Asian / Pacific Islander	100	N/A	~	N/A
Black	100	N/A	21.08	N/A
Hispanic	~	N/A	~	N/A
White	99	Yes	21.95	Yes
Limited English Proficient	~	N/A	~	N/A
Free / Reduced Meals	96	N/A	16.18	N/A

Additional Academic Indicator - Graduation Rate		
Made AYP	Graduation Rate Goal = 90%	Met Additional Academic Indicator
Not in School Improvement		
All Students	96%	Yes

Briefly describe the process your faculty used to conduct the needs assessment (analysis of all data).

Data was analyzed by the faculty through various means to determine gaps in learning. This included reviewing the disaggregated data from the Alabama High School Graduation Exam by the leadership team and at faculty meetings. Input from professional learning communities, evaluations of common assessments, and evaluation of local school data and the NSSE survey findings were also used in the development of the 2009-2010 school improvement plan.

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. %

Staffing is determined by seeking highly qualified individuals or those actively seeking highly qualified status. All teachers should be graduates of high quality collegiate programs. All new teachers participate in a comprehensive mentoring program with job-embedded professional development. Academic needs are determined by reviewing data. Teaching assignments are designated from this analysis of needs. Assignments include Advanced Placement, Honors, general, academic enhancement, sheltered instruction and reading enhancement classes.

Number and percentage of Non-HQT:
There are 8 out of 98 (8.2%) classroom teachers that qualify as Non-HQT. These teachers are on alternative or emergency certificate status for FY 2009-2010.

Number and percentage of Classes Taught by Non-HQT:
There are 47 out of 572 (8.2%) of classes that are taught by Non-HQT for the FY 2009-2010.

Alabama High School Graduation Exam (AHSGE):

Strengths:
The following data from the spring, 2009 Alabama High School Graduation Exam indicates the percentage of students in grades 10, 11 and 12 that passed each portion of the test:

Reading
12th grade 383 of 388 students/99%
11th grade 416 of 433 students/96%
10th grade 324 of 376 students/86%

Language
12th grade 381 of 388 students/98%
11th grade 404 of 434 students/93%
10th grade 335 of 377 students/89%

Science
12th grade 386 of 388 students/99%
11th grade NA
10th grade NA

Weaknesses:
Percentage of students not mastering objective identified as focus in academic goals based on the 2009 AHSGE spring data:

Reading

- logic and arguments III-1 Recognize
10th grade-376 tested/294 non-mastery-78.2%
11th & 12th grade-67 tested/58 non-mastery-86.6%
- sequence of events I-2 Determine
10th grade-376 tested/216 non-mastery-57.4%
11th & 12th grade-67 tested/55 non-mastery-82.1%
- main idea II-1 Identify
10th grade-376 tested/89 non-mastery-23.7%
11th & 12th grade-67 tested/30 non-mastery-44.8%
- summary statements II-5 Recognize
10th grade-376 tested/216 non-mastery-57.4%

Math
 12th grade 385 of 388 students/99%
 11th grade 424 of 432 students/98%
 10th grade 366 of 386 students/95%/
 11th & 12th grade-67 tested/52 non-mastery-77.6%

Social Studies
 12th grade 380 of 388 students/98%
 11th grade 413 of 434 students/95%
 10th grade 345 of 376 students/92%

Biology
 12th grade NA
 11th grade 393 of 425 students/92%
 10th grade 375 of 387 students/97%

Language

- Demonstrating quotation marks and underlining
 10th grade-
 11th & 12th grade- IV-4
- Demonstrate correct use of apostrophe
 10th grade-
 11th & 12th grade- IV-5
- verb shifts
 10th grade-
 11th & 12th grade- I-5 Identify

Math

- of operations
 10th grade-85 tested/30 non-mastery-35.3%
 11th & 12th grade- I-1 Apply order
- distance, midpoint, slope
 10th grade-85 tested/46 non-mastery-54.1%
 11th & 12th grade-47 tested/30 non-mastery-63.8% IV-2 Find
- properties and relationships between angles
 10th grade-85 tested/53 non-mastery-62.4%
 11th & 12th grade-47 tested/30 non-mastery-63.8% VII-1 Apply

Social Studies

	<ul style="list-style-type: none"> • Identify and evaluate events, causes and effects of the Civil War era 10th grade-378 tested/273 non-mastery-72.2 % 11th & 12th grade-82 tested/75 non-mastery-91.5% • the effects of WWI 10th grade-378 tested/194 non-mastery-51.3% 11th & 12th grade-82 tested/50 non-mastery-61.0% • the causes of WWI 10th grade-378 tested/222 non-mastery-58.7% 11th & 12th grade-82 tested/57 non-mastery-69.5% <p>Biology</p> <ul style="list-style-type: none"> • Differentiate characteristics of plants • periodic table • of energy transfer
Alabama Reading and Mathematics Test (ARMT):	
Strengths: NA	Weaknesses: NA
Alabama Science Assessment:	
Strengths: NA	Weaknesses: NA
Stanford 10:	
Strengths: NA	Weaknesses: NA
Dynamic Indicators of Basic Early Literacy Skills (DIBELS):	

Strengths: N/A	Weaknesses: N/A
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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.

Part I - Continued:																																																							
Alabama Direct Assessment of Writing (ADAW):																																																							
<p>Strengths:</p> <p>There was improvement in Levels I and II for all students in the following areas:</p> <p>Holistic Composition</p> <table> <tr> <td>Level I</td> <td>2008-2009</td> <td>1.89%</td> </tr> <tr> <td></td> <td>2007-2008</td> <td>2.34%</td> </tr> <tr> <td>Level II</td> <td>2008-2009</td> <td>10.00%</td> </tr> <tr> <td></td> <td>2007-2008</td> <td>12.88%</td> </tr> </table> <p>Sentence Formation</p> <table> <tr> <td>Level I</td> <td>2008-2009</td> <td>0.54%</td> </tr> <tr> <td></td> <td>2007-2008</td> <td>1.17%</td> </tr> </table> <p>Writing Mechanics</p> <table> <tr> <td>Level I</td> <td>2008-2009</td> <td>0.81%</td> </tr> <tr> <td></td> <td>2007-2008</td> <td>2.58%</td> </tr> <tr> <td>Level II</td> <td>2008-2009</td> <td>13.28%</td> </tr> <tr> <td></td> <td>2007-2008</td> <td>14.32%</td> </tr> </table> <p>Students achieved level III and IV in the following areas:</p> <p>Writing Mechanics</p>	Level I	2008-2009	1.89%		2007-2008	2.34%	Level II	2008-2009	10.00%		2007-2008	12.88%	Level I	2008-2009	0.54%		2007-2008	1.17%	Level I	2008-2009	0.81%		2007-2008	2.58%	Level II	2008-2009	13.28%		2007-2008	14.32%	<p>Weaknesses:</p> <p>There was an increase in the percentage of all students at Level I and II of the Alabama Direct Assessment of Writing for 2008-2009 in the following areas as compared to 2007-2008 data:</p> <p>Grammar and Usage- Level I (not meeting academic content standards)</p> <table> <tr> <td>2008-2009</td> <td>2.44%</td> </tr> <tr> <td>2007-2008</td> <td>1.64%</td> </tr> </table> <p>Grammar and Usage-Level II (partially meeting academic content standards)</p> <table> <tr> <td>2008-2009</td> <td>24.39%</td> </tr> <tr> <td>2007-2008</td> <td>22.54%</td> </tr> </table> <p>Sentence Formation –Level II</p> <table> <tr> <td>2008-2009</td> <td>17.07%</td> </tr> <tr> <td>2007-2008</td> <td>15.02%</td> </tr> </table> <p>Specific increases in the percentages of subgroups not achieving Level I and II were noted in the following areas:</p> <p>Grammar and Usage-Level I</p> <table> <tr> <td>General Education students</td> <td>2008-2009</td> <td>1.96%</td> </tr> <tr> <td></td> <td>2007-2008</td> <td>1.21%</td> </tr> <tr> <td>Asian/Pacific Islander</td> <td>2008-2009</td> <td>20.00%</td> </tr> <tr> <td></td> <td>2007-2008</td> <td>9.09%</td> </tr> </table>	2008-2009	2.44%	2007-2008	1.64%	2008-2009	24.39%	2007-2008	22.54%	2008-2009	17.07%	2007-2008	15.02%	General Education students	2008-2009	1.96%		2007-2008	1.21%	Asian/Pacific Islander	2008-2009	20.00%		2007-2008	9.09%
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All students (2008-2009) Level III 69.92%
 This was an increase based on ADAW data from (2007-2008) Level III 57

All students (2008-2009) Level IV 15.99%

Sentence Formation
 All students (2008-2009) Level III 63.41%
 This was an increase based on ADAW data from (2007-2008) Level III 53

All students (2008-2009) Level IV 18.97%

Grammar and Usage
 All students (2008-2009) Level III 56.37%
 This was an increase based on ADAW data from (2007-2008) Level III 50

All students (2008-2009) Level IV 16.80%

Holistic Composition
 All students (2008-2009) Level III 55.41%
 This was an increase based on ADAW data from (2007-2008) Level III 51

All students (2008-2009) Level IV 32.70%

Hispanic	2008-2009	30.00%
	2007-2008	no data
Non-Migrant	2008-2009	2.44%
	2007-2008	1.64%
Non-Poverty	2008-2009	2.05%
	2007-2008	0.98%
Grammar and Usage-Level II		
General Education students	2008-2009	22.97%
	2007-2008	20.77%
Black	2008-2009	40.00%
	2007-2008	21.43%
Hispanic	2008-2009	20.00%
	2007-2008	no data
White	2008-2009	23.51%
	2007-2008	22.11%
Non-Migrant	2008-2009	24.39%
	2007-2008	22.54%
Non-Limited English Prof	2008-2009	24.44%
	2007-2008	22.25%
Free Lunch	2008-2009	35.00%
	2007-2008	30.77%

	Non-Poverty	2008-2009	23.39%
		2007-2008	22.06%
	Poverty	2008-2009	37.04%
		2007-2008	33.33%
	Sentence Formation-Level I		
	Non-Poverty	2008-2009	0.58%
		2007-2008	0.49%
	Sentence Formation-Level II		
	General Education students	2008-2009	15.13%
		2007-2008	13.29%
	Asian/Pacific Islander	2008-2009	26.67%
		2007-2008	9.09%
	White	2008-2009	14.42%
		2007-2008	13.42%
	Non-Migrant	2008-2009	17.07%
		2007-2008	15.02%
	Non-limited Eng. Prof.	2008-2009	15.56%
		2007-2008	14.11%
	Free Lunch	2008-2009	50.00%
		2007-2008	46.15%
	Non Poverty	2008-2009	14.91%
		2007-2008	13.97%
	Poverty	2008-2009	44.44%
			38.89%

	<p>The percentage of all students achieving Level IV in the Alabama Direct Assessment of Writing for 2008-2009 decreased in the following areas:</p> <p>Writing Mechanics 2008-2009 15.99% 2007-2008 25.59%</p> <p>Sentence Formation 2008-2009 18.97% 2007-2008 30.52%</p> <p>Grammar and Usage 2008-2009 16.80% 2007-2008 25.59%</p> <p>Holistic Composition 2008-2009 32.70% 2007-2008 33.02%</p>
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ACCESS for English Language Learners (ELLs):

Strengths:
84.6% (21 of 26) students achieved proficiency based on APLA.
(Adequate Progress in Language Acquisition)

Weaknesses:
15% (5) students did not achieve proficiency based on APLA.
It was noted that one student regressed -0.1 in the areas of the writing and speaking

Professional Education Personnel Evaluation (PEPE) School /EDUCATE-AL Profile Information:

Strengths:
The Alabama Teacher Evaluation School Summary Report for the 2008-2009

Weaknesses:
The Alabama Teacher Evaluation School Summary Report for the

<p>school year indicated the following areas of strength: 7.0 Professional Development and Leadership 7.1 Improves Professional Knowledge and Skills 8.1 Completes Job Requirements According to Est. Timelines</p>	<p>2008-2009 school year indicated the following areas of weakness: 2.0 Presentation of Organized Instruction 2.1 Orients Student to the Lesson 3.1 Monitors Student Performance 8.3 Exhibits Professionalism 8.4 Promotes Coop with Parents & Between School & Community</p>
<p>Additional Data Sources: (e.g., Alabama Alternate Assessment [AAA], School Technology Plan Data)</p>	
<p>Strengths: Data from the spring, 2009 Impact Survey showed that 46.88% of students learning necessary skills to participate effectively in the global community according to to teacher opinion. See local school Technology Plan</p>	<p>Weaknesses: The Spring, 2009 Impact Survey indicated that 34.38% of our teachers have never used data-capture equipment, such as digital cameras, scanners and probes, to complete assignments during class time. The survey also showed that only 20.83% of the faculty implements activities using technology every other month.</p>
<p>Local Data (e.g., LEA, school, and grade-level assessments, surveys, program-specific assessments):</p>	
<p>Strengths: Based on the 2009 NSSE district survey results the following common question was noted in the highest positive responses with a 4 (agree) or 5 (strongly agree): “In our school, students have access to a variety of resources to help them succeed in their learning, such as technology, media centers, and libraries.” -Teacher/1709 respondents- 4.51 -Secondary student/2975 respondents-4.12 -Parent/1079 respondents-4.25 -Support staff/241 respondents-4.59 -Community/187 respondents-4.37</p>	<p>Weaknesses: Based on the 2009 NSSE district survey results the following common question rated in the lowest positive response area with responses of 3 (neutral), 2 (disagree): “There are no problems with bullies at our school.” -Teacher/1709 respondents-3.13 -Secondary students/2975 respondents-2.95 -Parent/1079 respondents-2.98 -Support staff/241 respondents-3.33 -Community/187 respondents-2.98</p>
<p>Career and Technical Education Program Improvement Plan:</p>	
<p>Strengths: The Career Tech classes addressed a larger student population for the 2009-2010 school year as compared to FY 2008-2009:</p>	<p>Weaknesses: The Career Tech teachers indicated that addressing the following variables would improve the program:</p> <ul style="list-style-type: none"> • Business/Marketing -Budget to keep up with current software, books, replace old

2009-2010: 692 students enrolled
2008-2009: 676 students enrolled

Career Tech teachers felt that the following variables contributed to the department:

-
- base
-
- levels
-
- development opportunities

Skills
Knowledg
Credential
Experienc
Team wor
Profession

textbooks, and replace old computers

- Science
-Room for sewing/cooking
-Time allowance for labs

Family and Consumer

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, student attendance).

Strengths:
A decrease was shown in the following area based on the School Incidence Report (SIR) data for 2008-2009:

Fighting	2008-2009	5
	2007-2008	6

The following infractions remained the same:

/		
Drugs, Possession	2008-2009	1
	2007-2008	1
Larceny/Theft/Possession	2008-2009	3
	2007-2008	3

Weaknesses:

There was an increase in infractions in the areas noted:

Truancy/Unauthorized	2008-2009	20
	2007-2008	10
Defiance of Authority	2008-2009	14
	2007-2008	3

The 2008-2009 School Incident Report (SIR) data indicated infractions in the following areas:

<u>Infraction</u>	<u># of Incidents</u>	<u>OSS</u>	<u>Alt. School</u>
Alcohol Possession	1	0	0
Alcohol Use	1	2	2
Defiance of Authority	14	11	3
Disobedience-Persistent	1	1	0
Disruptive Demonstration	1	1	0
Drugs, Possession	1	2	0
Drugs, Use	3	6	6
Electronic Pagers	23	20	2
Fighting	5	10	0
Harassment	7	7	0
Knife, Possession	6	5	3
Larceny/Theft/Possession	3	4	4
Other Incidents	67	66	4
Profanity or Vulgarity	11	9	4
Sexual Harassment	3	3	0

	Sexual Offenses	4	3	1
	Threats/Intimidation	9	4	3
	Tobacco, Possession	1	0	1
	Truancy/Unauthorized	20	19	4

School Demographic Information related to drop-out information and graduation rate data.

Strengths:
According to the Alabama AYP Accountability Reports-School Status the data for the 2008-2009 school year indicates a graduation rate for all students at the local school of 96%. This percentage exceeds the state established graduation rate goal of 90%.

The following drop-out prevention measures/strategies are in place to address this need:

Local School-

- Freshman Transition Program
- Activity Period Intervention
- Credit Recovery Teacher /Parent conferences
- Assistant Principal/Counselor Intervention
- ECEP-Early College Enrollment Program

System Level-

- Early Warning program
- Success program
- SOT/School of Technology

Weaknesses:
There were 10 dropouts during the 2008-2009 school year. This is an increase from 2007-2008 of five students. Monitoring should be ongoing on the issues dealing with students that have dropped out. The continued implementation of strategies to address problem areas should be evaluated annually.

School Demographic Information related to teacher attendance, teacher turnover, or challenges associated with a high percent of new and/or inexperienced faculty.

Strengths:
 For the 2009-2010 school year, 82.7 % (81 out of 98) classroom teachers returned to the local school.
 For FY 2009-2010 there is one principal, four assistant principals, four counselors and two *media specialists.
 *There was one additional media specialist added to the number of units at the local school.
 (This reduced the number of aides with the library media program from two to one.)

Weaknesses:
 There were three units cut for FY 2009-2010 at the local school. These included:

- Tech teacher 1 BTA/Career
- Education teacher 1 Special
- teacher 1 English

Payroll leave data from 7/30/09 indicated absences for the 2008-2009 school year in the following areas:

Sick leave-1479	Extra-curricula-19.50
Personal leave-326	Jury duty-6
Vacation leave-78	Compensatory time-40
Unpaid leave-27	Professional development/local-218
Academic activity-41.50	Professional development/system-140
Athletic activity-69	Supervisor Assist-4
Other (unclassified)-2	

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 local school policy gives students five minutes to get to class on time. A warning bell is rung at four minutes.
 The tardy policy requires that students that are late to class obtain a pass from an administrator that is posted in designated hall areas to assist in decreasing the number of tardy students.

Weaknesses:
 The Student Discipline Summary Disposition Report for August, 2008-May, 2009 indicated that there were 112 student referrals (grades 9-12) for excessive tardies.

- referrals/19.64% Grade 9: 22
- Grade 10: 29

	<ul style="list-style-type: none"> referrals/25.89% Grade 11: 32 referrals/28.57% Grade 12: 29 referrals/25.89%
School Perception Information related to parent perceptions and parent needs including information about literacy and education levels.	
<p>Strengths: Data based on county-wide NSSE survey results shows that the fourth highest response from 1079 parents to the question “our school provides a safe and order environment for learning” received an average score of 4.17.</p> <p>The fifth highest response from parents was the question “the education offered to students at our school is of high quality” with an average score of 4.17.</p>	<p>Weaknesses: The lowest responses from 1079 parents to the county-wide NSSE survey data were as follows: “There are no problems with bullies at our school.”-2.98 “Our school is doing a good job teaching foreign languages.”-2.99 “Our school is doing a good job teaching career/vocational courses.” -3.43 “Parent opinions are considered when important school decisions are made.”- 3.53 “Teachers are willing to give students individual help outside of class time.” – 3.58</p>
School Perception Information related to student PRIDE data.:	
<p>Strengths: The percentage of students who perceive tobacco, alcohol and marijuana as harmful or very harmful based on 2009 PRIDE data is as follows:</p> <p>Tobacco -83.9% of 1325 students surveyed</p> <p>Alcohol -72.4% of 1291 students surveyed</p> <p>Marijuana-65.1% of 1312 students surveyed</p>	<p>Weaknesses: The 2009 PRIDE data results of 1347 students surveyed in grades 9-12 indicated an increase in the average daily frequency of use as compared to 2008 data.</p> <ul style="list-style-type: none"> 2009 Tobacco - 11.3% 2008 Tobacco - 8.7% 2009Alcohol - 4.8%

<p>Programs that deal with tobacco, alcohol and drug use are provided to all students</p> <ul style="list-style-type: none"> • SADD-Students Against Drunk Driving • Advisor/ Advisee groups • Community Drug Education Program • Freshman Forum Assistants <p>In September, 2009 the SGA (Student Government Association) president the class president of each grade attended the Alabama Youth Council that focused on adolescent risk behaviors including the prevention of HIV/AIDS prevention.</p>	<ul style="list-style-type: none"> • 3.4% • Marijuana- 5.8% • Marijuana- 4.1% <p>2008 Alcohol - 2009 2008</p>
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School Process Information related to an analysis of existing curricula focused on helping English Language Learners (ELLs) work toward attaining proficiency in annual measurable achievement objectives (AMAOs).

<p>Strengths: Sheltered instruction is provided to 22+ students in the areas of Biology, History and English 9.</p>	<p>Weaknesses: ACCESS data indicated that 6 students (50%) in ESL for 5 or more years demonstrated proficiency in English.</p>
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School Process Information related to an analysis of existing personnel focused on helping English Language Learners (ELLs) work toward attaining proficiency in annual measurable achievement objectives (AMAOs).

<p>Strengths: 1.5 units are utilized for working with ELL students. Both teachers are certified in ESL.</p>	<p>Weaknesses: Only one of the ESL teachers is on-site at the local school full time. The other unit is off-site ½ day.</p>
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School Process Information uncovered by an analysis of curriculum alignment, instructional materials, instructional strategies, reform strategies, and/or extended learning opportunities.

<p>Strengths: An activity period for intervention was added to the schedule for the 2009-2010 school year at the local school.</p> <ul style="list-style-type: none"> • Job-embedded professional development • Professional learning 	<p>Weaknesses:</p> <ul style="list-style-type: none"> • Addressing the needs of all learners through lesson design that focuses on strategic teaching strategies.
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<ul style="list-style-type: none"> communities • • • evaluation of assessments • classes • • practices implemented 	<ul style="list-style-type: none"> Collaboration Common assessr Data meetings fo Reading enhance Pacing guides Research-based t
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Part II - GOAL TO ADDRESS ACADEMIC NEEDS – All components to support improving academic achievement, INCLUDING SCHOOL CULTURE CONSIDERATIONS, should be related to the weaknesses identified in the data summary. *DUPLICATE PAGES AS NEEDED TO ADDRESS PRIORITIZED GOALS INCLUDING SACS DISTRICT GOALS, IF APPLICABLE.* Use the SMART Goals format to address areas of need.

CONTINUOUS IMPROVEMENT GOAL #1 (SHOULD ADDRESS IDENTIFIED WEAKNESSES AND GAPS):
 To increase the percentage of students proficient (Levels III and IV) on the Reading sub-test of the AHSGE by 0.5% with a focus on special education and black students.

Data Results on which goal is based:
 The spring data from the 2009 AHSGE showed that 45.45% of Special Education students and 21.05% of free lunch students did not meet the proficiency.

ACTION TEAM MEMBERS: Joan Doyle, Patton Barrett, Donald Clayton, Amy Dearman, Amy Fineburg, Brad Hayn, Carl Lett, Rhonda Lusco, Elaine Mitchell, Marissa Rath, Emily Roberts, Beth Rowland, Kristi Sayers, Rick Vines, Kristi Wade, Ashley Walls, Bridget Watkins, Carol Bruser.

TARGET GRADE LEVEL(S): 9-12	TARGET CONTENT AREA(S): Circle One Reading Math Science Other	AHSGE: Reading Math Science Social Studies Language	Additional Academic Indicators:	TARGET STUDENT SUBGROUP(S): Special Education and Free 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-1,II-2,II-4, IV-1, IV-2, IV-3, IV-4	STRATEGY: Implement Reading Across the Curriculum for all students ACTION STEP: Administration will meet with each department to create a specific plan for each subject area.	Administration will monitor implementation of each department's plan		
AHSGE Standards I-3,II-1, II-2, II-4,	STRATEGY: Incorporate reading strategies in	Common Assessment data	Refer to Intervention class	Pearson Prosper software

<p>IV-1, IV-2, IV-3, IV-4</p>	<p>English classes</p> <p>ACTION STEP: Monitor comprehension through discussion, journal writing, and quizzes</p> <p>ACTION STEP: Include reading comprehension questions on 9 weeks benchmarks in all English classes</p> <p>ACTION STEP: Incorporate ARI strategies and graphic organizers into English classes.</p>	<p>End of unit assessments</p>		
<p>AHSGE Standards I-3, II-1, II-2, II-4, IV-1, IV-2, IV-3, IV-4</p>	<p>STRATEGY: Improve reading comprehension</p> <p>ACTION STEP: Assign struggling students to an intervention reading class</p> <p>ACTION STEP: Utilize PLATO for reading remediation</p>	<p>Class rolls for intervention reading class</p>	<p>Refer to BBSST</p>	<p>PLATO software</p>

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 PRIORITIZED GOALS INCLUDING SACS DISTRICT GOALS, IF APPLICABLE.* Use the SMART Goals format to address areas of need.

CONTINUOUS IMPROVEMENT GOAL #2 (SHOULD ADDRESS IDENTIFIED WEAKNESSES AND GAPS):
 To increase the percentage of students proficient (Levels III and IV) on the mathematics sub-test of the AHSGE by 0.5% with a focus on Special Education and Free and Reduced Lunch students.

Data Results on which goal is based:
 The spring data from the 2009 AHSGE showed that 20% of Special Education students and 15.79% of Free and Reduced Lunch students did not meet proficiency.

ACTION TEAM MEMBERS: : Joan Doyle, Patton Barrett, Donald Clayton, Amy Dearman, Amy Fineburg, Brad Hayn, Carl Lett, Rhonda Lusco, Elaine Mitchell, Marissa Rath, Emily Roberts, Beth Rowland, Kristi Sayers, Rick Vines, Kristi Wade, Ashley Walls, Bridget Watkins, Carol Bruser

TARGET GRADE LEVEL(S): 9-12	TARGET CONTENT AREA(S): Circle One Reading <u>Math</u> Science Other	AHSGE: Reading <u>Math</u> Science Social Studies Language	Additional Academic Indicators:	TARGET STUDENT SUBGROUP(S): Special Education and Free Lunch students
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COURSES OF STUDY	REFORM STRATEGIES	BENCHMARKS	INTERVENTIONS	RESOURCES
WHICH COURSE OF STUDY STANDARDS, AHSGE STANDARDS/OBJECTIVES, ELIGIBLE CONTENT, OR WIDA* STANDARDS ARE LINKED TO EACH STRATEGY?	WHAT RESEARCH-BASED STRATEGIES/ACTIONS WILL BE USED TO IMPROVE STUDENT ACADEMIC PERFORMANCE? (Give specific strategies, not just programs or program names.)	HOW WILL PROGRESS FOR EACH ACTION STEP BE MEASURED? (PERFORMANCE DATA, LISTS, SURVEYS, ETC)	HOW WILL THE SCHOOL PROVIDE TIMELY ASSISTANCE IF STRATEGIES DO NOT CHANGE PERFORMANCE?	WHAT RESOURCES AND SPECIFIC EXPENDITURES WILL BE NEEDED FOR SUCCESSFUL IMPLEMENTATION? (Ex: 6 Classroom Libraries, \$.....00)
AHSGE Standards I-2, I-3, II-3, III-1, III-2, V-1, V-3, V-4, VI-1	<p>STRATEGY: Incorporate AHSGE standards into Algebra IA, Algebra IB, Algebra I, Geometry, Algebra II with and without Trigonometry, and Algebraic Connections classes on a daily basis</p> <p>ACTION STEP: Implement AHSGE math bell ringers in classes five days per week</p> <p>ACTION STEP: Create WOW (Working on the Work)</p>	Walk-through checklist		-AHSGE Math Item Specifications -Curriculum Standards Pacing Guide -Graduation Exam Review materials from -American Book Company -Enrichment Plus, LLC -usatestprep.com -Shelby County Assessment Guides for Algebra I,

	Lessons once a month during PLC sessions.			Geometry, Algebra II with and without Trigonometry and Algebraic Connections
AHSGE Standards I-2, I-3, II-2, II-3, III-1, III-2, V-1, V-3, V-4, VI-1	<p>STRATEGY: Monitor student mastery of AHSGE standards each 9 weeks.</p> <p>ACTION STEP: Implement common assessments within all Algebra IA, Algebra IB, Algebra I, Geometry, Algebra II with and without Trigonometry, and Algebraic Connections classes.</p> <p>ACTION STEP: Discuss results in Professional Learning Communities</p> <p>ACTION STEP: Create lessons to address non-mastery areas.</p>	Common assessments of Algebra IA, Algebra IB, Algebra I, Geometry, Algebra II with and without Trigonometry, and Algebraic Connections to be reviewed four times a year at the conclusion of the 1 st , 2 nd , 3 rd , and 4 th nine weeks.	Intervention class After school tutoring	

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 PRIORITIZED GOALS INCLUDING SACS DISTRICT GOALS, IF APPLICABLE.* Use the SMART Goals format to address areas of need.

CONTINUOUS IMPROVEMENT GOAL #3 (SHOULD ADDRESS IDENTIFIED WEAKNESSES AND GAPS):
To increase the percentage of students proficient (Levels III and IV) on the biology sub-test of the AHSGE by 1% with a focus on Poverty and Free Lunch students.

Data Results on which goal is based:
The spring data from the 2009 AHSGE showed that 35.29% of Poverty students and 36.36% of free lunch students did not meet the proficiency.
ACTION TEAM MEMBERS: Joan Doyle, Patton Barrett, Donald Clayton, Amy Dearman, Amy Fineburg, Brad Hayn, Carl Lett, Rhonda Lusco, Elaine Mitchell, Marissa Rath, Emily Roberts, Beth Rowland, Kristi Sayers, Rick Vines, Kristi Wade, Ashley Walls, Bridgit Watkins, Carol Bruser.

TARGET GRADE LEVEL(S): 9-12	TARGET CONTENT AREA(S): Circle One Reading Math <u>Science</u> Other	AHSGE: Reading Math <u>Science</u> Social Studies Language	Additional Academic Indicators:	TARGET STUDENT SUBGROUP(S): Poverty and free lunch students
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COURSES OF STUDY	REFORM STRATEGIES	BENCHMARKS	INTERVENTIONS	RESOURCES
WHICH COURSE OF STUDY STANDARDS, AHSGE STANDARDS/OBJECTIVES, ELIGIBLE CONTENT, OR WIDA* STANDARDS ARE LINKED TO EACH STRATEGY?	WHAT RESEARCH-BASED STRATEGIES/ACTIONS WILL BE USED TO IMPROVE STUDENT ACADEMIC PERFORMANCE? (Give specific strategies, not just programs or program names.)	HOW WILL PROGRESS FOR EACH ACTION STEP BE MEASURED? (PERFORMANCE DATA, LISTS, SURVEYS, ETC)	HOW WILL THE SCHOOL PROVIDE TIMELY ASSISTANCE IF STRATEGIES DO NOT CHANGE PERFORMANCE?	WHAT RESOURCES AND SPECIFIC EXPENDITURES WILL BE NEEDED FOR SUCCESSFUL IMPLEMENTATION? (Ex: 6 Classroom Libraries, \$.....00)
AHSGE Standards 2,3,6,10,16	STRATEGY: Incorporate AHSGE standards into Biology classes on a daily basis ACTION STEP: Implement AHSGE biology bell ringers in classes five days per week. ACTION STEP: Create biology WOW (Working on the Work) lessons once a month during PLC sessions.	Walk-through checklist		-AHSGE Biology Item Specifications -Curriculum Standards Pacing guide -Graduation Exam Review materials from -American Book Company -Enrichment Plus, LLC -usatestprep.com -Shelby County Assessment Guides for Biology
AHSGE Standards 2,3,6,10,16	STRATEGY: Monitor student mastery of AHSGE standards each 9 weeks ACTION STEP:	Common assessments of Biology to be reviewed four times a year at the conclusion of the 1 st , 2 nd , 3 rd and 4 th nine weeks.	Intervention After school tutoring	

	<p>Implement common assessments within all Biology classes</p> <p>ACTION STEP: Discuss results in Professional Learning Community</p> <p>ACTION STEP: Create lessons to address on-mastery areas</p> <p>ACTION STEP: Physical Science and Chemistry teachers will focus bell ringer efforts on review of biology objectives until the September AHSGE</p>			
		Sign-in sheets for intervention referral	Refer student to BBSST	A+ Computer program

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

ENGLISH LANGUAGE PROFICIENCY GOAL (SHOULD ADDRESS IDENTIFIED WEAKNESSES AND GAPS):
 To increase the writing scores on ACCESS by 75% of the ELL students by one level.

Data on which goal is based:
ACTION TEAM MEMBERS:
 Joan Doyle, Patton Barrett, Donald Clayton, Amy Dearman, Amy Fineburg, Brad Hayn, Carl Lett, Rhonda Lusco, Elaine Mitchell, Marissa Rath, Emily Roberts, Beth Rowland, Kristi Sayers, Rick Vines, Kristi Wade, Ashley Walls, Bridgit Watkins, Carol Bruser.

TARGET GRADE LEVEL(S): 9-12	TARGET ELP LANGUAGE DOMAIN(S): Circle all that apply.	Reading	Writing	Listening	Speaking	Comprehension
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WIDA ENGLISH LANGUAGE PROFICIENCY STANDARDS	REFORM STRATEGIES	BENCHMARKS	INTERVENTIONS	RESOURCES
WHICH WIDA* ENGLISH LANGUAGE PROFICIENCY STANDARDS OR DOMAINS ARE LINKED TO EACH STRATEGY?	WHAT RESEARCH-BASED STRATEGIES/ACTIONS WILL BE USED TO IMPROVE STUDENT ACADEMIC PERFORMANCE? (Give specific strategies, not just programs or program names.)	HOW WILL PROGRESS FOR EACH ACTION STEP BE MEASURED? (PERFORMANCE DATA, LISTS, SURVEYS, ETC)	HOW WILL THE SCHOOL PROVIDE TIMELY ASSISTANCE IF STRATEGIES DO NOT CHANGE PERFORMANCE?	WHAT RESOURCES AND SPECIFIC EXPENDITURES WILL BE NEEDED FOR SUCCESSFUL IMPLEMENTATION? (Ex: 6 Classroom Libraries, \$.....00)
Writing	STRATEGY: Provide writing instruction in elective sheltered class. ACTION STEP: Extra writing practice will be provided by tutors during activity period or Freshman Forum.	Compare ACCESS writing scores from the previous year.	Students go to their English or ESL teachers for tutoring assistance during the designated activity period intervention. Set up extra tutoring sessions.	ESL teachers English teachers

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

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.

Action Team Members: Joan Doyle, Patton Barrett, Donald Clayton, Amy Dearman, Amy Fineburg, Brad Hayn, Carl Lett, Rhonda Lusco, Elaine Mitchell, Marissa Rath, Emily Roberts, Beth Rowland, Kristi Sayers, Rick Vines, Kristi Wade, Ashley Walls, Bridget Watkins, Carol Bruser.

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)
<p>AT-RISK GOAL: To maintain the graduation rate at 96%</p> <p>RATIONALE: The graduation rate increased from 95% in 2008 to 96% in 2009. Due to the new Dropout Prevention Act 2009-564 that changes the legal dropout age from 16 to 17 years of age, efforts will be made to maintain a 96% graduation rate.</p>	<p>STRATEGY: Provide multiple intervention opportunities for at-risk students.</p> <p>ACTION STEP:</p> <ol style="list-style-type: none"> 1. Identify at-risk students through teacher referrals. Continually monitor students progress each nine weeks through BBSST 2. Counselors monitor senior grades. Parent conference held when the student is in danger of failing. Counselors also monitor grades of 9-11 students. Individual and parent conferences will be held as needed. 3. Continue Academic First 	<ol style="list-style-type: none"> 1. BBSST Referrals 2. Counselor records 3. Academic First sign-in sheets 4. Intervention teachers' sign-in sheets 5. Activity Period/Freshman Forum teachers conference sign-in sheets 6. PLC phone call/e-mail list 	<ol style="list-style-type: none"> 1. Recommendations and placement of at-risk students for academic enhancement 2. Required BBSST meetings 3. Hold conferences (student, parent, counselor, and teacher) for all seniors failing one or more subjects 4. Activity Period/Freshman Forum teachers can send students to Intervention teachers 5. Activity Period/Freshman Forum teachers will continuously monitor students' grades and conference with students 6. Any teacher who has a student with a D or F average must communicate with parents 	<ol style="list-style-type: none"> 1. BBSST records/files 2. Progress reports and report cards 3. Activity Period/Freshman Forum tutoring calendar 4. Academic First sign-in sheets 5. Activity Period/Freshman Forum teachers' conference sign-in sheets

	<p>program for athletes.</p> <p>4. Activity Period/Freshman Forum is used to allow students to complete unfinished work and for intervention help.</p> <p>5. Activity Period/Freshman Forum used to monitor students grades.</p> <p>6. Professional Learning Communities monitor students' grades for progress.</p> <p>7. Implement the Minority Students Initiative to monitor student academic progress</p>		<p>through e-mail and/or phone calls</p>	
<p>PARENTING GOAL: To increase parental and community awareness of programs and curriculum offerings available to all students and their relationship to "real world" experiences.</p> <p>RATIONALE: Based on 2009 NSSE district survey responses 1079 parent stakeholders showed a average rating of 3.53 to the question "parent opinions are</p>	<p>STRATEGY: Provide opportunities for students and parents to experience successful transitions from grade to grade.</p> <p>ACTION STEPS: 1.Open House – Sept. 2009 2.FANS Camp (freshman & new students) 3.Curriculum guide, registration packets mailed and on-line to all parents 4.Parent/teacher/counselor conferences 5. Student/counselor conferences</p> <p>STRATEGY: Provide different types of learning strategies to address the needs of all learners</p> <p>ACTION STEPS:</p>	<ul style="list-style-type: none"> • Weekly review of lesson plans • Records of site visits to the local school • Partner visits • Classroom observations 	<ul style="list-style-type: none"> • Administer NSSE Opinion surveys 	<ul style="list-style-type: none"> • Administrators • Teachers • Counselors • Class syllabus • Lesson plans • Curriculum guides, printing and mailing • Registrations packets, printing and mailing • E News-daily • E News-guidance center announcements • Daily announcements • Guest speakers in various subject areas • Community speakers such as the sheriff,

<p>considered when important school decisions are made”.</p> <p>According to 2009 NSSE district survey data to the common question “students see a relationship between what they are studying and everyday lives” 2975 secondary students responded with an average rating of 3.12 and 3.72 from 187 community members.</p>	<p>1.Authentic assessment strategies 2.Guest speakers in the classroom</p> <p>STRATEGY: Provide students access to various college and career choices</p> <p>ACTIONS STEPS: 1.Military representatives-site visits to local school 2.College representatives-site visits to local school 3. School of Technology open house</p> <p>STRATEGY: Provide parental resources/speakers/ activities to assist with the learning process</p> <p>ACTION STEPS: 1.Academic Showcase 2.Guest speakers on alcohol/drugs/gangs/Internet dangers</p>			<p>district attorney, Safe Harbor representative</p> <ul style="list-style-type: none"> • Military representatives • College representatives • School of Technology representatives
<p>CHARACTER EDUCATION GOAL: To increase focus time on character education on a weekly basis.</p> <p>RATIONALE: Based on mandated state requirements, teacher surveys, and the ongoing need to instill good character,</p>	<p>STRATEGY: To increase awareness of good character by providing a minimum of sixty minutes of character education each week.</p> <p>ACTION STEP: Implement the State of Alabama Character Education program</p> <ul style="list-style-type: none"> • Freshman Forum lessons • Character education briefs on the Broadcast news <p>Provide character education activities throughout the year.</p> <ul style="list-style-type: none"> • Freshman Forum book study of 	<ul style="list-style-type: none"> • Review of PRIDE data • Freshman Forum teacher and student survey 	<ul style="list-style-type: none"> • Data based adjustments as necessary 	<ul style="list-style-type: none"> • Freshman Forum lesson plans • Broadcast Journalism • Graphic Arts class • <i>The Seven Habits of Highly Effective Teens</i> by Sean Covey-book and workbook (\$11.00 per student) • High School 101 curriculum funded by Shelby county) • Shelby County Sheriff’s office

<p>character education will be taught weekly.</p>	<p><i>The Seven Habits of Highly Effective Teens</i> by Sean Covey</p> <ul style="list-style-type: none"> • Utilize outside speakers • Implement Challenge Day to bring students together and work on tolerance and diversity • Provide opportunities for Peer Mediation • Implement Peer Athletic Team Helpers (PATH) program pairing senior athletes with freshman athletes • Peer Assistants working individually with students during Freshman Forum class • Implement student recognition program • Post Graphic Arts class designs highlighting character education traits in the halls • Provide Eagle Fans camp to incoming freshman during the summer <p>Provide information on dangers of drug and alcohol use</p> <ul style="list-style-type: none"> • Drug and alcohol education programs presented by community speakers at parent and student night • Advisor/Advisee lessons • Peer Assistant mentoring 			<ul style="list-style-type: none"> • Peer Assistants • Eagle FANS camp materials (\$15.00 per registered student)
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	<ul style="list-style-type: none"> • Viewing of Shelby County driving video • Outside speakers 			
<p>SURVEY GOAL: To increase student and teacher morale and improve school culture by implementing a variety of strategies that demonstrates positive reinforcement and appreciation to students and faculty.</p> <p>RATIONALE: Based on the NSSE survey results of 1709 Shelby County teachers, only 3.64% agree that class sizes are appropriate for student learning.</p> <p>Based on NSSE survey results of 2975 Shelby County high school students only 2.91% believe their “opinions are considered when important decisions are made.”</p>	<p>STRATEGY: To give added encouragement to the teaching staff and students.</p> <p>ACTION STEP: Teacher morale:</p> <ul style="list-style-type: none"> • Implement a teacher award program • Provide “Grab It and Go” desserts during the workday <p>Student morale:</p> <ul style="list-style-type: none"> • Implement “Raising the Bar”, a student incentive program • Implement a Student Award program • Announce SGA decisions 	<ul style="list-style-type: none"> • Teacher awards • Student awards • “Grab It and Go” dates • Raising the Bar winners • SGA announcements 	<ul style="list-style-type: none"> • Administer the NSSE Opinion surveys -Spring, 2010 	<ul style="list-style-type: none"> • Broadcast news • Prizes • Ballot box • End of year survey

<p>WELLNESS: To educate and assist stakeholders in making healthy lifestyle choices.</p> <p>RATIONALE: The wellness goal is research-based and includes personal interviews of faculty, staff, parents and community members.</p>	<p>STRATEGY: To provide information to faculty, staff, students, and parents concerning healthy lifestyle options.</p> <p>ACTION STEP:</p> <ul style="list-style-type: none"> • Provide optional health screening on campus • Provide Wellness Expo to students, parents, teachers, and community members during a one day lunch period. • Offer flu shots to faculty members and family with insurance card is presented • Provide monthly “Wellness One” tips to faculty and students through broadcast journalism and faculty meetings • Provide wellness newsletter in the front office to disseminate information to the community 	<p>NSSE Opinion surveys</p> <p>Stakeholder interviews</p>	<p>Administer NSSE Opinion surveys –spring, 2010</p>	<ul style="list-style-type: none"> • NSSE surveys • Participants in the Wellness Expo • Wellness newsletter • Flu shots • Stakeholders
<p>OTHER GOAL: Decrease the number of incidences of harassment and threats/intimidation among students during the 2009-2010 school year.</p>	<p>STRATEGY: Provide awareness and educational opportunities for students, parents and other stakeholders to understand the implications of bullying/cyber-bullying within the school and home environment.</p> <p>ACTION STEP:</p>	<ul style="list-style-type: none"> • Reporting of incidences of harassment and threats/intimidation • Stakeholder interviews • Number of participants in Challenge Day 	<ul style="list-style-type: none"> • NSSE Opinion Surveys • Stakeholder interviews 	<ul style="list-style-type: none"> • School Resource Officer • Faculty • Community resources Such as the sheriff, district attorney, juvenile judge • Bradford Rehabilitation

<p>RATIONALE:</p> <p>Based on the 2009 NSSE district survey results the following common question rated in the lowest positive response area with responses of 3 (neutral), 2 (disagree):</p> <p>“There are no problems with bullies at our school.”</p> <p>-Teacher/1709 respondents-3.13 -Secondary students/2975 respondents-2.95 -Parent/1079 respondents-2.98 -Support staff/241 respondents-3.33 -Community/187 respondents-2.98</p>	<ul style="list-style-type: none"> • Challenge Day • Freshman Forum lessons • Advisor/Advisee lessons • Peer Mediation sessions • Guest speakers on bullying/cyber-bullying • Graphic displays posted in the hallways • Faculty training 	<ul style="list-style-type: none"> • Number of participants in Peer Mediation sessions 		<p>Center/staff/services</p> <ul style="list-style-type: none"> • D.A.R.E.
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Part V - Additional Components, That When Addressed, Positively Impact Student Achievement:

1. Highly Qualified Teachers: Describe the strategies the school, with the support of the LEA, uses to attract and retain highly qualified teachers.
Shelby County utilizes various strategies for retaining highly qualified teachers. This includes various curriculum trainings offered during the summer, stipends are paid to attend summer trainings, and New Teacher Orientation to familiarize employees with Shelby County guidelines and provide transitioning into the district. In addition, a mentoring program is in place at the local school.
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?
All first year teaches 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 are scheduled and mentor/mentee pairs reflect on classroom practices and discuss ways to improve student learning. 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.
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.
The local school has an Open House for parents to attend in the fall. This provides an opportunity for parents to meet their student’s teachers and receive information about their classes. Vertical team meetings are held with Oak Mountain Middle School. A Career Choices curriculum and 9 th grade Freshman Forum classes are offered to students. This year an activity period was added to the schedule for intervention needs.
4. Special Populations: Describe the programs used for each group: English language learners, migrant students, and homeless students.
Homeless-The McKinney Veto Funds are used to provide school supplies, tutoring, clothing, and payment of dues and fees to homeless students. Shelby County Needy Schools Children’s Fund from United Way assists homeless and free and reduced lunch students with medical, dental and vision services. It also provides clothing and school supplies as needed. ELL-Shelby County offers tutoring to elementary and high school students who did not pass the Alabama High School Graduation Exam, local teacher units are provided for core instruction, the opportunity to participate in a summer camp for every ELL student, continuous professional development for ELL teachers and translators are provided for meetings and conferences as needed. Migrant-There are no migrant students at the local school.
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, 21 st Century Grant activities, Pyramid of Intervention strategies, High Hopes tutoring, Credit Recovery opportunities, and summer camps.

Part VI continued - Additional Components, That When Addressed, Positively Impact Student Achievement:

<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 a part of the local school's CIP. This document may be viewed by the public at any time, and is posted on some school's 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 parent 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 of the Continuous Improvement Plan. This committee is comprised of teachers, administrators, and parents and receives training three times a 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>If parents are dissatisfied with the Continuous Improvement Plan, these concerns must be brought to the principal. If a consensus is not reached after discussion, the concerns 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 websites or assignment books that detail homework assignments. Parents can also view their child's grades using STI home. 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. For struggling students, parents are invited to all REM meetings. BBSST meetings are also conducted monthly for other struggling students, and parents are notified of the meeting and receive the plan that is created for the student. A plan specific for their student is formulated and then monitored periodically, Parent/teacher conferences are held at the parent's 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>
<p>All parents are encouraged to participate fully in their student'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 student's education.</p>

Part VII- PROFESSIONAL LEARNING NEEDS RELATED TO ACADEMIC CHALLENGES Including ENGLISH LANGUAGE PROFICIENCY, 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 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

Action Team Members:

Joan Doyle, Patton Barrett, Donald Clayton, Amy Dearman, Amy Fineburg, Brad Hayn, Carl Lett, Rhonda Lusco, Elaine Mitchell, Marissa Rath, Emily Roberts, Beth Rowland, Kristi Sayers, Rick Vines, Kristi Wade, Ashley Walls, Bridget Watkins, Carol Bruser

<p>WHAT WEAKNESS OR NEED IDENTIFIED IN ACADEMIC, INCLUDING ELL AMAOs OR SCHOOL CULTURE GOALS WILL THE PROFESSIONAL LEARNING ADDRESS?</p> <p>RATIONALE: Data from the AHSGE, Alabama Direct Assessment of Writing (ADAW) and NSSE Opinion surveys reviewed by the administration, department chairs, and the professional</p>	<p>WHAT TYPES OF PROFESSIONAL LEARNING WILL BE OFFERED?</p> <p>-Job embedded professional learning communities' professional development which focuses on lesson design which incorporates WOW design qualities, 21st Century learning skills and quality questioning techniques.</p>	<p>WHEN WILL THE SESSION BE DELIVERED? (Please list dates of future PD sessions, not those that have already taken place.)</p> <p>Job-embedded monthly meetings during activity period.</p>	<p>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?)</p> <p>GOAL: To impact student achievement by implementing various instructional strategies that will address the needs of all students and target gaps in learning.</p>	<p>HOW WILL PARTICIPANTS BE HELD ACCOUNTABLE FOR SUCCESSFUL IMPLEMENTATION AND IN WHAT WAYS WILL EVIDENCE BE COLLECTED TO SHOW EFFECTIVE ASSIMILATION/INTEGRATION OF STRATEGIES?</p> <p>-Pacing Guides -Observations/Walkthroughs -Professional learning communities/minutes -Reading and Writing Across the Curriculum Departmental Plans -Nine Weeks pre and post common assessments of standards throughout the year -Analyze assessment results -Professional Learning Community binders/Response to Intervention documentation -Departmental meetings/minutes</p>	<p>WHAT ARE THE FUNDING SOURCES, ESTIMATED EXPENSES, AND PROPOSED NAMES OF CONSULTANTS OR ENTITIES? Example: Title II, \$....00 Dr. Verry Goode</p> <p>-Shelby County Technology Department staff -Emily Freeland -Software trainers for 21st Century training from outside Shelby County</p>	<p>DOCUMENT CONTINUOUS LEA REVIEW AND SUPPORT RESULTS</p> <p>-Supervision observations -Pacing guide review by administrators for documentation of implemented strategies and Web 2.0 tools -Review fall 2009 and spring 2010 non-mastery percentage levels on the AHSGE -Quarterly review of professional learning community binders by administrators</p>

<p>learning communities identified the following areas of focus:</p> <ul style="list-style-type: none"> -Focus on lesson design utilizing strategic teaching strategies to address identified weaknesses. -Incorporating the use of Web 2.0 tools into instruction to promote 21st Century learning. 	<ul style="list-style-type: none"> -Strategic teaching strategies modeled during departmental PD -Reading/writing across the curriculum -A+ training for intervention teachers 					
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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:	96.5	classroom teachers:	96.5	TOTAL OF	
ALL SALARIES					
Administrator Units:	1				
Assistant Principal:	4				
Counselor:	4				
Librarian:	2				
Instructional Supplies	0				
)Library Enhancement	0				
Technology	0				
Professional Development	0				
State ELL Funds					\$318,722
II. Federal Funds:					
Title I: Part A: Improving the Academic Achievement of the Disadvantaged				TOTAL	\$2,968,346 District Allotment
<i>Title I: (1. Schools identified for improvement must set-aside an equivalent of 10% of its Title I school-level allocation for professional development each year it is in the improvement process. 2. Also include the school's portion of the 95% of the LEA set-aside for parental involvement. For additional guidance, check with the Federal Programs Coordinator in your school district.)</i>					
NA					
Title II: Professional Development Activities				TOTAL	\$854,907 District Allotment
<i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</i>					
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	\$318,722 – District Allotment
<i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</i>		
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 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	\$69,478 District Allotment
<i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</i>		
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	
<i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</i>		
NA		
Title VI: For rural and low-income schools	TOTAL	
<i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</i>		
NA		
Other: 21st Century, Learn and Serve, Even Start	TOTAL	

<i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</i>	
NA	
III. Local Funds (if applicable)	
Local Funds	TOTAL
<p>1.5 ESL units</p> <p><u>Counseling/Testing Budget</u> Local funds are used at each school to purchase materials on topics such as bullying, grief, drugs, etc. for all schools, national speakers, professional development state requirements, central library of books, DVDs, resources, etc. that can be checked out, PLAN tests for 10th graders, EXPLORE for 5th graders, travel for test coordinators to pick up test materials, career portfolio for each 8th grader, and technology equipment for counselors.</p> <p><u>Library Media/Fine Arts Budget</u> 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 substitutes for professional development, materials and supplies for new art and choral units, and funds for the choral festivals and art shows.</p> <p><u>Professional Development</u> Shelby County Schools annually designates a budget with local funds to support professional development for all system employees. The ARRA funds will supplement the local funds that were designated for PD (spending is based on federal regulations). Selected professional learning opportunities are determined by reviewing the results of a state needs assessment, local system needs assessment, and student achievement data.</p> <p>All new teachers are supported with an instructional orientation. A substitute is provided for new teachers to attend classroom management training.</p> <p>Professional development opportunities are provided for all teachers after school. This year these sessions will be held in the local school zones.</p> <p>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.</p> <p><u>Technology Budget</u> In regards to technology, local funds are used for 3 Resource Teachers and 1 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.</p> <p><u>Curriculum Budget</u> A local budget is provided for elementary, middle, and high schools to provide limited professional development substitutes and stipends, curriculum materials and supplies, and other instructional materials needed to enhance the</p>	

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 money for substitutes, materials, and professional development, such as the College Board Vertical Team workshop.

Nurses/LPN Budget

The state provides funds for nurses, but in order to accommodate the needs of our students, local funds are budgeted for 21 LPNs, 7 LPNs that are paid as RNs, and .08 of a registered nurse for our system. With proration issues, the numbers and amounts of funds may be revised throughout the year. The remainder of the budget is spent on equipment and supplies for health rooms, travel, and professional development.

District Accreditation Budget

Local funds are utilized to fund the district accreditation process, as well as yearly dues for each school. Due to proration, the budget for district accreditation was cut and is limited to fund this year's visiting team (10-12 people) fees, travel, and meals, as well as local school dues.

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 the implementation of strategies, effectiveness, concerns, and any other areas that need to be addressed. These reviews support the CSI process.

<p>INITIAL REVIEW /DEVELOPMENT Target Date: August Purpose: Review assessment data to develop plan or make plan adjustments to existing plan.</p> <p>Date _____</p> <p>Principal Initials _____</p> <p>LEA initials _____ Other _____</p> <p>COMMENTS*</p> <p>*Use additional pages, if needed</p>	<p>REVIEW 1 Target Date: September Purpose: AMENDMENT - Incorporate recommendations from school, LEA and/or SDE.</p> <p>Date _____</p> <p>Principal Initials _____</p> <p>LEA initials _____ Other _____</p> <p>COMMENTS*</p> <p>*Use additional pages, if needed</p>	<p>REVIEW 2 Target Date: October Purpose: IMPLEMENTATION - Provide documentation/evidence of improvement.</p> <p>Date _____</p> <p>Principal Initials _____</p> <p>LEA initials _____ Other _____</p> <p>COMMENTS*</p> <p>*Use additional pages, if needed</p>
<p>REVIEW 3 Target Date: November Purpose: IMPLEMENTATION – Provide documentation/evidence of improvement.</p> <p>Date _____</p> <p>Principal Initials _____</p> <p>LEA initials _____ Other: _____</p> <p>COMMENTS*</p> <p>*Use additional pages, if needed</p>	<p>REVIEW 4 Target Date: January Purpose: IMPLEMENTATION - Provide documentation/evidence of improvement.</p> <p>Date _____</p> <p>Principal Initials _____</p> <p>LEA initials _____ Other _____</p> <p>COMMENTS*</p> <p>*Use additional pages, if needed</p>	<p>REVIEW 5 Target Date: February Purpose: IMPLEMENTATION - Provide documentation/evidence of improvement.</p> <p>Date _____</p> <p>Principal Initials _____</p> <p>LEA initials _____ Other _____</p> <p>COMMENTS*</p> <p>*Use additional pages, if needed</p>
<p>REVIEW 6 Target Date: March Purpose: IMPLEMENTATION - Provide documentation/evidence of improvement.</p> <p>Date _____</p> <p>Principal Initials _____</p> <p>LEA initials _____ Other _____</p> <p>COMMENTS*</p> <p>*Use additional pages, if needed</p>	<p>REVIEW 7 Target Date: April - May Purpose: REFLECTIONS/PROJECTIONS – Evaluate each goal, strategy, and action for continuation, revision, or removal.</p> <p>Date _____</p> <p>Principal Initials _____</p> <p>LEA initials _____ Other _____</p> <p>COMMENTS*</p> <p>*Use additional pages, if needed</p>	<p>Use information from Reviews to Evaluate the plan and to update the plan for the coming year.</p>