



**2009 - 2010  
CONTINUOUS IMPROVEMENT PLAN  
Title I Schoolwide Plan**

Note: Blank copy is available on [www.alsde.edu](http://www.alsde.edu), e-GAP, Document Library  
Federal Programs Director submits required plans to LEA system's e-GAP Document Library



<b>NAME OF SCHOOL:</b> Fairfield High Preparatory School				
<b>STREET ADDRESS:</b> 610 Valley Road		<b>CITY:</b> Fairfield	<b>STATE:</b> Alabama	<b>ZIP CODE:</b> 35064
<b>CONTACT:</b> Mr. Timothy Perry, Interim Principal		<b>TELEPHONE:</b> : 205-785-5176	<b>E-MAIL:</b> tperry@fairfield.k12.al.us	
<b>Identified for School Improvement?</b> No <input type="checkbox"/> Yes <input checked="" type="checkbox"/> <b>Delay Status</b> <input type="checkbox"/> <b>Year 1</b> <input type="checkbox"/> <b>or Year 2</b> <input type="checkbox"/> *Submit to LEA for Board approval. Retain the original plan in the LEA. <b>Submit the plan electronically to your system's e-GAP Document Library by November 3, 2009.</b>				
<b>Year 3</b> <input type="checkbox"/> <b>or Year 4 or more</b> <input checked="" type="checkbox"/> Submit to LEA for Board approval. Scan <u>PAGE ONE</u> and <u>PAGE TWO</u> to indicate signatures. <b>Submit the plan and signature pages electronically to your system's e-GAP Document Library by November 3, 2009.</b>				
<b>Made AYP?</b> <b>YES</b> <input type="checkbox"/> <b>NO</b> <input checked="" type="checkbox"/>	<b>Made AMAOs (ELL)?</b> <b>YES</b> <input type="checkbox"/> <b>NO</b> <input type="checkbox"/> <b>N/A</b> <input type="checkbox"/>	<b>Career Tech Made AYP?</b> <b>YES</b> <input type="checkbox"/> <b>NO</b> <input checked="" type="checkbox"/> <b>N/A</b> <input type="checkbox"/>	<b>Are all federal resources</b> (including Titles I, II, III, IV, V, and VI) used to coordinate and supplement existing services and not used to provide services that, in the absence of federal funds, would be provided by another fund source? <b>YES</b> <input checked="" type="checkbox"/> <b>NO</b> <input type="checkbox"/>	<b>Describe how this plan will be made available to parents and other stakeholders, such as through parent meetings or on Web sites.</b> <b>NOTE: The Parental Involvement section of this plan <u>must</u> be distributed to all parents.</b>  <b>The Continuous Improvement Plan (CIP) for Fairfield High Preparatory School will be made available to all parents and stakeholders for viewing in our main office, media center, administrative offices, and in departmental chairpersons' classrooms. The plan will also be available on the school website: (<a href="http://www.fhps.fairfieldcityschoolsystem.com">www.fhps.fairfieldcityschoolsystem.com</a>). In addition, Fairfield High Preparatory School will distribute the parental involvement section of this plan to all parents. Announcements regarding the CIP availability will be made at all athletic events.</b>
<b>*Board Approval:</b> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> <b>Board approval received on _____, 2009.</b> <b>Board Signature:</b>				
<b>Superintendent Signature:</b> Dr. Anthony C. Greene		<b>Date:</b>		
<b>Federal Programs Coordinator Signature:</b> Ardrene Bishop		<b>Date:</b>		
<b>Principal Signature:</b> Mr. Timothy Perry, Interim Perry		<b>Date:</b>		
<b>SDE Consultant Signature:</b> Debbie Shremser		<b>Date:</b>		

**CONTINUOUS IMPROVEMENT PLAN DEVELOPMENT AND IMPLEMENTATION TEAM**

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

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

In the fall of 2009, the committee gathered based on their designated areas of focus to make the necessary adjustments according to the data received from standardized test, surveys, projections and reflections, and SIR reports from the previous year. The goals and strategies set were applicable for this school year. Parental involvement was initiated through added suggestions and review of the document during committee meetings. The leadership team met with all members, including parents to view draft. The draft was distributed to faculty and staff. Faculty and staff were encouraged to submit input to their leadership team representative. The school leadership team met to bring all suggestions from faculty and staff that they represented. Suggestions of strategies, professional development, and budget requirements for the CIP plan were discussed. Upon completion of the draft, faculty, staff, and parents reviewed changes and suggested any needed modifications. The CIP for the 2009-2010 school year was published and shared with the Director of Federal Programs and the Director of Curriculum. The finalized CIP was sent to the Superintendent and district school board members for approval and signatures.

<p align="center"><b>Instructional Leadership Team Names</b> (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"><b>Positions</b> (Identify position held, e.g., Administration, Faculty, Staff, Grade Level and/or Subject Area, Parents and Community members.)</p>	<p align="center"><b>Signatures</b> (Indicates participation in the development of the CIP)</p>
<p>Timothy Perry Ardrene Bishop Angela Allen Aubretta Curry Kenneth Smothers AnGenette Lucas Lillie Coleman Lisa Childress Tamaro Mays Linda Shields Tasha Kiel Monique VonLintel Leshia Harper Tamela Winston Linda Steele Clarine Long Brandi Ragland Xavier Beasley Audrey Moore Clara Flores Devaris Boykin Raven Burton</p>	<p align="center"> <b>Interim Principal</b>  <b>Director of Federal Programs</b>  <b>Assistant Principal</b>  <b>Interim Assistant Principal</b>  <b>Counselor</b>  <b>Reading Teacher</b>  <b>Math Teacher (Chairperson)</b>  <b>Math Teacher</b>  <b>Social Studies Teacher (Chairperson)</b>  <b>Language Arts Teacher (Chairperson)</b>  <b>Language Arts Teacher</b>  <b>Language Arts Teacher/BBSST</b>  <b>Science Teacher (Chairperson)</b>  <b>Special Education (Chairperson)</b>  <b>JAG/Reading</b>  <b>Career Technical Teacher (Chairperson)</b>  <b>ELL Teacher</b>  <b>Parent/PTA</b>  <b>Parent</b>  <b>Parent</b>  <b>Student</b>  <b>Student</b> </p>	

**Alabama AYP Accountability Reports**

**School Status Report**

Alabama Department of Education  
 Adequate Yearly Progress Status for 2009-2010  
 Based on School Year 2008-2009 Data

137 Fairfield City - 0020 Fairfield High Preparatory School

<b>2009-2010 AYP Status</b>	This school met 9 goals out of 13 (69.23%).
	<b>Did Not Make AYP</b>
	School Improvement - Year 4

<b>Reading</b>				
<b>Did Not Make AYP</b>	<b>Percent Participation Goal = 95%</b>	<b>Met Participation Goal</b>	<b>Proficiency Index Goal = 0.00</b>	<b>Met Proficiency Goal</b>
<b>School Improvement - Year 4</b>				
All Students	99	Yes	-3.72	No
Special Education	100	N/A	-55.44	N/A
American Indian / Alaskan Native	No Data	No Data	No Data	No Data
Asian / Pacific Islander	-	N/A	-	N/A
Black	99	Yes	-3.74	No
Hispanic	-	N/A	-	N/A
White	No Data	No Data	No Data	No Data
Limited English Proficient	No Data	No Data	No Data	No Data
Free / Reduced Meals	99	Yes	-6.64	No

<b>Mathematics</b>				
<b>Made AYP</b>	<b>Percent Participation Goal = 95%</b>	<b>Met Participation Goal</b>	<b>Proficiency Index Goal = 0.00</b>	<b>Met Proficiency Goal</b>
<b>Not in School Improvement</b>				
All Students	99	Yes	6.23	Yes
Special Education	100	N/A	-32.56	N/A
American Indian / Alaskan Native	No Data	No Data	No Data	No Data
Asian / Pacific Islander	-	N/A	-	N/A
Black	99	Yes	5.90	Yes
Hispanic	-	N/A	-	N/A
White	No Data	No Data	No Data	No Data
Limited English Proficient	No Data	No Data	No Data	No Data
Free / Reduced Meals	99	Yes	3.28	Yes

<b>Additional Academic Indicator - Graduation Rate</b>		
<b>Did Not Make AYP</b>	<b>Graduation Rate Goal = 90%</b>	<b>Met Additional Academic Indicator</b>
<b>School Improvement - Year 1</b>		
All Students	74%	No

**Part I - SUMMARY OF NEEDS BASED ON A COMPREHENSIVE REVIEW OF DATA**

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

<b>Briefly describe the process your faculty used to conduct the needs assessment (analysis of all data).</b>	
The administration, school improvement specialist, reading specialist, counselors and reading teachers first reviewed data. There were several types of data reviewed and at various times during the school year. At the beginning of the school year, standardized test from the previous year were reviewed. During the school year, results from the Alabama High School Graduation Exam (AHSGE), Alabama Direct Assessment of Writing (ADAW), benchmark testing mid-term progress reports and semester failure reports were reviewed. Monthly data meetings were and continue to be conducted by departments. Substitute teachers were brought in to give teachers time to collaborate with each other. Pacing guides were established per department according to needs assessments and standards set by the state. During meetings, teachers also shared successful teaching strategies used in their classrooms. Job-embedded professional development opportunities were planned and conducted, based on the result from data. The Leadership team met biweekly to discuss the outcome of aforementioned assessments. The members of the team informed their departments of the outcome of meetings. After the departments reviewed the information, the team gathered information from teachers and students. The information was analyzed and evaluated to determine appropriate resources for the classroom. Teachers keep an individual profile on each student. Students are counseled individually according to need based on AHSGE scores and classroom grades to establish goals and action plans according to data results.	
<b>Highly Qualified Teachers (HQT): Describe how staffing decisions ensure that highly qualified, well-trained teachers provide instruction and how their assignments most effectively address identified academic needs.</b>	
Fairfield City School System works closely with surrounding colleges and universities (i.e., Miles College, UAB, Alabama State, Samford University, etc.) to ensure that current curriculum requirements for future educators coincide with the demands of the profession. At the end of the school year, letters of intent are sent to current employees in order to project the needs of next year. These procedures were placed in effect to ensure that the school would not be under staffed, also to quickly advertise openings in the system to attract qualified employees. The school system hosted a job fair to recruit highly qualified teachers. Only certified/highly qualified individuals were originally considered for employment for the new academic school year. Students will be taught by teachers, 93% of whom will be highly qualified and well trained during the year. Plans for the 7% of teachers who are not HQ include completion of requirements for HQ status by the end of the school year.	
<b>Number and percentage of teachers Non-HQT:</b> Four (4) teachers/Seven percent (7%)	<b>Number and percentage of Classes Taught by Non-HQT:</b> Twelve (12) classes/Seven percent (7%) daily
<b>Alabama High School Graduation Exam (AHSGE):</b>	
<b>Strengths:</b> <i>According to the Chief State School Officer's Report Spring 2009: "Senior Passage Rate"</i> *Out of 174 students tested for Reading, 90% passed *Out of 174 students tested for Language, 82% passed *Out of 174 students tested for Science, 86% passed *Out of 175 students tested for Mathematics, 87% passed *Out of 174 students tested for Social Studies, 89% passed (These percentage reflect the regular and special education populations combined)	<b>Weaknesses:</b> <i>According to the Chief State School Officer's Report Spring 2009: "Current Seniors Passage Rate"</i> *Out of 159 students tested for Reading, 73% passed *Out of 159 students tested for Language, 73% passed *Out of 154 students tested for Biology, 87% passes *Out of 159 students tested for Mathematics, 72% passed *Out of 159 students tested for Social Studies, 74% passed (These percentage reflect the regular and special education populations combined)
	<i>According to the Chief State School Officer's Report Spring 2009: "Current Juniors Passage Rate"</i> *Out of 167 students tested for Reading, 49% passed *Out of 166 students tested for Language, 58% passed *Out of 162 students tested for Biology, 60% passes *Out of 164 students tested for Mathematics, 50% passed *Out of 165 students tested for Social Studies, 74% passed (These percentage reflect the regular and special education populations combined)

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<b>Alabama Reading and Mathematics Test (ARMT):</b>	
<b>Strengths:</b> 54% of incoming freshmen scored in levels III & IV on the reading section of the ARMT; 47% of incoming freshmen scored in levels III & IV on the math section of the ARMT.	<b>Weaknesses:</b> 46% of incoming freshmen scored in levels I & II on the reading section of the ARMT; 53% of incoming freshmen scored in levels I & II on the math section of the ARMT
<b>Alabama Science Assessment:</b>	
<b>Strengths:</b>  NA	<b>Weaknesses:</b>  NA
<b>Stanford 10</b>	
<b>Strengths:</b>  The middle school made AYP and scored in average to proficient stanines overall (grades 6-8) on the Stanford 10.	<b>Weaknesses:</b> According to Stanford 10 data, incoming freshmen scored in the 26 <sup>th</sup> percentile with a stanine of 4 in total reading and scored in the 29 <sup>th</sup> percentile with a stanine of 4 in total math.
<b>Dynamic Indicators of Basic Early Literacy Skills (DIBELS):</b>	
<b>Strengths:</b>  NA	<b>Weaknesses:</b>  NA

<b>Part I - Continued:</b>	
<b>Alabama Direct Assessment of Writing (ADAW):</b>	
<b>Strengths:</b> 164 students were tested; seventy-eight (78) percent of the 165 students tested met or exceeded state standards. There was a gain of six (6) percentage points.	<b>Weaknesses:</b> Twenty percent (20%) of the students tested, met partial standards. Two (2) percent of the students tested were non-proficient. According to Analytic Scores sixty-four (64) percent scored in levels I & II in Grammar and Usage. According to Analytic Scores fifty-four (54) percent scored in levels I & II in Writing Mechanics.
<b>ACCESS for English Language Learners (ELLs):</b>	
<b>Strengths:</b>  In order to meet AMAO's for the 2008-2009 school year , there cannot be "NO" in AMAO-A, AMAO-B or AMAO-C.	<b>Weaknesses:</b>  Under area AMAO-B (Attainment of Proficiency), only two students qualified in for this

For Fairfield High Preparatory School in each area, "NO" was not indicated. Fifty (50) percent of students were proficient.	area. Only one student attained proficiency (50%). The objective: Number of students in LEP programs 5 years or longer, only one (1) of the students qualified for this area. This student did not attain proficiency.
<b>Professional Education Personnel Evaluation (PEPE) School Profile Information:</b>	
<b>Strengths:</b> Eighty-five (85) percent of teachers on PEPE evaluation cycle met the competency areas. 2.4 Provides Practice/Summarization 2.5 Demonstrates Knowledge 5.1 Maintaining Climate 5.2 Communicates High Expectations 5.3 Expresses Positive Affect 6.1 Communicating All administrators met all core competency areas.  <b>Technical Assistance Visit (TAV) Report Team Findings:</b> Conclusion – FHPS has taken an important step by committing to the <i>High Schools That Work (HSTW)</i> framework of Key Practices.	<b>Weaknesses:</b> There were weaknesses in the following competency areas: 2.1 Orients Student to Lesson 3.4 Uses Assessment Results  <b>TAV Report Team Findings:</b> 84% of lessons observed were scored at basic or below grade level. (Teaching and learning centered on lecture, worksheets, and copying from the test or board.)
<b>Additional Data Sources: (e.g., Alabama Alternate Assessment [AAA], School Technology Plan Data)</b>	
<b>Strengths:</b> One hundred (100) percent of special education students scored at Level III in mathematics on the AAA. ACCESS Distance Learning On-Line has been implemented for the second year. Each incoming freshman will be required to take an on-line course before graduation. FHPS now has an adequate number of computers.	<b>Weaknesses:</b> One hundred (100) percent of special education students scored at Levels I and II in reading and science on the AAA. Hardware resources are needed. Limited server space prohibits use of computer-based assessments.
<b>Local Data (e.g., LEA, school, and grade-level assessments, surveys, program-specific assessments):</b>	
<b>Strengths:</b> Reading Benchmark Test (Jan. 2008) fifty-four (54) percent of students passed Reading Benchmark Test (Jan. 2009) fifty-five (55) percent of students passed One (1) percent increase in reading benchmark from 2008 to 2009.	<b>Weaknesses:</b> Coach reading assessment (Feb. 2009) fifty-one (51) percent of students passed. There was at least a four (4) percent decrease in comparing the Reading Benchmark Test and the Coach reading assessment.  First benchmark assessment is not scheduled until October 2009.
<b>Career and Technical Education Program Improvement Plan:</b>	
<b>Strengths:</b> The implementation and utilization of <i>Work Keys</i> and <i>Kuder Career Planning</i> modules with students provides assistance to them in career planning goals and helps to assess basic and career skills.	<b>Weaknesses:</b> Low student enrollment was evident in Block Construction. According to the "Director's Core Indicator Report" the following standards were not met for the Technical Programs :  <ul style="list-style-type: none"> <li>• Participation in Nontraditional Programs (4.5% or non-traditional participants in programs identified as nontraditional)</li> </ul>

**Part I – Continued (CULTURE RELATED DATA):**

<b>School Demographic Information related to student discipline (e.g. total office referrals, long- and short-term suspensions, expulsions, alternative school placements, School Incidence Report (SIR) data, or student attendance).</b>	
<b>Strengths:</b> According to FHPS's 2008-2009 SIR: There were less than two (2) referrals in areas such as (disobedience, fire alarm tampering, tobacco use, etc.).	<b>Weaknesses:</b> According to FHPS's 2008-2009 SIR: 64 referrals for disorderly conduct 32 referrals for fighting 95 referrals for truancy 46 referrals for defiance of authority
<b>School Demographic Information related to drop-out information and graduation rate data.</b>	
<b>Strengths:</b> Fairfield High Preparatory School had an seventy-four (74) percent graduation rate for the 2008-2009 school year compared to the national average of fifty (50) percent.	<b>Weaknesses:</b> FHPS graduation rate was eighty-two (82) percent for the 2007-2008 school year and decreased to seventy-four (74) percent for the 2008-2009 school year.  Seventeen (17) Certificates of Attendance were given instead of Alabama Occupational Diplomas due to seniors not being able to obtain the required paid clock hours.
<b>School Demographic Information related to teacher attendance, teacher turnover, or challenges associated with a high percent of new and/or inexperienced faculty.</b>	
<b>Strengths:</b> Seventy-five (75) percent of teachers are tenured. Teacher attendance was ninety-seven (92) percent for the first semester of 2009-2010 school year.	<b>Weaknesses:</b> Ten (10) percent teacher turnover during the 2008-2009 school year. Currently operating under interim principal and one assistant principal.
<b>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).</b>	
<b>Strengths:</b> Student attendance is ninety-five (95) percent daily based on daily attendance reports.	<b>Weaknesses:</b> An average of thirty (30) students daily, are tardy to school (first period).
<b>School Perception Information related to parent perceptions and parent needs including information about literacy and education levels.</b>	
<b>Strengths:</b> School safety is indicated a strength per the Parent School Survey, TAV, and CIP review.	<b>Weaknesses:</b> Reading comprehension is a concern per the Parent School Survey.
<b>School Perception Information related to student PRIDE data.</b>	
<b>Strengths:</b> Student perceptions are very positive per school safety and climate according to school survey.	<b>Weaknesses:</b> There were 46 incidents of defiance of authority.
<b>School Process Information related to an analysis of existing <u>curricula</u> focused on helping English Language Learners (ELLs) work toward attaining proficiency in annual measurable academic objectives (AMAOs)</b>	
<b>Strengths:</b> FHPS has an itinerant teacher (ELL). ELL teacher follows "High Point" curriculum which is research-based. High Point curriculum is very effective for ELL students.	<b>Weaknesses:</b> The ELL students need a more appropriate area for ongoing instruction.
<b>School Process Information related to an analysis of existing <u>personnel</u> focused on helping English Language Learners (ELLs) work toward attaining proficiency in annual measurable academic objectives (AMAOs)</b>	
<b>Strengths:</b> ELL teacher is highly qualified. Fairfield City School System has three (3) translators.	<b>Weaknesses:</b> The district of Fairfield has only one highly qualified itinerant ELL teacher that serves all schools in the district.
<b>School Process Information uncovered by an analysis of curriculum alignment, instructional materials, instructional strategies, reform strategies, and/or extended learning opportunities.</b>	

**Strengths:**

**FHPS has incorporated two research based AHSGE programs into the curriculum (Pace and Math Helpers).**

**After school tutoring is also available per High Hopes grant.**

**FHPS has hired two intervention teachers to provide additional assistance to students in need, and consultants for reading, math, science and social studies and language arts.**

**FHPS has hired an LEA School Improvement Turnaround Specialist per NCLB.**

**FHPS has hired a truancy officer.**

**FHPS offers AP courses in math, science, social studies and English.**

**FHPS offers ACCESS – Distance Learning Program**

**FHPS is an AMSTI site.**

**FHPS offers Supplemental Educational Services (SES)**

**FHPS is currently an ACT testing site.**

**FHPS is participating in Southern Regional Education Board's (SREB), High Schools That Work (HSTW) program.**

**FHPS has a full-time job coach who works closely especially with students in Co-Op and those on an AOD track.**

**Weaknesses:**

**There is a need for pacing guides in core classes aligned with state standards.**

**There is a need for a transition curriculum from eighth (8<sup>th</sup>) grade to ninth (9<sup>th</sup>) grade and twelfth (12<sup>th</sup>) grade to college to maintain and improve instruction.**

**There is a need for more parental involvement.**

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

**CONTINUOUS IMPROVEMENT GOAL (SHOULD ADDRESS IDENTIFIED WEAKNESSES AND GAPS):** A goal of this plan will be to increase the current Junior class reading proficiency to the required AYP AMO of 89% by Spring of 2010. Currently the Reading section of the AHSGE is at a forty-nine (49) percent proficiency for the eleventh (11<sup>th</sup>) grade, and seventy-three (73) percent proficiency for the twelfth (12<sup>th</sup>) grade.  
**Special attention will be offered to the following:**  
 (a) Seniors who failed the reading section of the AHSGE  
 (b) Juniors who failed the reading section of the AHSGE  
 (c) All seniors and juniors who have not passed all sections of the AHSGE  
 (d) All freshmen who scored in levels I or II on the ARMT in reading.  
 (e) All sophomores at risk for failing the reading section of the AHSGE as identified on reading benchmarks.

**Data Results on which goal is based: (AHSGE results – Spring 2009) Reading Subgroup/All students (11<sup>th</sup> grade): 27.04% scored in Levels I & II, 70.44% scored in Level III, and 2.52% scored in Level IV. Subgroup/All students (12<sup>th</sup> grade): 9.77% scored in Levels I & II, 83.33% scored in Level III, and 6.90% scored in Level IV.**

<b>TARGET GRADE LEVEL(S):</b> 9-12	<b>TARGET CONTENT AREA(S):</b> Circle One <b>Reading</b> Math Science Other	<b>AHSGE:</b> <b>Reading</b> Math Science Social Studies Language	<b>ADDITIONAL ACADEMIC INDICATORS:</b> Graduation Rate	<b>TARGET STUDENT SUBGROUP(S):</b> All 11 <sup>th</sup> and 12 <sup>th</sup> grade students that have not passed all sections of the AHSGE and 9 <sup>th</sup> and 10 <sup>th</sup> grade students who scored in Levels I or II on the ARMT in 8 <sup>th</sup> grade
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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)
All AHSGE Reading objectives are included in the data analysis. Primary focus will be linked to the following AHSGE objectives identified as weakest in data studies: <ul style="list-style-type: none"> <li>I-1. Identify supporting details</li> <li>II-2. Draw conclusions</li> <li>II-3. Determine cause and effect</li> <li>III-1. Recognize logic and arguments</li> <li>III-3. Understand figurative language</li> <li>IV-1. Determine meaning of words</li> </ul>	STRATEGY: During faculty and/or departmental meetings, teachers will review and analyze AHSGE Spring 2009 Reading results data to become aware of the needs of FHPS students. ACTION STEP: <ul style="list-style-type: none"> <li>Teachers will complete a longitudinal data analysis in August 2009 for the reading portion of the AHSGE.</li> <li>Teachers will identify strengths and weaknesses based on the analysis in August and September 2009.</li> <li>Teachers will complete student profile sheets by September 2009 that identify juniors and seniors in each class who have failed any subtest of the AHSGE.</li> </ul>	Longitudinal data is completed with charts that reveal strengths and weaknesses.  Strengths and weaknesses are identified by teachers who explicitly name/list the objective numbers.  Student profile sheets are completed and copies are turned in to the administrators. (Additional copies are kept by teachers in academic binders.)	N/A	N/A

COURSES OF STUDY	REFORM STRATEGIES	BENCHMARKS	INTERVENTIONS	RESOURCES
WHICH COURSE OF STUDY STANDARDS, AHSGE STANDARDS/OBJECTIVES, ELIGIBLE CONTENT, OR WIDA* STANDARDS ARE LINKED TO EACH STRATEGY?	WHAT RESEARCH-BASED STRATEGIES/ACTIONS WILL BE USED TO IMPROVE STUDENT ACADEMIC PERFORMANCE? (Give specific strategies, not just programs or program names.)	HOW WILL PROGRESS FOR EACH ACTION STEP BE MEASURED? (PERFORMANCE DATA, LISTS, SURVEYS, ETC)	HOW WILL THE SCHOOL PROVIDE TIMELY ASSISTANCE IF STRATEGIES DO NOT CHANGE PERFORMANCE?	WHAT RESOURCES AND SPECIFIC EXPENDITURES WILL BE NEEDED FOR SUCCESSFUL IMPLEMENTATION? (Ex: 6 Classroom Libraries, \$.....00)
<p>All COS standards according to subject/course/grade level are linked to this strategy and the action steps.</p> <p>All AHSGE objectives (in all content sub-tests) and eligible content are linked to this strategy/action steps.</p> <p>Primary focus will be linked to the following AHSGE objectives identified as weakest in data studies:</p> <ul style="list-style-type: none"> <li>• I-1. Identify supporting details</li> <li>• II-2. Draw conclusions</li> <li>• II-3. Determine cause and effect</li> <li>• III-1. Recognize logic and arguments</li> <li>• III-3. Understand figurative language</li> <li>• IV-1. Determine meaning of words</li> </ul>	<p>STRATEGY: Literacy instruction will be incorporated in all content areas:</p> <p>ACTION STEPS:</p> <ul style="list-style-type: none"> <li>• Monthly professional development on using effective reading and writing strategies in all content areas will be provided to all teachers .</li> <li>• All teachers will incorporate content area and test-specific vocabulary in instruction daily.</li> <li>• Word Walls relating to the content area will be displayed, updated, utilized and used in instructional conversation throughout the school year.</li> <li>• During morning and afternoon announcements, Mr. Thomas will introduce “Words of the Day” selected from the CCDs with a focus on TEST VOCABULARY. (Reinforce by including words on a hallway bulletin board.)</li> <li>• Teachers will increase vocabulary development throughout the year by providing instruction in synonyms, antonym s, context clues, multiple meaning words, and etymological study (prefixes, suffixes, roots.)</li> </ul>	<p>Monthly PD is implemented and 100% of the teachers are trained; sign-in sheets serve as evidence.</p> <p>All teachers implement vocabulary study of both content and test vocabulary daily that is evident in lesson plans and may be observed in walk-throughs.</p> <p>Word walls in all classrooms reveal content vocabulary that increases throughout the year.</p> <p>“Word of the Day” is heard during announcements and words are seen on the hallway bulletin board.</p> <p>All teachers provide instruction daily that focuses on one or more of the methods stated, and this instruction is evident in lesson plans and may be observed in walk-throughs.</p>	<p>Non-negotiable make-up sessions will be provided for those absent.</p> <p>For all implementation of work to be included in lesson plans and observed during walk-throughs, there will be one-on-one consultation with the principal and/or the APs in order to redirect teachers to the required tasks and classroom instructional performance.</p>	<p>HSTW TAV Report  CCD (Curriculum Correlation Document)  Alabama Quality Teaching Standards  SREB: Literacy Across the Curriculum</p>
<p>All COS standards according to subject/course/grade level are linked to this strategy and the action steps.</p> <p>All AHSGE objectives (in all content sub-tests) and eligible content are linked to this strategy/action steps.</p> <p>Primary focus will be linked to the following AHSGE objectives identified as weakest in data studies:</p> <ul style="list-style-type: none"> <li>• I-1. Identify supporting details</li> <li>• II-2. Draw conclusions</li> <li>• II-3. Determine cause and effect</li> <li>• III-1. Recognize logic and arguments</li> <li>• III-3. Understand figurative language</li> <li>• IV-1. Determine meaning of words</li> </ul>	<p>STRATEGY: Best practices for adolescent literacy will be implemented including:</p> <ul style="list-style-type: none"> <li>○ Small group instruction</li> <li>○ Active student engagement</li> <li>○ TWIRL—talking, writing, interacting, reading, and listening</li> <li>○ Plan before, during and after practice</li> <li>○ HSTW literacy strategies</li> </ul> <p>ACTION STEPS:</p> <ul style="list-style-type: none"> <li>• Teachers in all content areas will be trained in the practices listed above during monthly data and departmental meetings, announced faculty meetings and during job-embedded PD sessions.</li> <li>• Teachers will incorporate a <b>MINIMUM</b> of fifteen minutes of explicit reading instruction in their content areas daily.</li> <li>• Use of content specific classroom libraries will increase classroom practice of effective literacy strategies.</li> <li>• All teachers will include application/practice of literacy skills weekly in lesson plans /lesson delivery in order to address and accommodate multiple learning styles.</li> </ul>	<p>Monthly meetings provide training time for 100% of the teachers and sin-in sheets are maintained.</p> <p>Explicit reading instruction is planned as evidenced by lesson plans, and walk-throughs provide evidence “in action.”</p> <p>All classroom teachers develop and maintain appropriate libraries, use them in instruction as evidenced in lesson plans, and exhibit them during administrative walk-throughs.</p> <p>Implementation of literacy skills/practices are observed in lesson plans and walk-throughs.</p>	<p>For all implementation of work to be included in lesson plans and observed during walk-throughs, there will be one-on-one consultation with the principal and/or the APs in order to redirect teachers to the required tasks and classroom instructional performance.</p>	<p>Classroom library resource material  Alabama Quality Standards</p> <p>Alabama Quality Teaching Standards  SREB: Literacy Across the Curriculum</p>

COURSES OF STUDY	REFORM STRATEGIES	BENCHMARKS	INTERVENTIONS	RESOURCES
WHICH COURSE OF STUDY STANDARDS, AHSGE STANDARDS/OBJECTIVES, ELIGIBLE CONTENT, OR WIDA* STANDARDS ARE LINKED TO EACH STRATEGY?	WHAT RESEARCH-BASED STRATEGIES/ACTIONS WILL BE USED TO IMPROVE STUDENT ACADEMIC PERFORMANCE? (Give specific strategies, not just programs or program names.)	HOW WILL PROGRESS FOR EACH ACTION STEP BE MEASURED? (PERFORMANCE DATA, LISTS, SURVEYS, ETC)	HOW WILL THE SCHOOL PROVIDE TIMELY ASSISTANCE IF STRATEGIES DO NOT CHANGE PERFORMANCE?	WHAT RESOURCES AND SPECIFIC EXPENDITURES WILL BE NEEDED FOR SUCCESSFUL IMPLEMENTATION? (Ex: 6 Classroom Libraries, \$.....00)
<p>Although all AHSGE standards and objectives for all five subtests are linked to this strategy and action steps, the following READING objectives identified as weakest will be targeted:</p> <ul style="list-style-type: none"> <li>• I-1. Identify supporting details</li> <li>• II-2. Draw conclusions</li> <li>• II-3. Determine cause and effect</li> <li>• III-1. Recognize logic and arguments</li> <li>• III-3. Understand figurative language</li> <li>• IV-1. Determine meaning of words</li> </ul>	<p>STRATEGY: Correlation and alignment of AHSGE standards and objectives and associated vocabulary (using CCDs) will be instructionally targeted by teachers during the school year according to content area/specific courses most easily associated with specific types of reading passages, and focused on through application of higher order thinking skills.</p> <p>ACTION STEP:</p> <ul style="list-style-type: none"> <li>• AHSGE Reading objectives and related types of reading identified as weakest based on benchmark testing will be instructed by teachers of specific content areas weekly as follows: <ol style="list-style-type: none"> <li>1. English/Reading and Sp. Ed. – Textual, recreational and functional reading</li> <li>2. Social Studies – Textual and recreational reading</li> <li>3. Science – Textual reading</li> <li>4. Mathematics – Textual and functional reading</li> <li>5. Career Tech – Functional reading</li> <li>6. Fine Arts – Recreational reading</li> <li>7. PE and Health – Functional reading</li> <li>8. JROTC – Functional reading</li> </ol> </li> <li>• Training (monthly) and resource material acquisition and use will be provided to teachers in support of the above action step.</li> <li>• Teachers of each content area will work together during monthly departmental meetings to accomplish the following as the above reading types and objectives are targeted: <ol style="list-style-type: none"> <li>1. Share reading passages and lessons planned that work with them</li> <li>2. Create incremental formative assessments to monitor mastery and/or identify the need to reteach</li> <li>3. Establish rigor in instruction of objectives</li> </ol> </li> </ul>	<p>Lesson plans will reveal inclusion of instruction involving identified reading types; instruction is also noted during walk-throughs.</p> <p>Monthly training is implemented and 100% of the teachers are present; sign-in sheets serve as evidence.</p> <p>Monthly departmental meetings, agendas, sign-in sheets and minutes reveal anticipated outcomes.</p>	<p>For all implementation of work to be included in lesson plans and observed during walk-throughs, there will be one-on-one consultation with the principal and/or the APs in order to redirect teachers to the required tasks and classroom instructional performance.</p> <p>Non-negotiable make-up sessions will be provided for those absent.</p> <p>All required departmental meetings and documents generated from them are non-negotiable; failure to comply will result in administrative intervention that begins with leadership conferencing in order to achieve compliance.</p>	<p>CCDs (Curriculum Correlation Documents) Reading samples for all types of reading</p>

COURSES OF STUDY	REFORM STRATEGIES	BENCHMARKS	INTERVENTIONS	RESOURCES
WHICH COURSE OF STUDY STANDARDS, AHSGE STANDARDS/OBJECTIVES, ELIGIBLE CONTENT, OR WIDA* STANDARDS ARE LINKED TO EACH STRATEGY?	WHAT RESEARCH-BASED STRATEGIES/ACTIONS WILL BE USED TO IMPROVE STUDENT ACADEMIC PERFORMANCE? (Give specific strategies, not just programs or program names.)	HOW WILL PROGRESS FOR EACH ACTION STEP BE MEASURED? (PERFORMANCE DATA, LISTS, SURVEYS, ETC)	HOW WILL THE SCHOOL PROVIDE TIMELY ASSISTANCE IF STRATEGIES DO NOT CHANGE PERFORMANCE?	WHAT RESOURCES AND SPECIFIC EXPENDITURES WILL BE NEEDED FOR SUCCESSFUL IMPLEMENTATION? (Ex: 6 Classroom Libraries, \$.....00)
<p>AHSGE Reading objectives (all) will be linked to pacing guides.</p> <p>Selected AHSGE objectives will be linked to this strategy according to those targeted following benchmark tests.</p>	<p>STRATEGY: AHSGE Reading objective instruction will be paced, monitored and incrementally assessed for mastery.</p> <p>ACTION STEPS:</p> <ul style="list-style-type: none"> <li>Pacing guides will be revisited and revised by early November 2009 by English, Reading and Sp. Ed. teachers using updated longitudinal data.</li> <li>Monitoring of progress will be assessed during data meetings (immediately following benchmark administrations) using the following benchmarks and resulting data for specific grade levels: <ol style="list-style-type: none"> <li>THINKLINK – Grades 9-10 (October 2009 and February 2010)</li> <li>STI Assessment – Grades 11-12 (October 2009 and January 2010)</li> </ol> </li> <li>Results of progress monitoring (benchmarks) will be shared with all faculty members during faculty meetings following administration results in order to make plans to reteach objectives.</li> <li>Objectives identified as weakest will be additional targets for instruction by all teachers immediately following the faculty meetings.</li> </ul>	<p>Pacing guides are revised and copies are available to administration.</p> <p>Data meetings are held with sign-in sheets and minutes provided to administration immediately following.</p> <p>Faculty meetings are held that include agendas and sign-in sheets as well as copies of the data presented to the faculty.</p> <p>Objectives will be seen in lesson plans and observed in instruction during walk-throughs.</p>	<p>For all implementation of work to be included in lesson plans and observed during walk-throughs, there will be one-on-one consultation with the principal and/or the APs in order to redirect teachers to the required tasks and classroom instructional performance.</p> <p>All required meetings and documents generated from them are non-negotiable ; failure to comply and/or attend will result in administrative intervention that begins with leadership conferencing in order to achieve compliance.</p>	<p>THINKLINK assessments – No Cost since rolled over from last year</p>
<p>All COS standards according to subject/course/grade level are linked to this strategy and the action steps.</p> <p>All AHSGE objectives (in all content sub-tests) and eligible content are linked to this strategy/action steps.</p>	<p>STRATEGY: Special Education and general education teachers who instruct AHSGE Reading non-mastery students will form a cohort to research, develop and implement effective instruction in reading throughout the school year.</p> <p>ACTION STEPS:</p> <ul style="list-style-type: none"> <li>Non-mastery Reading Cohort (NRC) will meet in August/Sept. to analyze data to determine needs based on longitudinal data and develop additional intervention/remediation based on the identified needs</li> <li>The NRC will utilize the CCD to provide the objective, eligible content and vocabulary needed to align resources available for use in inclusion and pull-out instruction.</li> <li>The NRC will use Best Practices Modules as a foundation for developing strategic lessons for explicit instruction throughout the school year.</li> <li>The NRC will have monthly data meetings to monitor student progress and adjust instruction as needed.</li> <li>The NRC will meet monthly from October to March as a PLC to complete a book study of <u>When Kids Can't Read-What Teachers Can Do</u>.</li> </ul>	<p>NRC will prepare a report for the administration immediately after the meeting to report findings.</p> <p>All NRC members will attend monthly trainings (from STRATEGY 4) on use of the CCDs; trainings will include sign-in sheets and specific topics for each.</p> <p>NRC meetings will include agendas, sign-in sheets and minutes.</p> <p>Monthly book study sign-in sheets will be maintained.</p>	<p>All required meetings and documents generated from them are non-negotiable; failure to comply and/or attend will result in administrative intervention that begins with leadership conferencing in order to achieve compliance.</p>	<p>Copies of the book <u>When Kids Can't Read-What Teachers Can Do</u> for a book study</p> <p>HSTW TAV Report Alabama Quality Teaching Standards SREB: Literacy Across the Curriculum</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 TOP PRIORITIZED GOALS INCLUDING SACS DISTRICT GOALS, IF APPLICABLE.* Use the SMART Goals format to address areas of need.

**CONTINUOUS IMPROVEMENT GOAL (SHOULD ADDRESS IDENTIFIED WEAKNESSES AND GAPS): CONTINUOUS IMPROVEMENT GOAL (SHOULD ADDRESS IDENTIFIED WEAKNESSES AND GAPS):** A goal of this plan will be to increase the current Junior class mathematics proficiency to the required AYP AMO of 82%. Currently the mathematics section of the AHSGE is at a fifty (50) percent proficiency for the eleventh (11<sup>th</sup>) grade, and seventy-two (72) percent proficiency for the twelfth (12<sup>th</sup>) grade. Special attention will be offered to the following:

- (a) Seniors who failed the mathematics section of the AHSGE
- (b) Juniors who failed the mathematics section of the AHSGE
- (c) All seniors and juniors who have not passed all sections of the AHSGE
- (d) All freshmen who scored in levels I or II on the ARMT in mathematics.
- (e) All sophomores at risk for failing the mathematics section of the AHSGE as identified on reading benchmarks.

Data Results on which goal is based: : (AHSGE results – Spring 2009) Mathematics Subgroup/All students (11<sup>th</sup> grade): 27.67% scored in Levels I &II, 69.18% scored in Level III, and 3.14% scored in Level IV. Subgroup/All students (12<sup>th</sup> grade): 12.57% scored in Levels I & II, 85.14% scored in Level III, and 2.29% scored in Level IV.

TARGET GRADE LEVEL(S): 9 <sup>th</sup> , 10 <sup>th</sup> , 11 <sup>th</sup> and 12 <sup>th</sup>	TARGET CONTENT AREA(S): Circle One Reading <u>Math</u> Science Other	AHSGE: Reading <u>Math</u> Science Social Studies Language	ADDITIONAL ACADEMIC INDICATORS Graduation Rate	TARGET STUDENT SUBGROUP(S): All 11 <sup>th</sup> / 12 <sup>th</sup> grade students that have not passed all sections of the AHSGE, 9 <sup>th</sup> /10 <sup>th</sup> grade students who scored in Levels I or II on the ARMT in 8 <sup>th</sup> grade.
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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)
All AHSGE Mathematics objectives are included in the data analysis.	<p>STRATEGY: During faculty and/or departmental meetings, teachers will review and analyze AHSGE Spring 2009 Math results data to become aware of the needs of FHPS students.</p> <p>ACTION STEP:</p> <ul style="list-style-type: none"> <li>• Teachers will complete a longitudinal data analysis in August 2009 for the mathematics portion of the AHSGE.</li> <li>• Teachers will identify strengths and weaknesses based on the analysis in August and September 2009.</li> <li>• Student profile sheets will be completed that identify juniors and seniors in each class who have failed any subtest of the AHSGE.</li> </ul>	<p>Longitudinal data is completed with charts that reveal strengths and weaknesses.</p> <p>Strengths and weaknesses are identified by teachers who explicitly name/list the objective numbers.</p> <p>Student profile sheets are completed and copies are turned in to the administrators. (Additional copies are kept by teachers in academic binders.)</p>	N/A	N/A

COURSES OF STUDY	REFORM STRATEGIES	BENCHMARKS	INTERVENTIONS	RESOURCES
WHICH COURSE OF STUDY STANDARDS, AHSGE STANDARDS/OBJECTIVES, ELIGIBLE CONTENT, OR WIDA* STANDARDS ARE LINKED TO EACH STRATEGY?	WHAT RESEARCH-BASED STRATEGIES/ACTIONS WILL BE USED TO IMPROVE STUDENT ACADEMIC PERFORMANCE? (Give specific strategies, not just programs or program names.)	HOW WILL PROGRESS FOR EACH ACTION STEP BE MEASURED? (PERFORMANCE DATA, LISTS, SURVEYS, ETC)	HOW WILL THE SCHOOL PROVIDE TIMELY ASSISTANCE IF STRATEGIES DO NOT CHANGE PERFORMANCE?	WHAT RESOURCES AND SPECIFIC EXPENDITURES WILL BE NEEDED FOR SUCCESSFUL IMPLEMENTATION? (Ex: 6 Classroom Libraries, \$.....00)
<p>All COS standards according to subject/course/grade level are linked to this strategy and the action steps. Primary focus will be linked to the following AHSGE objectives identified as weakest in data studies although all will be included in instruction:</p> <ul style="list-style-type: none"> <li>• I-3. Multiply polynomials</li> <li>• II-2. Solve quadratic equations</li> <li>• III-2. Find range of functions</li> <li>• V-1-4. Graph: Linear Equations, Common Relations</li> <li>• V-3. Determine solution sets of inequalities</li> <li>• VI-1. Translate: Verbal/symbolic; Equations/inequalities</li> <li>• VII-4. Apply properties of geometric figures</li> <li>• VII-8. Solve: Algebraic Concepts</li> </ul>	<p>STRATEGY: Implement explicit, intensive instruction in every mathematics class.</p> <p>ACTION STEPS:</p> <ul style="list-style-type: none"> <li>• Teachers will use Curriculum Guides throughout the year to determine pre-requisite skills necessary to master AHSGE mathematics standards and objectives.</li> <li>• Teachers will prepare and use word walls throughout the year to instruct and display vocabulary of content area.</li> <li>• Teachers will pre-teach skills to students experiencing difficulties</li> </ul>	<p>Lesson plans will reveal inclusion of instruction involving identified pre-requisite skills; instruction is also noted during walk-throughs.</p> <p>Word walls in all classrooms reveal content vocabulary that increases throughout the year.</p> <p>At midyear 75% of teachers' lesson plans will reflect evidence of adjustments to instruction based on changing data results; and 100% by the end of the school year.</p>	<p>Provide intensive small group math instruction with, Special Education teachers, ELL teacher and/or small group or one-to-one within classroom setting,</p> <p>Special Education teacher will provide small group instruction (inclusion and pull-outs) to re-teach math lesson given by the regular education teacher.</p>	<p>N/A</p>
<p>See Above</p>	<p>STRATEGY: Establish non-mastery mathematics support for at risk students.</p> <p>ACTION STEPS:</p> <ul style="list-style-type: none"> <li>• Math teachers and counselors schedule, at the beginning of the year and at mid-year, identified students into math intervention classes taught by trained faculty and/or supplemental service contractor.</li> <li>• Math department will conduct monthly data meetings to analyze student progress and make recommendations for adjustments for student support.</li> <li>• All departments will adjust instructional pacing guides as needed following benchmark results to embed non-mastered standards frequently</li> </ul>	<p>Think Link and STI testing (Oct. &amp; Jan.) data identifies students who require intervention and objectives that proved to be weakest.</p> <p>End-of-the-Month Tests provide incremental diagnostic data to guide student intervention.</p> <p>Revised pacing guides are completed and copies are provided to the administration; lesson plans reveal adjustments and walk-throughs provide additional evidence.</p>	<p>Provide intensive small group math instruction with Special Education teachers, ELL teacher and/or small group within classroom setting,</p> <p>Special education teachers will remediate basic math skills through the online math program, "AAAMath.com" and AGS supplemental books.</p>	<p>Consultants Teacher Stipends Substitutes Workshop Providers</p>

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

**ENGLISH PROFICIENCY GOAL (SHOULD ADDRESS IDENTIFIED WEAKNESSES AND GAPS):**  
 ELL students in grades 9-12 who did not score at the proficient level will increase their composite scores by at least one cohort on the ACCESS for ELL’s.

**Data on which goal is based:**  
 This data was based on Alabama Department of Education – Title III AMAO’s 2009 School Status Report. Fifty (50) percent of students made Adequate Progress in Language Acquisition (APLA).

<b>TARGET GRADE LEVEL(S):</b> 9 <sup>th</sup> -12 <sup>th</sup> grades	<b>TARGET ELP LANGUAGE DOMAIN(S):</b> Circle all that apply.	<b>Reading</b>	<b>Writing</b>	<b>Listening</b>	<b>Speaking</b>	<b>Comprehension</b>
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<b>WIDA ENGLISH LANGUAGE PROFICIENCY STANDARDS</b>	<b>REFORM STRATEGIES</b>	<b>BENCHMARKS</b>	<b>INTERVENTIONS</b>	<b>RESOURCES</b>
<b>WHICH WIDA* ENGLISH LANGUAGE PROFICIENCY STANDARDS OR DOMAINS ARE LINKED TO EACH STRATEGY?</b>	<b>WHAT RESEARCH-BASED STRATEGIES/ACTIONS WILL BE USED TO IMPROVE STUDENT ACADEMIC PERFORMANCE? (Give specific strategies, not just programs or program names.)</b>	<b>HOW WILL PROGRESS FOR EACH ACTION STEP BE MEASURED? (PERFORMANCE DATA, LISTS, SURVEYS, ETC)</b>	<b>HOW WILL THE SCHOOL PROVIDE TIMELY ASSISTANCE IF STRATEGIES DO NOT CHANGE PERFORMANCE?</b>	<b>WHAT RESOURCES AND SPECIFIC EXPENDITURES WILL BE NEEDED FOR SUCCESSFUL IMPLEMENTATION? (Ex: 6 Classroom Libraries, \$.....00)</b>
<ul style="list-style-type: none"> <li>Language Domain: Reading WIDA Standards: Language Arts/Soc. Studies</li> <li>Language Domain: Reading WIDA Standards: Language/Science</li> </ul>	<p><b>STRATEGY:</b>                      ELL teacher will attend professional development on integrating language objectives with content objectives in grades 9 – 12 .</p> <p><b>ACTION STEPS:</b></p> <ul style="list-style-type: none"> <li>ELL teacher will attend professional development on integrating language objectives with content objectives in the grades 9<sup>th</sup> – 12<sup>th</sup> .</li> <li>Administration will provide professional development opportunities where the regular classroom teachers are instructed on implementing the WIDA standards in their particular subject area.</li> <li>ELL students will be offered classes in the areas of science, social studies, and language arts at the after school academy at Fairfield High Preparatory School.</li> <li>ELL teacher and Spanish teacher will facilitate a meet and greet time with the parents and classroom teachers where translators are present.</li> </ul>	<p>ELL teacher recorded observations of professional development and collaborative meetings with teachers.</p> <p>A record of attendance will be taken for the professional development activities on the WIDA standards.</p> <p>ELL teacher will monitor students’ progress in their after school academy classes through monitoring notes.</p> <p>Individual progress on the AHSGE in the areas of Language Arts, Social Studies and Science.</p> <p>LEP Committee plans for each individual student.</p>	<p>ELL teacher will provide extra instruction to the individual student.</p> <p>Students will be offered extra instruction by the content area teachers during after school tutoring/academy.</p> <p>Provide extra planning/collaboration time for the classroom teachers of the students who are not making the necessary progress.</p>	<p>Professional development for ELL teacher in integrating the content objectives with language objectives, and WIDA Standards for implementation in the classroom.</p> <p>Time allocated for collaboration with ELL teacher and regular classroom teacher.</p> <p>Title III supplemental funding                      Funding for field trips to increase exposure of content area knowledge base.</p>

\*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.

CULTURE <small>(REFER TO CULTURAL DATA IN NEEDS ASSESSMENT)</small>	REFORM STRATEGIES	BENCHMARKS	INTERVENTIONS	RESOURCES
<b>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?</b>	<b>WHAT RESEARCH-BASED STRATEGIES/ACTIONS WILL BE USED TO IMPROVE CULTURAL BARRIERS IMPACTING STUDENT ACADEMIC PERFORMANCE?</b> <small>(Give specific strategies, not just programs or program names.)</small>	<b>HOW WILL PROGRESS FOR EACH ACTION STEP BE MEASURED?</b> <small>(PERFORMANCE DATA, LISTS, SURVEYS, ETC)</small>	<b>HOW WILL THE SCHOOL PROVIDE TIMELY ADJUSTMENT IF STRATEGIES DO NOT CHANGE PERFORMANCE?</b>	<b>WHAT RESOURCES AND SPECIFIC EXPENDITURES WILL BE NEEDED FOR SUCCESSFUL IMPLEMENTATION?</b> <small>(Ex: Teacher Incentives, Title II \$.....00, Supplies for Mentors/Mentees, etc.)</small>
For changes in student achievement, school and teacher leaders must create school and classroom practices based on the belief that most students can reach grade-level and college and career-readiness standards when they receive the necessary support, and can see a reason for learning beyond passing an exam.	STRATEGY: Use HSTW core beliefs as guide for reviewing and revising school's core beliefs and then use these beliefs to guide school and classroom practices.  ACTION STEPS: <ul style="list-style-type: none"> <li>Establish focus group of faculty members to compare current school core beliefs to HSTW core beliefs during the month of October.</li> <li>Focus group will develop a listing of what each core belief should "look like" in practice during October and November.</li> <li>Focus group will share recommendations for school's core beliefs with the full faculty during a faculty meeting in December for consensus</li> <li>Faculty will use the beliefs as a lens to guide all decision-making about school practices and planning activities for FHPS school improvement throughout the school year.</li> </ul>	A working committee for school core beliefs is established  Completed listing of "look like" given to all faculty members  Summary of recommendations provided to faculty.  All decisions made concerning school practices and planning will be aligned to school core beliefs	Lead teachers will bring concerns of non-alignment to the leadership team's attention for consideration.	HSTW's Key Practices TAV Report

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>Over 80% of observed classes are at the basic level. Students interviewed report that “students need to be challenged more in the regular classrooms” and there are wide variations in required reading and homework. Failure rate in “building block” courses is too high.</p>	<p>STRATEGY: FHPS departments will communicate clear expectations for learning to students throughout the year as recommended by HSTW TAV report.</p> <p>ACTION STEPS:</p> <ul style="list-style-type: none"> <li>Each department will develop common syllabus per courses that outlines standards to be learned in each course, along with major projects, demonstrations or assignments to be completed including required readings each 9 weeks.</li> <li>Make bell-to-bell instruction a daily expectation of all classroom teachers</li> <li>During the first semester of 2009-10, develop and implement a “redo policy” through the use of the “failure is not an option” approach as outlined in HSTW TAV report.</li> <li>Develop extra help opportunities, including use of alternative scheduling of day, for students who need it to meet course standards and require them to participate as needed.</li> </ul>	<p>Teachers will develop a syllabus for each course. Teachers of common courses will develop common assessments.</p> <p>Daily lesson plans will include:  1) Bell ringer for students to do as they enter the room  2) A well planned lesson including three or more activities  3) A summarizing activity that reviews the main content of the lesson and clarifies homework and individual practice assignments.</p> <p>Copy of the developed policy.</p> <p>Schedule of extra help opportunities.  Approved alternative schedule designed to give in school hour support for students.</p>	<p>Department heads will request support for teachers who have not completed syllabi and/or assessments.</p> <p>Administrators will develop support plan for teachers as needed</p> <p>Administrators will develop support plan for teachers as needed.</p> <p>HSTW consultant will provide support in developing</p>	

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<p>The percentage of office referrals for minor classroom infractions continues to overwhelm the administrators. Classroom organization and management practices are weak in many cases, especially in new and inexperienced teachers.</p>	<p>STRATEGY: The administration will be certain that all teachers are supported in COMP through PBS training and on-site visitations/support in an effort to lessen office referrals thereby increasing instructional time for students.</p> <p>ACTION STEPS:</p> <ul style="list-style-type: none"> <li>• Train teachers who did not attend the summer session of PBS by October 2009.</li> <li>• Teachers will continue implementation of classroom management strategies from PBS throughout the year</li> <li>• Teachers are expected to teach behavior expectations during the first weeks of school and model repeatedly as needed.</li> <li>• A PBS Committee will be formed by October to develop guidelines for clear and distinct differentiation of classroom management issues vs. office referral issues.</li> <li>• Positive reinforcement procedures/practices/activities will be developed and implemented by the PBS Committee throughout the school year to promote a proactive discipline approach through the use of A TAS (Teacher Alternative to Student Suspension) Room for quick and specific behavior intervention.</li> <li>• Administrators will address the inequitable distribution of teacher referrals during October 2009.</li> <li>• Occurrences of defiance of authority, willful disobedience and fighting throughout the year among students will decrease resulting from changes in teacher behavior.</li> </ul>	<p>Teachers who need to make up PBS training have completed it.</p> <p>Teachers will demonstrate understanding and use of PBS strategies and actions by including them in lesson plans and by modeling them in classrooms.</p> <p>The PBS Committee will be formed and the guidelines will be shared with the faculty and staff.</p> <p>The PBS Committee will implement its own support measures during the school year.</p> <p>Administrators will notify the faculty as a whole of the problem with excessive referrals by certain teachers, and they will also individually work with teachers who continue to demonstrate their inability to manage their classrooms.</p> <p>Occurrences of student infractions will decrease as evidenced by SIRS.</p>	<p>Mandatory PBS training is completed by all teachers with administrative assistance if necessary.</p> <p>The PBS Committee and administrators will collaborate on next steps for individual teachers who continue to be unable to demonstrate classroom management and effective instruction.</p>	

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<p>A great challenge at FHPS is to create a PLC based on collegiality, communication, and collaborative efforts all focused on improving student learning and success.</p>	<p>STRATEGY: The administration will implement activities/procedures that promote a deep understanding of why change is necessary and how to deal with it to instructionally accommodate the growing diversity of at-risk students.</p> <p>ACTION STEPS:</p> <ul style="list-style-type: none"> <li>The administration will conduct a book study on <u>Who Moved My Cheese?</u> with the faculty.</li> <li>Teachers will promptly report At-Risk students to administrator/ Truancy Officers; additionally, parents will be held legally accountable for excessive unexcused absences/tardies.</li> <li>Teachers will receive PD for goal setting. Career Tech teachers will work collaboratively w/teachers in other content areas to set goals w/ regard to post-secondary educ. Work Keys Assessments will assess the career readiness skills of students.</li> </ul>	<p>The book study is completed.</p> <p>Teacher reports are timely and accurate and truancy officer follows through as needed.</p> <p>Career Tech teachers conduct goal setting PD.</p>	<p>Teachers not in compliance will be notified of conference required by administrators.</p> <p>Any teachers who miss the PD will make up the session.</p>	<p>Purchase copies of <u>Who Moved My Cheese?</u> and the accompanying DVD for use in the book study. (\$19.95 each for book)</p>
CULTURE (REFER TO CULTURAL DATA IN NEEDS ASSESSMENT)	REFORM STRATEGIES	BENCHMARKS	INTERVENTIONS	RESOURCES

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<p>One of the greatest challenges facing FHPS is the need to establish and maintain a climate of support and caring for students, teachers and parents in order for confidence and self-motivation to lead to greater success in quality instruction and to ensure student achievement that does not end with a high school diploma.</p>	<p>STRATEGY: Educate faculty and staff on drop out research. ACTION STEPS:</p> <ul style="list-style-type: none"> <li>• APs and SIS will provide job-embedded PD for faculty by October 2009.</li> </ul> <p>STRATEGY: Implement motivational activities for everyone in the FHPS PLC that includes FC BOE and Central Office, community, faculty/staff of all five schools in Fairfield City, students and parents. ACTION STEPS:</p> <ul style="list-style-type: none"> <li>• Reward, acknowledge and instill pride in students who pass all five parts of the AHSGE by giving them golf shirts with "Student Graduation Coach" on the front.</li> <li>• Provide incentives for students who attend Saturday School, for those with exemplary attendance, exemplary disciplinary records, and those who participate in other tutorials.</li> <li>• Provide incentives for "Extra Mile" Teachers monthly.</li> <li>• Provide incentives for parent involvement.</li> <li>• Celebrate and recognize successes and improvement of students and teachers based on benchmark test results.</li> <li>• Include members of the CO, administrators and/or teachers from other schools in CIP Reviews.</li> <li>• Celebrate pride in a collaborative effort to develop and present a "Graduates' Motown Extravaganza" that will be performed for the students during the school day and for the parents and community at night. (early February)</li> <li>• Reward leadership (faculty and staff) by providing a LEADER OF THE MONTH parking space.</li> </ul>	<p>PD on drop out research is completed with faculty.</p> <p>T-shirts are delivered to appropriate students.</p> <p>Incentives are delivered on time and with consistency.</p> <p>Some CIP Reviews include people from outside the school.</p> <p>The EXTRAVAGANZA is produced and presented.</p> <p>Parking space is created and awarded to someone monthly.</p>	<p>Any teachers who miss the PD will make up the session.</p>	<p>Funds for incentives?</p>

**Part V - Additional Components To Be Addressed to Satisfy Federal Requirements**

**1. Teacher Mentoring: Describe teacher mentoring activities. For example, are new or inexperienced teachers given support from an assigned master teacher and what does that support look like? (Section 1116)**

Fairfield High Preparatory School has established a formal teacher mentoring program administered by our principal and lead teachers. The goal for our program is to improve teaching practice. The program is designed to provide ongoing support for new or struggling teachers. Each new teacher is assigned a mentor teacher who is matched by subject and grade. Meetings are documented which reflects the date and the focus. We provide training for mentors on how to work with new teachers, and we provide monthly training sessions for new teachers throughout the year including new teacher orientation, classroom management and discipline, and effective instructional practices. The Director of Curriculum also provides various professional development opportunities for new teachers (i.e., classroom discipline, Lee vs. Macon).

**2. Budget: Describe the coordination of all federal, state, and local programs. (Note: NCLB Section 1116 requires that each year Title I schools identified for improvement must reserve the equivalent of 10% of the school-level allocation made available to the school under Section 1113 specifically for professional development opportunities for teachers. Budgets should reflect this set-aside.) See the sample budget on a later page.**

There are several monetary sources that are integrated and coordinated into the financial management and instructional planning of Fairfield High Preparatory School. The following is a comprehensive list of fund sources, with an explanation of their usage:

- The State of Alabama School Foundation Program: The State of Alabama funds the BASIC programming in terms of teacher units based on student enrollment. For the 2009-2010 school year the state is funding (47) forty-seven units, plus fringe benefits, teacher supply money, Technology, Library Enhancement, Professional Development, ELL, and Textbooks. The grand total of state money is \$3,428,395.00. A budget detail is enclosed in this plan.
- Title I – Part A (Federal): This money is used to SUPPLEMENT regular funded programming. For the 2009-2010 school year, Title I monies are being used to fund a reading specialist, and to purchase research-based educational materials and supplies, Title I staff's salary and benefits, professional development and parental involvement. The total budget allocated is \$147,767.75.
- Title II – Part A (Federal): This money will be used for contracted services, teacher travel and training, administrative travel and training, and stipends related books and materials. The Title II budget for 2009-2010 is \$4,182.01.
- IDEA/Special Education- Fairfield High Preparatory School has one (1) collaborative special education teacher and four (4) paraeducators funded by IDEA to assist teachers. The total funds allocated are \$135,610.74.

**3. Transition: Describe strategies to assist students in transitioning from previous school to the current school and/or from the current school to the next school, including, for example, how preschool children might be prepared for entry into kindergarten or how eighth grade students are prepared for high school.**

- Fairfield High Preparatory School realizes that students need support emotionally and academically during periods of transition from middle School to high school and from the current school to higher education or the world of work. The following are transition activities offered:
- Middle school pre-registration is offered in the spring at which time students and the high school counselor meet to discuss courses and possibly any special needs that the student may have.
- During summer, before school begins, students have the opportunity to attend a two-week Kindergarten Camp. During this time students practice routines that will be a part of the normal school year.
- Students attending the middle school visit Fairfield High Preparatory School for a school tour during the spring of the year.
- Sixth grade students will visit Fairfield High Preparatory School during the spring. They tour the school which includes visiting ninth grade classes, meeting ninth grade teachers and learning about the courses offered and are given a summer reading list.
- When a student transfers to Fairfield High Preparatory School he/she is given a tour of the school by the school counselor and introduced to the teacher(s).

**4. Highly Qualified Teachers: Describe the qualifications of teachers in the school with regard to their being highly qualified and what strategies the school, with the support of the LEA, uses to attract and retain highly qualified teachers.**

Every year district representatives attend job fairs in Alabama that are sponsored by colleges and universities for the purpose of attracting highly qualified teachers to Fairfield High Preparatory School. Prospective teachers are given information about the school system and information about the school system. Contact information is collected from prospective teachers in high-need areas and these teachers are encouraged to apply and consider relocation to the area. Administration determines personnel needs. Applications are requested district-wide when openings are available in order to choose only those teachers who are highly qualified. The decision of hiring highly qualified staff is made by the local school. Principals are required to have the knowledge of each teacher's highly qualified status and the area the teacher is highly qualified to teach. All scheduling and assignment decisions must be made using this information. New teachers are assigned mentors within the school for the first three years and are monitored all three years by the administration and Central Office staff. All teachers are required to participate in professional development activities organized by the administration of the local school and encouraged to seek additional professional development activities. Funding for high-quality, on-going activities is provided by local, state and federal funds.

**5. Assessments and Teacher Involvement: Describe how teachers in the school meet to collaborate regarding the use of academic assessments to provide information on and improve the achievement of individual students and the overall instructional program.**

*Fairfield High Preparatory School teachers are involved in the decisions regarding the use of state academic assessments. Teachers will administer assessments to determine if students have mastered objectives taught. These assessments are used to determine if further instruction can continue or if remedial activities need to be implemented. Teacher input is considered at different levels of assessment results. The following are various ways that teachers make decisions that guide instruction:*

- *The faculty collaboratively studies the disaggregated data and results of the state assessments.*
- *Building Based Student Support Team members evaluate data collected on referred students to determine if there are any indicators that would warrant more in depth testing or referral for special services.*
- *Grade level and subject area data meetings are held to adjust instructional procedures and strategies based on the progress monitoring data.*
- *Multi-grade level meetings help identify any instructional gaps or overlaps that may occur in grades K-6.*
- *Informal grade level and subject area meetings are held to discuss progress of students and steps to be taken to help students who demonstrate weaknesses in identified academic subjects.*

*Teacher representation and teacher input is included on school budget committees, policy committees, textbook selection committees and school calendar committees. This voice allows teachers to be involved in all areas of overall instruction and testing.*

**6. Special Populations: Describe programs used for each group of Migrant, English Language Learners, Economically Disadvantaged, Special Education, Neglected and/or Delinquent, and Homeless students.**

*All students at Fairfield High Preparatory School including those identified as migrant, limited-English proficient, homeless, economically disadvantaged, special education, and neglected/delinquent, have access to all services and programs available, including free/reduced lunch, Title I services, ELL services, Special Education services, At Risk, and counseling services. Also, Fairfield High Preparatory School uses the Department of Human Resources, the Department of Mental Health, and various community resources to provide students with necessary school supplies, clothing and shelter.*

*All homeless, migratory, and limited-English proficient students must have equal access to the same free appropriate public education, including public preschool education provided to other children and youth. All homeless, migratory, and limited-English proficient students are provided with the opportunity to meet the same challenging state content and state student performance standards to which all students are held without being stigmatized or isolated.*

*The counselor and the ELL teacher identify limited-English proficient students upon enrollment. Each new student receives a Home Language Survey used to determine eligibility for limited-English proficient testing. Students qualify for testing if the survey indicates that a language other than English is used by the student or at the student's home. All eligible students are tested with the WIDA Access Placement Test (W-APT) to determine if a student is eligible to receive services through the English Language Learner (ELL) program. Parents or guardians have the right to waive Title III Supplemental ELL services. If the parents or guardians agree for the student to receive services, an English Language Learner (ELL) committee convenes to determine appropriate services and placement for each individual student. The ELL committee consists of the ELL teacher, parents or guardians of the student, the student's teacher, the school counselor, an interpreter, and/or school administrator. A variety of services to all ELL students is provided, such as content area tutoring, pull-out ESL, pull-out for individual support, and content-based ESL. An ELL teacher provides services to all ELL students at Fairfield High Preparatory. The ELL teacher has an interpreter to communicate with the parents of ELL students if the need arises. Parents are provided the opportunity to receive all updates and important school documents in English and Spanish. The ELL committee reviews each student's progress annually. If the student scores proficient on the WIDA Access test and is performing on grade level (determined by grades, teacher recommendations, and results of reading standardized tests), the student becomes eligible to exit the ELL program and will be monitored for two years to ensure success.*

*The counselor and assistant identify migrant students upon enrollment. Parents or guardians of each student receive a Migrant Education Survey, which determines student eligibility for the migrant program. Migrant students automatically qualify for free breakfast and lunch. Migrant students have access to all services and programs available to the rest of the students.*

*Fairfield High Preparatory School provides special education services and uses appropriate procedures in accordance with federal and Alabama State laws and regulations. The special education teacher tracks referrals and notices to parents concerning eligibility meetings. The evaluation is conducted to determine if the student is eligible for special education services. An Individualized Education Plan (IEP) team convenes to determine the eligibility for special education services. The IEP team develops the Individualized Education Plan based on the results of the evaluations, the concerns of the parents, and the academic, developmental, and functional needs of the child. To the maximum extent appropriate, special education students are educated with children who are not disabled. Special education classes will occur only when the nature of severity of the disability is such that education in the general education classroom, including the use of supplementary aids and services, cannot be successfully achieved. Fairfield High Preparatory School ensures that children with disabilities have access to a variety of educational programs and services available to non-disabled children, including art, music, ELL, and physical education. In addition, special education students are provided with an equal opportunity to participate in all extracurricular activities available to non-disabled students.*

School counselors are responsible for identifying homeless students upon enrollment and providing them with support. The school uses Alabama State Department of Education and federal regulations and definitions to identify homeless students. Fairfield High Preparatory School is contacted by the Department of Human Resources, Social Services, LEA Attendance Officer, or parent to initialize identification of homeless students. The counseling office and school administrator identify possible services. If further intervention is needed, the local school will contact the Board of Education for possible funding or other needs. Homeless students have access to all services and programs available to the rest of the students, including free lunch, Title I, ELL, Special Education, At-Risk, and Reading Recovery. Fairfield High Preparatory School uses Title I and supplementary community resources to provide homeless students with necessary school supplies, clothes, and other items of necessity.

Neglected/delinquent students are identified at Fairfield High Preparatory School when contacted by one of the following sources: the Department of Human Resources, Social Services, LEA Attendance Officer, or parent. The school counselor and administrator identify possible needed services for neglected/delinquent students at Fairfield High Preparatory School. The school counselor monitors students' grades and absences and ensures that neglected/delinquent students have access to additional services as needed, including school supplies, and clothing. The truancy officer works directly with the courts to ensure parental cooperation concerning attendance for delinquent students. If further intervention or assistance is needed, the school contacts the attendance office for possible funding or other needs. Neglected/delinquent students are eligible for all services and programs available to the rest of the students, including free lunch, Title I, ELL, Special Education, and At-Risk.

Economically disadvantaged students are identified through the application for free and reduced lunch. Students with low family income will be identified as economically disadvantaged students and will be eligible to receive free or reduced breakfast and lunch during the school day. Such students will have equal access to all programs and services available including the waiver of fee such as ACT registration.

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

Students who experience difficulty mastering the proficient or advanced achievement standards will be provided timely, effective and additional instructional assistance. This will be accomplished by:

- Teacher review of student permanent records, previous test results and any other pertinent information which would help the teacher to determine student strengths and weaknesses
- Compilation of class profiles by teachers and utilization of test reports to determine individual and class strengths and weaknesses, and to address these results during instruction
- Communication with previous teachers and parents who have insight about students learning styles
- Providing daily small group instruction and intervention by reading teachers and turn-around specialist for children experiencing difficulty, and if needed, as a pull out intervention session
- Conducting monthly data meetings to discuss strategies and procedures that would encourage student success and to review student progress and make changes in instruction as needed
- Encouraging parental involvement in student education through school conferences, telephone conversations and notes
- The existence of after school tutorial program through the High Hope grant.
- Providing extended summer learning opportunities through summer academy
- Providing after school field-trips for special education students
- Providing Supplemental Educational Services for students after school and during the summer months

**Part VI - Additional Components To Be Addressed to Satisfy Federal Requirements Related to Parental Involvement (Note: This Section of the Plan must be distributed to Parents):**

<p><b>A. Parental Involvement:</b> 1) Describe how the school will convene an annual meeting to inform parents of Title I requirements and offerings; 2) how there will be a flexible number and format of parent meetings offered; 3) how parents will be involved in the planning, review and improvement of the Title I Program; and 4) how funds allocated for parent involvement are being used in the school.</p>
<p>1. During the first month that school is in session, Fairfield High Preparatory School holds its annual meeting for all parents of participating children. Parents are notified of the meeting through (1) notices sent home by students, (2) Phone Cast, and (3) public postings in English and Spanish.</p> <ul style="list-style-type: none"> <li>• Continuous Improvement Plan</li> <li>• An explanation of the school's curriculum and the state's content standards</li> <li>• Title I program and participation, its services, and parents' rights</li> <li>• Parental Involvement Section of the Continuous Improvement Plan (Overview and Distribution)</li> <li>• School-parent compacts</li> </ul> <p>2. The leadership and staff of Fairfield High Preparatory School have a strong belief in the importance of parental involvement and therefore have put measures in place to offer parent meetings on a flexible schedule. Our annual meeting for parents of participating children will be offered during the day (approximately lunch time) and at night (approximately 6:00 p.m.).</p> <p>3. Fairfield High Preparatory School believes in involving parents in all aspects of its Title I programs. We have four parent representatives on our CIP committee who are active participants in the development of the plan and were involved from the first meeting of the committee. In addition, all parents were given the opportunity to review the plan and offer their input before the plan was approved. For the Parental Involvement Plan, all parents were given surveys by the Federal Programs Director at the end of the school year seeking their input on activities, training, and materials that the school should offer to parents next school year. Each year, the Continuous Improvement Plan, including the parental involvement plan, is reviewed and evaluated. Results of parent surveys are reviewed by the parent representatives and entire CIP committee in determining needed changes.</p> <p>4. Fairfield High Preparatory school uses its parental involvement funds for services, supplies and workshops that are available to assist parents in being more actively engaged in their child's development. The outcome is to meet and exceed State/Federal academics standards per accountability.</p>
<p><b>B. Parental Involvement:</b> Describe how the school provides parents of participating children timely information in a uniform format and, to the extent practicable in a language they can understand, about programs under Title I, a description and explanation of the curriculum in use, forms of academic assessments, and achievement expectations used, and, if requested by parents, opportunities for regular meetings to formulate suggestions and participate as appropriate in decisions related to the education of their children.</p>
<p>At its annual meeting of parents at the beginning of the school year, Fairfield High School will hold a general meeting where information will be presented about its Title I programs, the curriculum, and forms of academic assessment used. Parents will learn about the following subjects taught: reading, math, language, science, social studies, physical education, art, music, and computer science. They will also learn about how to schedule parent-teacher conferences and how they can participate in decisions related to the education of their child. Parents will be given a copy of the parent handbook, which includes more detailed information on these topics and a copy of the parental involvement plan. We presently have 4 Spanish-speaking parents. An interpreter is provided at the meeting to communicate with these parents. In addition, documents are provided, to the extent practicable, in Spanish. Upon conclusion of the general meeting, parents will be invited to visit their child's classrooms and meet their teachers. At this time, teachers will provide additional information on the subjects they teach and how students are individually assessed.</p>
<p><b>C. Parental Involvement:</b> Describe how parents, the school staff, and students share responsibility for improved student academic achievement for participating students (School-Parent Compact).</p>
<p>The school reviews and revises its school-parent compact annually. Upon review of the parental involvement plan, the committee decided that the compact needed to include a component for the student. The new compact developed through a coordinated effort by school staff members, our school's Parent Advisory Committee, and two students. All parents will be given a copy of the new compact at our annual parents meeting. The compact be explained to the parents, and they will be asked to sign the compacts signifying their commitment to working in partnership with the school and their child in ensuring that their child is successful in school. The compact be discussed with teachers at faculty meetings. Each teacher will be given the responsibility to explain the compact to the students and obtain the students' signatures. The teachers will sign the compacts and house them in his/her classroom for use during parent-teacher and/or student-teacher conferences.</p>
<p><b>D. Parental Involvement:</b> Describe procedures to allow parents to submit comments of dissatisfaction with the Continuous Improvement Plan.</p>
<p>In May of each year, Fairfield High Preparatory School brings in its CIP Committee to review, evaluate, and revise its Continuous Improvement Plan. There are four parents on the Committee who represent all the parents of the school. During the review process, all parents are notified of the review through notices sent home. The notices make parents aware that the plan is under review, that a copy of the plan is available for review in the media center, main office, and in individual classrooms and that parents have the right to give input regarding the revision of the plan. The notice also states that after the plan is finalized and approved, if a parent finds the plan to be unsatisfactory, they have the right to submit their concerns in writing to the school.</p>
<p><b>E. Parental Involvement:</b> Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children. (See NCLB Section 1118, requirements for building capacity in parental involvement.)</p>

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

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

*Fairfield High Preparatory School will accomplish much of this through its annual parents meeting held at the beginning of the school year. At that time, parents will receive an overview of the state academic content standards, academic achievement standards, and assessments. In addition, an explanation will be given regarding Title I, what services will be offered, and how parents have the right to be involved in their children's education. Fairfield High Preparatory School will also offer an Open House where parents will be given the opportunity to meet their child's teachers and learn about individual class assessments and what their role will be in helping their child to succeed.*

- (2) **Shall provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement.** (Describe)

*Fairfield High Preparatory School works diligently to ensure that all parent materials and training is closely aligned with our schools identified goals. Throughout the year, parenting classes will be held on topics that address identified school goals. Since our CIP Committee identified reading as a goal, we will hold parental involvement classes on this topic and provide parents with related materials. Specific topics will include reading with your child, creating a home learning environment, and working as a partner with your child's teacher.*

- (3) **Shall educate teachers, office personnel, and other school staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school.** (Describe)

*Fairfield High Preparatory School will continue to work with its teachers through in-services, faculty meetings, and grade-level meetings in understanding the importance of parental involvement and that parents are our partners. This year, our CIP committee placed special emphasis on the need to ensure a closer connection between our schools identified goals and our parent involvement activities. Therefore, this year our assistant principal will be working closely with each lead teacher to ensure that grade-level meetings include a parent involvement focus. The assistant principal will set the expectation that teachers work closely with our parent facilitator in planning parent involvement activities and materials that best meet our schools identified goals.*

- (4) **Shall to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other federal programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.** (Describe)

*Fairfield High Preparatory School coordinates its parent involvement program for all parents. We have a bilingual teacher who works with the parents in meeting the training needs of these parents.*

**Shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand.** (Describe)

*Information on all school meetings, parent notices, etc., is sent to parents of our ELL students in Spanish and English. . In addition, Fairfield High Preparatory School has a teacher who is bilingual who assists in verbally communicating with these parents as needed.*

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

*Fairfield High Preparatory School makes every effort to work with parents in meeting their requests as related to their involvement in their children's education. For example, meetings are schedule at the convenience of the parents.*

**F. 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.**

*Fairfield High Preparatory School, to the extent practicable, provides opportunities for the participation of parents with limited English proficiency and parents with disabilities. All parent notifications are sent to parents in Spanish. In addition, we have a bilingual teacher who is available to assist in verbal communications with these parents. At this time, Fairfield High Preparatory School has no migrant students. Every effort is made to accommodate parents with disabilities. Fairfield High Preparatory School is a handicapped-accessible building.*

**G. Parents Right to Know: What procedure that is used when a student is not taught by a H.Q. teacher?**

*Information about teachers that are not H.Q. is sent from central office by the Director of Personnel and the Director of Federal Programs. Schools then send letters to parents of students who are being taught by a non-HQ teacher two or more weeks.*

**Part VII- PROFESSIONAL LEARNING NEEDS RELATED TO ACADEMIC CHALLENGES Including ENGLISH LANGUAGE PROFICIENCY, SCHOOL SAFETY, DISCIPLINE, AND SUPPORTIVE LEARNING ENVIRONMENTS** (Reminder: NCLB Section 1116 requires that each year Title I schools identified for improvement must reserve the equivalent of 10% of the Title I school-level allocation made available to the school under Section 1113. In addition, each year LEAs identified for improvement must reserve 10% of their allocations for professional development).

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

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

WHAT WEAKNESS OR NEED IDENTIFIED IN ACADEMIC, INCLUDING ELL AMAs OR SCHOOL CULTURE GOALS WILL THE PROFESSIONAL LEARNING ADDRESS?	WHAT TYPES OF PROFESSIONAL LEARNING WILL BE OFFERED?	WHEN WILL THE SESSION BE DELIVERED? (Please list dates of future PD sessions, not those that have already taken place.)	WHAT ARE THE EXPECTED OUTCOMES OF PROFESSIONAL LEARNING? (Following the professional learning, how will academic or cultural challenges be impacted – what does it look like?)	HOW WILL PARTICIPANTS BE HELD ACCOUNTABLE FOR SUCCESSFUL IMPLEMENTATION AND IN WHAT WAYS WILL EVIDENCE BE COLLECTED TO SHOW EFFECTIVE ASSIMILATION/INTEGRATION OF STRATEGIES?	WHAT ARE THE FUNDING SOURCES, ESTIMATED EXPENSES, AND PROPOSED NAMES OF CONSULTANTS OR ENTITIES? Example: Title II, \$....00 Dr. Verry Goode	DOCUMENT CONTINUOUS LEA REVIEW AND SUPPORT RESULTS
Lack of collaborative teaching	New Teacher Mentor in-services.  Faculty will review Alabama State Department of Education’s “Model of Collaboration”	<b>August 2009-May 2010 (every 3<sup>rd</sup> Tuesday of the month)</b>  <b>November 2009 faculty meeting</b>	The faculty will continue to implement professional learning community working more collaboratively together in planning, implementing, and monitoring instruction for students.	Participants will create small group clusters that will meet monthly in order to support each other and develop a plan implementing best practices for instruction. An outline of implementation will be documented at each meeting.	Consultants Teacher Stipends Substitutes Workshop Providers	
Address student weakness in Reading Comprehension and Vocabulary Skills	The Literacy Team will attend professional development on literacy training and will provide job embedded professional development to the staff on effective literacy strategies in the classroom.	September 2009-May 2010	Teachers will implement literacy strategies in their content areas.  Students will receive targeted reading and vocabulary instruction.	Small group cluster meeting notes will reflect planning, implementation of techniques, instructional strategies, meeting notes, walk-through and lesson plans.	Consultants Teacher Stipends Substitutes Workshop Providers HSTW Grant	
Math and Career Tech teachers will receive professional development on embedded math in career tech education.	Teachers will attend professional workshops on embedded math in Career Tech education.	September 2009-January 2010	Career Tech teachers will embed math in career tech instruction.	Small group cluster meeting notes will reflect planning, implementation of techniques, instructional strategies, meeting notes, walk-through and lesson plans.	Consultants Teacher Stipends Substitutes Workshop Providers HSTW Grant	
The school leadership team will receive professional development on establishing a culture of high expectations.	Leadership team will attend professional workshop on high expectations.	October 2009-December 2009	Faculty and staff will provide more rigorous instruction geared toward student achievement.	Small group cluster meeting notes will reflect planning, implementation of techniques, instructional strategies, meeting notes, walk-through and lesson plans.	Consultants Teacher Stipends Substitutes Workshop Providers HSTW Grant	

Part VIII - Coordination of Resources/Comprehensive Budget

List all federal, state, and local monies that the school uses to run its program:

**Example:**

<b>I. State Foundation Funds:</b>		
<b>State Foundation Funds</b>	<b>TOTAL</b>	<b>\$3,132,804.00</b>
Teacher Assigned Units: 48.7 classroom teachers: 42.7	<b>TOTAL OF ALL SALARIES</b>	<b>\$2,211,151.00</b>
Administrator Units: 1.0 (1 interim principal)		
Assistant Principal: 1.5 (1 interim AP)		
Counselor: 2.0		
Librarian: 1.5		
Instructional Supplies <b>None due to proration</b>		<b>0.00</b>
Library Enhancement <b>None due to proration</b>		<b>0.00</b>
Technology <b>None due to proration</b>		<b>0.00</b>
Professional Development <b>None due to proration</b>		<b>0.00</b>
State ELL Funds		
Fringe Benefits		<b>\$ 908,455.00</b>
Textbooks		<b>\$ 13,198.00</b>
<b>II. Federal Funds:</b>		
<b>Title I: Part A: Improving the Academic Achievement of the Disadvantaged</b>	<b>TOTAL</b>	<b>\$151,605.74</b>
<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>		
<i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</i>		
<b>This includes salary of two Title I Reading teachers, PD, and parent instructional materials and supplies.</b>		
<b>ARRA FUNDS</b>	<b>TOTAL</b>	
<i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</i>		
<b>This includes salary and benefits for Director of Student Services.</b>		
<b>Mrs. Bishop will complete this.</b>		
<b>Title II: Professional Development Activities</b>	<b>TOTAL</b>	
<i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</i>		
<i>Contracted Services</i>		
<i>Teacher Travel &amp; Training</i>		
<i>Administrative Travel and Training</i>		
<i>Stipends, Related Books and Materials</i>		
<b>Title III: For English Language Learners</b>	<b>TOTAL</b>	
<i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</i>		
NA		
<b>Title IV: For Safe and Drug-free Schools</b>	<b>TOTAL</b>	<b>\$10,190.00</b>
<i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</i>		
<i>The breakdown of funding use is as follows:</i>		
<i>82% - School Cast (emergency phone call system); 11% - PRIDE survey expenses; 7% - Supplies and travel for PD related to Drug Free and Safe Schools</i>		

<b>Title VI: For Rural and Low-income Schools</b>	<b>TOTAL</b>	
<i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</i>		<b>NA</b>
<b>III. Local Funds ( if applicable)</b>		
<b>Local Funds</b>	<b>TOTAL</b>	
<i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</i>		<b>NA</b>

**Part IX – MONITORING/REVIEW DOCUMENTATION**

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