



**2010 - 2011
CONTINUOUS IMPROVEMENT PLAN
Title I Schoolwide Plan**

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



NAME OF SCHOOL: Fayette Middle School

STREET ADDRESS: 418 3rd Avenue NE **CITY:** Fayette **STATE:** Alabama **ZIP CODE:** 35555

CONTACT: Rodney Hannah **TELEPHONE:** 205-932-7660 **E-MAIL:** rhannah@fayette.k12.al.us

Identified for School Improvement? No **Yes** **Delay Status**
Year 1 **or Year 2** *Submit to LEA for Board approval. Retain the original plan in the LEA. **Submit the plan electronically to your system's e-GAP Document Library by November 3, 2010.**

Year 3 **or Year 4 or more** Submit to LEA for Board approval. Scan PAGE ONE and PAGE TWO to indicate signatures. **Submit the plan and signature pages electronically to your system's e-GAP Document Library by November 3, 2010.**

| | | | | |
|--|--|---|--|---|
| Made AYP? YES <input type="checkbox"/> NO <input checked="" type="checkbox"/> | Made AMAOs (EL)? YES <input type="checkbox"/> NO <input type="checkbox"/> N/A <input checked="" type="checkbox"/> | Career Tech Made AYP? YES <input checked="" type="checkbox"/> NO <input type="checkbox"/> N/A <input type="checkbox"/> | Are all federal resources (including Titles I, II, III, IV, V, and VI) used to coordinate and supplement existing services and not used to provide services that, in the absence of federal funds, would be provided by another fund source? NO <input type="checkbox"/> YES <input checked="" type="checkbox"/> | Describe how this plan will be made available to parents and other stakeholders, such as through parent meetings or on Web sites. NOTE: The Parental Involvement section of this plan <u>must</u> be distributed to all parents. The Continuous Improvement Plan (CIP) for Fayette Middle School will be available to parents and other stakeholders in the administrative office, the school library, and the guidance office. In addition, as required by law, Fayette Middle School distributes the parental involvement section of this plan to all Title I parents. The parental involvement section will also be presented at parent meetings and sent home in the Superintendent's folders at the beginning of the year. |
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***Board Approval:** Yes No **Board approval received on _____, 2010.**
Board Signature:

Superintendent Signature: _____ **Date:** _____

Federal Programs Coordinator Signature: _____ **Date:** _____

Principal Signature: _____ **Date:** _____

CONTINUOUS IMPROVEMENT PLAN DEVELOPMENT AND IMPLEMENTATION TEAM

This plan was developed/or revised during the following time period (e.g. April, May - September 20__): May 2010 to September 2011

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

In May 2010, the School Leadership Team, including parents members, reviewed the 2009-2010 Continuous Improvement Plan. This information was shared with interested parties. Input was provided on the following items: elements which have been successful and those that may need to be modified in the coming year. In August 2010, the School Leadership Team and school staff, along with interested parents and community leaders, met to review assessment data, Pride Survey data, School Incident Report data, and other local data. Results were shared with faculty, staff, and parents. Faculty, staff, and parents were asked for their input. The leadership team met to suggest strategies, professional development, and budget requirements for the CIP plan. When the draft was completed, faculty and staff reviewed it and had the opportunity to suggest modifications if needed. Requested modifications were examined and decisions made by school leadership team and faculty/ staff. The finalized CIP was sent to the district school board for approval and signatures.

| <p>Instructional Leadership Team Names (The Leadership Team must include the principal, faculty [including ELL resource lead teacher if applicable], staff, parents, community stakeholders, and/or students.)</p> | <p>Positions (Identify position held, e.g., Administration, Faculty, Staff, Grade Level and/or Subject Area, Parents and Community members.)</p> | <p>Signatures (Indicates participation in the development of the CIP)</p> |
|--|---|--|
| <p>Rodney Hannah Wade Shipman Cristy Kirk (Chairperson) Anita Morris Elizabeth Webster Kristy Nix Linda Thigpen Judy Bartholomew Tonya Freeman Robin Williams Jennifer Fowler Margaret Daniel Larry Pinkerton Pam Shipman Jill Dean</p> | <p>Principal Assistant Principal Language Arts Teacher Language Arts Teacher Mathematics and Reading Teacher Special Education Teacher Media Specialist Social Studies and Reading Teacher Counselor Parent Parent Parent/ Community Leader Parent/ Community Leader Parent Parent/ Community Leader</p> | |

029 Fayette County - 0030 Fayette Middle School

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|----------------------|--|--|--|--|
| 2010-2011 AYP Status | This school met 20 goals out of 21 (95.24%). | | | |
| | Did Not Make AYP | | | |
| | Not in School Improvement | | | |

| Reading | | | | |
|----------------------------------|----------------------------------|------------------------|-------------------------------|----------------------|
| Did Not Make AYP | Percent Participation Goal = 95% | Met Participation Goal | Proficiency Index Goal = 0.00 | Met Proficiency Goal |
| Not in School Improvement | | | | |
| All Students | 99 | Yes | 12.45 | Yes |
| Special Education | 100 | Yes | -14.70 | No |
| American Indian / Alaskan Native | No Data | No Data | No Data | No Data |
| Asian / Pacific Islander | -- | N/A | -- | N/A |
| Black | 100 | Yes | 3.24 | Yes |
| Hispanic | -- | N/A | -- | N/A |
| White | 99 | Yes | 15.03 | Yes |
| Limited English Proficient | -- | N/A | -- | N/A |
| Free / Reduced Meals | 99 | Yes | 8.85 | Yes |

| Mathematics | | | | |
|----------------------------------|----------------------------------|------------------------|-------------------------------|----------------------|
| Made AYP | Percent Participation Goal = 95% | Met Participation Goal | Proficiency Index Goal = 0.00 | Met Proficiency Goal |
| Not in School Improvement | | | | |
| All Students | 99 | Yes | 21.85 | Yes |
| Special Education | 100 | Yes | 0.32 | Yes |
| American Indian / Alaskan Native | No Data | No Data | No Data | No Data |
| Asian / Pacific Islander | -- | N/A | -- | N/A |
| Black | 100 | Yes | 12.71 | Yes |
| Hispanic | -- | N/A | -- | N/A |
| White | 99 | Yes | 24.45 | Yes |
| Limited English Proficient | -- | N/A | -- | N/A |
| Free / Reduced Meals | 99 | Yes | 19.37 | Yes |

| Additional Academic Indicator - Attendance Rate | | |
|---|----------------------------|-----------------------------------|
| Made AYP | Attendance Rate Goal = 90% | Met Additional Academic Indicator |
| Not in School Improvement | | |
| All Students | 92% | Yes |

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. Additionally, please report data pertaining to the Response to Instruction (RtI) framework, include data used to determine the type of support provided to students (i.e.: universal screening results, benchmark testing, progress monitoring, etc.)

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| Briefly describe the process your faculty used to conduct the needs assessment (analysis of all data). | |
| Faculty members analyzed SAT 10 results, the Alabama Direct Assessment of Writing, ARMT results, and the Alabama Science Assessment as well as STAR Reading and Math results to determine academic needs. Test results were analyzed to determine strengths and weaknesses that need to be addressed. | |
| 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. | |
| Only those applicants who hold a valid teaching certificate in the appropriate field and are highly qualified are considered for employment. Staffing placements are based upon teacher interviews with the principal and personnel director. | |
| Number and percentage of teachers Non-HQT: All teachers at FMS are highly qualified. | Number and percentage of Classes Taught by Non-HQT: All classes are taught by highly qualified teachers. |
| Alabama High School Graduation Exam (AHSGE): | |
| Strengths: N/A | Weaknesses: N/A |
| Alabama Reading and Mathematics Test (ARMT): | |
| Strengths: In Math, approximately 83 percent of all students scored proficient, which is approximately a 2 percent increase from the previous year. | Weaknesses: In Reading, approximately 84 percent of all students scored proficient, which is a 1 percent decrease from the previous year. |
| Alabama Science Assessment: | |
| Strengths: 5 th grade – 85 percent were proficient. 7 th grade – 76 percent were proficient. | Weaknesses: 5 th grade – Common acids and bases. 7 th grade – Identifying the difference between DNA and RNA. |
| Stanford 10 | |
| Strengths: 5 th grade – Reading comprehension, 65 th percentile; 6 th grade- Math Procedures, 75 th percentile; 7 th grade- Math Procedures, 69 th percentile; 8 th grade- Math Problem Solving, 62 nd percentile | Weaknesses: 5 th grade – Math Problem Solving, 55 th percentile; 6 th grade – Reading Vocabulary, 51 st percentile; 7 th grade – Reading Vocabulary, 56 th Percentile; 8 th grade – Reading Vocabulary, 41 st percentile. |

Dynamic Indicators of Basic Early Literacy Skills (DIBELS):**Strengths: N/A – DIBELS is not required after the 3rd grade by the SDE.****Weaknesses: N/A****Part I - Continued:****Alabama Direct Assessment of Writing (ADAW):****Strengths:****N/A—The ADAW will not be given in the 2010-2011 academic year.****Weaknesses:****N/A****ACCESS for English Language Learners (ELs):****Strengths: N/A****Weaknesses: N/A****EducateAL or other Professional Evaluation Profile Information:****Strengths: Standard 1.0 – Delivering Instruction****Weaknesses: Standard 4 .0-- Diversity****Additional Data Sources: (e.g., Alabama Alternate Assessment [AAA], School Technology Plan Data)****Strengths: There were no strengths noticed.****Weaknesses: No students scored proficient.****Local Data (e.g., LEA, school, and grade-level assessments, surveys, program-specific assessments, other RtI data):****Strengths: STAR Results (August 2010)****5th Grade Math: 13.3 % 5th Grade Reading: 23.3 %****6th Grade Math: 16.2 % 6th Grade Reading: 18.5 %****7th Grade Math: 21.9 % 7th Grade Reading: 9.2 %****8th Grade Math: 10.4 % 8th Grade Reading: 4.7 %****Weaknesses:****5th Grade Math: 57.6 % 5th Grade Reading: 52.4 %****6th Grade Math: 68.5 % 6th Grade Reading: 60.1 %****7th Grade Math: 53.5 % 7th Grade Reading: 57.7 %****8th Grade Math: 67.0 % 8th Grade Reading: 30.0%****Career and Technical Education Program Data Reports:****Strengths: Textbooks were purchased and the BIC evaluation was passed.****Weakness: More space is needed for a friendly academic environment in the Business Technology Applications classroom.**

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| Part I – Continued (CULTURE RELATED DATA): | |
| School Demographic Information related to student discipline (e.g. total office referrals, long- and short-term suspensions, expulsions, alternative school placements, School Incidence Report (SIR) data, or student attendance). | |
| Strengths: Discipline issues are handled by the classroom teacher and are generally referred to the office as a last resort. In-school suspension has resulted in fewer students missing school due to discipline issues. In addition, only 5 % of discipline referrals resulted in out of school suspension. And ISS referrals have decreased in the past year from 59 percent to 40 percent. | Weaknesses: No full-time in-school suspension officer/ facility. |
| School Demographic Information related to drop-out information and graduation rate data. | |
| Strengths: N/A | Weaknesses: N/A |
| School Demographic Information related to teacher attendance, teacher turnover, or challenges associated with a high percent of new and/or inexperienced faculty. | |
| Strengths: There is a low teacher turnover at FMS. | Weaknesses: A high number of absences were noted, however many of them were for professional development related. |
| School Demographic Information related to student attendance, patterns of student tardiness, early checkouts, late enrollments, high number of transfers, and/or transiency including migratory moves (if applicable). | |
| Strengths: FMS has approximately 92 percent student attendance for the year. | Weaknesses: Student attendance dropped 3 percent due in part to the Influenza outbreak. |
| School Perception Information related to parent perceptions and parent needs including information about literacy and education levels. | |
| Strengths: One-hundred percent of our parents understood the information from the report card. Ninety-seven percent of our parents view our school in a positive light. | Weaknesses: Fifty percent of our parents do not know how to be involved in school planning and 24 percent of parents do not know what it means to be a Title school. |
| School Perception Information related to student PRIDE data. | |
| Strengths: Eighty- three percent of students feel safe in the classroom. | Weaknesses: Twenty-eight percent of the students perceive the parking lot and the bathrooms as unsafe. |
| School Process Information related to an analysis of existing <u>curricula</u> focused on helping English Language Learners (ELLs) work toward attaining proficiency in annual measurable academic objectives (AMAOs). | |
| Strengths: N/A | Weaknesses: N/A |
| School Process Information related to an analysis of existing <u>personnel</u> focused on helping English Language Learners (ELLs) work toward attaining proficiency in annual measurable academic objectives (AMAOs). | |
| Strengths: N/A | Weaknesses: N/A |

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| School Process Information uncovered by an analysis of curriculum alignment, instructional materials, instructional strategies, reform strategies, and/or extended learning opportunities. | |
| Strengths: Teachers use their Alabama Courses of Studies, Curriculum Guides, and objectives from standardized tests to shape their lesson plans. Math and science teachers utilize materials supplied by AMSTI to enhance instruction. All teachers use state adopted textbooks and other supplementary materials to cover course objectives. Many Teachers incorporate technology into their lessons. Online opportunities exist for students to access several subjects for extended learning opportunities. | Weaknesses: All teachers do not have the same technology resources available in their classrooms. Funding for after-school tutoring is extremely limited. |

Part II - GOAL TO ADDRESS ACADEMIC NEEDS – All components to support improving academic achievement, **INCLUDING SCHOOL CULTURE AND RtI 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): Special education students will show improvement in reading.
Data Results on which goal is based: ARMT and SAT Test Scores

| | | | | |
|-----------------------------------|---|--|--|---|
| TARGET GRADE LEVEL(S): 5-8 | TARGET CONTENT AREA(S): Circle One <u>Reading</u> Math Science Other | AHSGE: Reading Math Science Social Studies Language | ADDITIONAL ACADEMIC INDICATORS: | TARGET STUDENT SUBGROUP(S): All Students |
|-----------------------------------|---|--|--|---|

| 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) |
| 5.1, 5.2, 6.1, 6.3, 7.1, 7.4, 8.1, 8.14 | STRATEGY: Use longitudinal data as it applies to special education students to address weakest reading standards in all reading classes. ACTION STEP: All core teachers and special education teachers will attend professional development on longitudinal data by November 10. | One-hundred percent of all core and special education teachers will attend professional development. | Absent teachers will schedule a time with the counselor to make up professional development. | Student test scores. My Skills Tutor has been purchased to address weaknesses in reading. |
| | STRATEGY: All core and special education teachers will select the weakest reading standards by November 30. ACTION STEP: All grade levels, including special education teachers, will meet prior to November 30 th to determine the three weakest reading standards. | One-hundred percent of all grade level chairpersons and special education teachers will report the weakest standards and strategies to address weaknesses. | N/A | Student test scores. An additional teacher unit was added in 6 th grade to reduce class sizes. |

CONTINUOUS IMPROVEMENT GOAL (SHOULD ADDRESS IDENTIFIED WEAKNESSES AND GAPS): Students will show improvement in math.

Data Results on which goal is based: ARMT and SAT Test Scores

| | | | | |
|-----------------------------------|--|--|--|--|
| TARGET GRADE LEVEL(S): 5-8 | TARGET CONTENT AREA(S): Circle One Reading <input type="checkbox"/> <u>Math</u> Science <input type="checkbox"/> Other <input type="checkbox"/> | AHSGE: Reading <input type="checkbox"/> Math <input type="checkbox"/> Science <input type="checkbox"/> Social Studies <input type="checkbox"/> Language <input type="checkbox"/> | ADDITIONAL ACADEMIC INDICATORS: | TARGET STUDENT SUBGROUP(S): all Students. |
|-----------------------------------|--|--|--|--|

| 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) |
| 5.2, 5.3, 6.2, 6.3, 7.3, 7.9, 8.1(8 th -- Mathematical procedures with a concentration on computations with integers). | STRATEGY: Use longitudinal data to address the weakest math standards in all math classes. ACTION STEP: All core teachers will attend professional development on longitudinal data by November 10. | One-hundred percent of all core teachers will attend professional development. | Absent teachers will schedule a time with the counselor to make up professional development. | Student test scores. My Skills Tutor has been purchased to address weaknesses in math. |
| | STRATEGY: All core areas will select the weakest math standards by November 30. ACTION STEP: All grade levels will meet prior to November 30 th to determine the three weakest math standards. | One-hundred percent of all grade level chairpersons will report the weakest standards and strategies to address weaknesses. | N/A | Student test scores. An additional teacher unit was added in 6 th grade to reduce class sizes. |

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 EL student did not make AMAOs complete this page.

| |
|---|
| ENGLISH PROFICIENCY GOAL (SHOULD ADDRESS IDENTIFIED WEAKNESSES AND GAPS): N/A |
| Data on which goal is based: N/A |

| | | | | | | |
|-------------------------------|---|----------------|----------------|------------------|-----------------|----------------------|
| TARGET GRADE LEVEL(S): | TARGET ELP LANGUAGE DOMAIN(S): Circle all that apply. | Reading | Writing | Listening | Speaking | Comprehension |
|-------------------------------|---|----------------|----------------|------------------|-----------------|----------------------|

| WIDA ENGLISH LANGUAGE PROFICIENCY STANDARDS | REFORM STRATEGIES N/A | BENCHMARKS N/A | INTERVENTIONS N/A | RESOURCES N/A |
|---|---|--|---|--|
| WHICH WIDA* ENGLISH LANGUAGE PROFICIENCY STANDARDS OR DOMAINS ARE LINKED TO EACH STRATEGY? | WHAT RESEARCH-BASED STRATEGIES/ACTIONS WILL BE USED TO IMPROVE STUDENT ACADEMIC PERFORMANCE? (Give specific strategies, not just programs or program names.) | HOW WILL PROGRESS FOR EACH ACTION STEP BE MEASURED? (PERFORMANCE DATA, LISTS, SURVEYS, ETC) | HOW WILL THE SCHOOL PROVIDE TIMELY ASSISTANCE IF STRATEGIES DO NOT CHANGE PERFORMANCE? | WHAT RESOURCES AND SPECIFIC EXPENDITURES WILL BE NEEDED FOR SUCCESSFUL IMPLEMENTATION? (Ex: 6 Classroom Libraries, \$.....00) |
| N/A | STRATEGY: ACTION STEP: | | | |

*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, RtI FRAMEWORK AND BUILDING SUPPORTIVE

LEARNING ENVIRONMENTS

Strategies developed to address improving school safety, classroom management /discipline, and building supportive learning environments should be related to the weaknesses or program gaps identified in the data summary (e.g., parental/community involvement, teacher collaboration, student/teacher motivation). The LEA and school must develop a timeline for multiple reviews of continuous improvement efforts.

| CULTURE (REFER TO CULTURAL DATA IN NEEDS ASSESSMENT) | REFORM STRATEGIES | BENCHMARKS | INTERVENTIONS | RESOURCES |
|---|---|---|---|---|
| WHAT CHALLENGES RELATED TO SCHOOL, SAFETY, CLASSROOM MANAGEMENT/DISCIPLI NE, RtI FRAMEWORK 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) |
| FMS seeks to provide an environment that promotes personal relationships between stakeholders. | <p>STRATEGY: Create a caring learning environment in which adults value the importance of building relationships with students, parents, and faculty members.</p> <p>ACTION STEP: All teachers will participate in the book study <u>Fires in the Bathroom</u> by Kathleen Cushman throughout the year.</p> | One-hundred percent of teachers will complete the book study by May 2011. | Absent teachers will schedule a time to make up missed book study sessions. | Books have been purchased using Title I money. An assistant principal is funded with Title I money in order to provide additional support and leadership for teachers. |
| FMS seeks to provide assistance to struggling students. | <p>STRATEGY: In an effort to support struggling students, FMS wishes to organize and implement an RtI program on campus.</p> <p>ACTION STEP: Selected faculty members will be trained in the use and implementation of RtI.</p> | Faculty members on the RtI team will help to develop academic and behavior intervention strategies. | Additional training will be offered as needed. | Training for RtI was funded with Title II money. |

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)

Discontinued due to lack of funds. Beginning teachers receive support from grade level teachers.

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

The Fayette County Board of Education and Fayette Middle School have implemented the following programs. These programs are vital components in the success of the Continuous Improvement Plan. The objectives of these programs will be met through the efforts of the Fayette County Board of Education, program coordinators, Fayette Middle School administration, faculty, staff, parents, and students. These programs aid in the acquisition and mastery of educational goals for every student at Fayette Middle School.

FEDERAL

- **Title I** – This program provides the resources for all students to meet academic achievement. The goal of Title I is to place highly qualified teachers in every classroom and to provide a well-integrated program, a variety of instructional materials, methods, and activities that reflect individual student needs and interests.
- **Title II** – This program provides resources for professional development expenses including registration fees, travel, and substitutes.
- **Title VI** – This program provides money for library books and nursing supplies.
- **Carl Perkins Fund** – This program provides funding to update vocational equipment used by vocational teachers in the classroom.
- **E-Rate** – This money comes from a federal program that provides a rebate of telephone charges and gives the money back to the schools. This money helps fund our school's technology program.
- **Child Nutrition Program** – This program provides nutritional breakfast and lunches to students as well as to qualifying students through the free/reduced program.
- **IDEA Funds** – This provides a federally funded special education teacher to serve identified students.

STATE

- **At-Risk Programs** – These programs allow for the funding of the Alternative School, Drop-out Prevention, and Truancy Intervention for students who have exhibited behavior problems or have neglected academic responsibilities. The money is administered by the central office.
- **State Enhancement Technology Funds** – Technology funds are allocated for support of the computers issued by the county system. Utilization of these funds varies on an as needed basis.
- **State Vocational Funds** – This money provides for the update and repair of vocational equipment.

LOCAL

- **Fayette Middle School PTO** – The local Fayette PTO, which includes parents, teacher, and community members, raises money to annually to provide school improvements and

enhancements.

- **Wal-Mart Foundation** – The Wal-Mart Foundation provides matching gifts and donations for our school’s athletic programs.
- **Local Churches** – These organizations provide donations for instructional supplies.
- **Citizens Bank** – This organization provides funds for a perfect attendance award.
- **Regions Bank** – This organization provides instructional supplies and materials for teachers.

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.

Fayette Middle School works diligently to make the transition from Fayette Elementary an easy experience. Each year the fourth grade students visit our school and take a tour of our campus. Our eighth grade students show them the lunchroom, the gym, the office, the library, the fifth grade building, and the Assistant Principal’s office. The principal and counselor welcome the students and go over things that are different about the middle school.

Before school starts, all incoming fifth grade students and their parents are asked to attend a middle school orientation. They meet the fifth grade teachers and have an opportunity to become acquainted with the daily routine of their new school.

The eighth grade students are transitioned to Fayette County High School with the help of our school counselors. The high school counselor has a parent meeting in early May to discuss diploma options, scheduling choices, and class selection. Before school starts, freshmen and their parents are invited to orientation at the high school. At that time, students can pick up their schedules and take a guided tour to familiarize them with the campus. High school students and faculty are on hand to answer any questions.

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.

There are numerous applications on file at the Fayette County Board of Education. All vacant positions at FMS are posted and filled according to current personnel laws and local Board policy. Only those applicants who hold a valid teaching certificate in the appropriate field and are highly qualified are considered for employment.

In order to attract highly qualified teachers to our area, the Fayette County Board of Education sends representatives to College Recruiting days at several area colleges and universities (The University of Alabama, Mississippi University for Women, Stillman College, University of West Alabama, The University of North Alabama, etc.). The Board also looks at Professional Education Personnel Evaluations (PEPE) of those applicants with teaching experience. These in-depth evaluations of educational and professional performance serve as guides in recognizing highly qualified personnel.

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.

Teachers at Fayette Middle School will be involved in the use of state academic assessments in order to provide information about students, to improve the achievement of individual students, and to evaluate the overall instructional program. Grade level meetings will be held to discuss individual student progress and weaknesses. These meetings will be used to develop strategies to improve individual student performance. School wide faculty meetings will also be held to review and evaluate overall school performance on state assessments. Teachers and administrators will use the test results to make decisions regarding curriculum changes, assess the instructional program, and develop strategies for addressing the areas of weakness identified by the test results. BBSST meetings will be held to assist students at risk.

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

Migrant- Students identified as migrant will be served on the same basis as other children in our district and are entitled to the same free and appropriate education and programs as other students. Title I funds will be available at the school where these identified students attend. For the 2010-2011 school year, Fayette Middle School does not have any student identified as Migrant.

ELL- Services will be provided to students based upon our LEA English Language Learner Plan which may include after school tutoring, summer reading programs, purchasing of SBR

programs for ESL students. FMS has one ELL student.

Economically Disadvantaged – Students have access to free or reduced priced breakfast and lunches. Churches and local business make donations to furnish identified students with needed supplies.

Special Education – Students who qualify for special education may be provided with a resource teacher or aide to help in the regular classroom as well as a resource time.

Neglected and/or Delinquent – Currently, Fayette County does not have any N or D facilities in our school district. Should an N or D facility form within our district at some point in the future, those students will have equal access to the same free and appropriate public education provided as the other children in our schools. These children will be provided the same opportunity to meet the same challenging state content and state student performance standards to which all students are held without being stigmatized or isolated. Educational services will include, but not be limited to, programs for the disadvantaged, programs for the handicapped, programs for students with limited-English proficiency, programs in career/technical education, programs for academically gifted, programs in Title I, and school meal programs.

Homeless – In August of each school year, a Student Residency Questionnaire is disseminated to all students in all schools in Fayette County to determine which students, if any, may qualify and are identified as homeless according to the McKinney-Vento Act. Services provided to homeless children and youths will be available in a non-discriminatory manner using the same eligibility criteria as all other students. Educational services will include, but not be limited to, programs for the disadvantaged, programs for the handicapped, programs for students with limited-English proficiency, programs in career/technical education, Title I programs, etc. At this time, FMS has eight students identified as homeless.

7. Special Populations (as listed in the Carl D. Perkins Career and Technical Education Act 2006, Section 3): Describe procedures used for each group of individuals with disabilities; individuals from economically disadvantaged families, including foster children; individuals preparing for non-traditional fields; single parents, including single pregnant women; displaced homemakers; and individuals with limited English proficiency.

N/A

8. 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.

There are currently no after school programs at Fayette Middle School. However, fifth through seventh grade students do have the opportunity to participate in an after school tutoring/enrichment program at Fayette Elementary School called the SMART program. Eighth grade students have an opportunity to participate in the P.E.A.K Program, which provides tutoring and enrichment programs. Other programs may be made available as funding allows.

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

A. Parental Involvement: Describe how the school will convene an annual meeting to inform parents of the school’s participation in Title I and explain Title I requirements, including the 1% set-aside, and the right of parents to be involved.

Fayette Middle School held an annual schoolwide Title I meeting in August 2010. Parents may be contacted through letters mailed home, radio announcements, newspaper announcements, and SchoolCast informing them of the meeting. Additional parent meetings will be offered at varied times in order for all parents to be able to attend. At each parent meeting, parents will be asked for their input for the improvement of the Title I program. Parents will also be involved in decisions regarding how parent involvement funds will be used. They will be invited to attend committee meetings with teachers and designated parent representatives who serve as members of the committee. In the annual meeting, the following topics were discussed:

- What it means to be a Title I School
- The 1 % Set-Aside for Parental Involvement
- The CIP
- The School Parental Involvement Plan
- School-Parent Compacts
- Parent Involvement Policy

B. Parental Involvement: Describe: 1. How there will be a flexible number and format of parent meetings offered; 2) How parents will be involved in the planning, review and improvement of the Title I Program (Note: State the school's process for how all Title I parents have the opportunity for involvement in decision-making.); and 3) How funds allocated for parent involvement are being used in the school.

The leadership and staff of FMS 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 meetings for parents of participating children will be offered at different times during the school year.

FMS believes in involving parents in all aspects of its Title I programs. Our process for how all parents have the opportunity for involvement in decision-making is as follows: parents receive notices of meetings, parents assist in planning and revising our CIP plan, and parents may also assist in budget meetings. Furthermore, parents are also given a calendar that outlines various parent involvement opportunities that will take place throughout the year. Then we remind parents of activities through SchoolinSites of involvement activities going on each month.

FMS uses its parental involvement money to fund the following items: stamps for report cards, FMS refrigerator magnets, ink for FMS brochures, colored paper, note cards, and "How to Get the Most Out of Middle and Junior High School" booklets.

C. Parental Involvement: Describe how the school provides parents of participating children timely information in a uniform format and, to the extent practicable in a language they can understand, about programs under Title I, a description and explanation of the curriculum in use, forms of academic assessments, and achievement expectations used, and, if requested by parents, opportunities for regular meetings to formulate suggestions and participate as appropriate in decisions related to the education of their children.

The faculty at Fayette Middle School recognizes the importance of providing appropriate educational programs to all students and makes every effort to inform all parents about important information and school reports. At the beginning of each school year, we send home a folder with all the necessary information for parents, including the promotion policy, school rules, and free and reduced lunch forms. Throughout the year, we send home notices of various meetings, such as PTO, IEP, and Title I meetings. We send home progress reports (as needed), report cards, and test results. We also have parent/teacher conferences. We often contact parents by phone or invite them to the school to provide further explanation of complicated forms in an effort to increase the participation of our economically disadvantaged and disabled parents.

D. Parental Involvement: Describe how parents, the school staff, and students share responsibility for improved student academic achievement for participating students (How the School-Parent Compact is jointly developed with Title I parents; how it is used, reviewed, and updated).

Fayette Middle School revised its school-parent compact in May 2010. Fayette Middle School will require that all students have a 2010-2011 School-Parent Compact on file. The compact describes how parents, school staff, and students will share responsibility for improved student academic achievement. It also describes the means by which the school and parents will build and develop a partnership to help students achieve or exceed proficiency of the state's academic content standards. The compacts will be sent home in August and returned to homeroom teachers. Parents, students, and school personnel will be required to sign the compact accepting the responsibilities listed. The Parent Coordinator and homeroom teachers will keep the signed compacts on file. The Title I Committee, with the input of the faculty, will update School-Parent Compacts each May.

E. Parental Involvement: Describe procedures to allow parents to submit comments of dissatisfaction with the Continuous Improvement Plan.

Procedures employed for parents to make and submit to the SDE any comments of disagreement with any aspect or component of the CIP are as follows:

1. The disagreement must be in writing to the Fayette County Board of Education Director of Federal Programs to the address below:
Fayette County Board of Education
Director of Federal Programs
P.O. Box 686
Fayette, AL 35555
2. The disagreement will be kept confidential.
3. The disagreement will be read and discussed with School Superintendent and Board Members, as needed.
4. Appropriate action will be taken if resolution can be made from LEA.
5. If resolution cannot be made with the LEA, the disagreement will be included with the submission of the NCLB Consolidated Application to the SDE.

6. The SDE will respond to the disagreement as they deem appropriate.

F. Parental Involvement: Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children. (See NCLB Section 1118, requirements for building capacity in parental involvement.)

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

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

We provide training as funding is available to help parents work with their children to improve their children's achievement. Parents are reached through PTO meetings, parent conference day, training sessions, etc.

(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)

Tracts are available at the main office for parents to pick up as needed. We will also make available the *Middle School Parent Guidebook*. We utilize schoolinSite, an online program designed to provide parents access to school information

(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)

We shall educate teachers at faculty meetings as to 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. Other school staff is involved in institute and in-service days for training.

(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)

We shall, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with programs such as Head Start, Home Instruction Programs, state funded licensed daycare facilities, parent training programs and other activities, such as parent resource centers that encourage and support parents in more fully participating in the education of their children.

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

Parents receive school related information through notes sent home by students, SchoolinSite, local newspaper, radio and an electronic billboard. We will also utilize SchoolCast to inform stakeholders of routine or emergency information. Documents for ELL will be translated into the language the parents can understand through transact.com or local interpreters.

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

We may provide reasonable support for parental involvement activities such as interpreting test scores, computer training, and using parent classroom resources.

G. Parental Involvement: Describe how the school will ensure the provision for participation of parents with limited English proficiency, parents with disabilities, and parents of migrant students; including providing information and school reports in a format and, to the extent practicable, in a language that parents can understand.

The faculty at Fayette Middle School recognizes the importance of providing appropriate educational programs to all students and makes every effort to inform all parents about important information and school reports. Currently, our school has one English Language Learner identified. Services are being provided to this student that include, but are not limited to, after school tutoring, summer reading programs, interpreters on hand, and translated handouts/forms in the language in which the students and parents can understand.

Fayette County is not an area that has a migratory work force. Should we enroll any migrant students, we would adhere to the LEA Title I plan for serving migratory students. Services include, but are not limited to, tutoring, purchasing school supplies, and parent workshops. We attempt to identify possible migrant students through a survey at the time of enrollment.

At the beginning of each school year, we send home a folder with all the necessary information for parents, including the promotion policy, school rules, and free and reduced lunch forms. Throughout the year, we send home notices of various meetings, such as PTO, IEP, and Title I meetings. We send home report cards, progress reports, and test results. We also have parent/teacher conferences. We often contact parents by phone or invite them to the school to provide further explanation of complicated forms in an effort to increase the participation of our economically disadvantaged and disabled parents. We also utilize SchoolinSite as a communication tool.

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

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

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

| WHAT WEAKNESS OR NEED IDENTIFIED IN ACADEMIC, INCLUDING ELL AMAOs OR SCHOOL CULTURE GOALS WILL THE PROFESSIONAL LEARNING ADDRESS? | WHAT TYPES OF PROFESSIONAL LEARNING WILL BE OFFERED? | WHEN WILL THE SESSION BE DELIVERED? (Please list dates of future PD sessions, not those that have already taken place.) | WHAT ARE THE EXPECTED OUTCOMES OF PROFESSIONAL LEARNING? (Following the professional learning, how will academic or cultural challenges be impacted – what does it look like?) | HOW WILL PARTICIPANTS BE HELD ACCOUNTABLE FOR SUCCESSFUL IMPLEMENTATION AND IN WHAT WAYS WILL EVIDENCE BE COLLECTED TO SHOW EFFECTIVE ASSIMILATION/INTEGRATION OF STRATEGIES? | WHAT ARE THE FUNDING SOURCES, ESTIMATED EXPENSES, AND PROPOSED NAMES OF CONSULTANTS OR ENTITIES? Example: Title II, \$....00 Dr. Verry Goode | DOCUMENT CONTINUOUS LEA REVIEW AND SUPPORT RESULTS |
|---|--|--|---|---|--|--|
| Classroom management | Book study – <u>Fires in the Bathroom</u> by Kathleen Cushman. | Sept. 2010 Dec. 2010 March 2011 | The study will equip teachers with specific tools to create an inviting, disciplined classroom. | Teachers will be asked to sign in and actively participate in the book study meetings. As evidence of effectiveness, we also hope to see a reduction in the number of teacher absences compared to the number from last year. | Books in the amount of \$457.92.were purchased with Title I money. | An administrative representative will check implementation as he/she feels is necessary. Comparisons will be made at the end of the school year with available data. |
| Diversity | Workshop/ Conference | January 2011 | The workshop will help the faculty o increase its awareness of diversity and its relationship to the classroom. | Teachers will be asked to sign in and actively participate in the workshop. This training should improve the acceptance of the uniqueness of the school’s population. | The conference/ workshop by Fred Pryor Seminars is paid for with Title II funds in the amount of \$3,600.00. | An administrative representative will check implementation as he/she feels is necessary. Comparisons will be made at the end of the school year with available data. |

DUPLICATE PAGES AS NEEDED

Part VIII - Coordination of Resources/Comprehensive Budget

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

Example:

| I. State Foundation Funds: | | |
|---|----------------------------------|---------------------|
| State Foundation Funds | TOTAL | 1,376,838.00 |
| Teacher Assigned Units: 23.87 | classroom teachers: 24.09 | 1,161,829.00 |
| TOTAL OF ALL SALARIES | | |
| Administrator Units: 1 | | 77,057.00 |
| Assistant Principal: .50 | | 30,111.00 |
| Counselor: 1 | | 55,104.00 |
| Librarian: 1 | | 52,737.00 |
| Instructional Supplies | | 0.00 |
| Library Enhancement | | 0.00 |
| Technology | | 0.00 |
| Professional Development | | 0.00 |
| State ELL Funds | | 0.00 |
| Career and Technical Education Administrator | | 0.00 |
| Career and Technical Education Counselor | | 0.00 |
| II. Federal Funds: | | |
| Title I: Part A: Improving the Academic Achievement of the Disadvantaged | TOTAL | 81,383.00 |
| <p>Title I: (1. Schools identified for improvement must set-aside an equivalent of 10% of its Title I school-level allocation for professional development each year it is in the improvement process. 2. Also include the school's portion of the 95% of the LEA set-aside for parental involvement. For additional guidance, check with the Federal Programs Coordinator in your school district.)</p> <p><u>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</u> Half salary/ benefits for Assistant Principal -- \$41, 602.00 Half salary/ benefits for Elementary Teacher -- \$28, 873.00 Purchase services -- \$1,555.00 Materials/ supplies -- \$6,500.00 Software -- \$1,500.00 Parent Involvement -- \$1,353.00</p> | | |

| | |
|---|-------------------------|
| | 0.00 |
| ARRA FUNDS | TOTAL |
| <i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</i> | |
| Title II: Professional Development Activities | TOTAL \$5,467.00 |
| <i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</i> | |
| Purchased services – Speaker for Professional Development -- \$3,600.00 | |
| Substitutes -- \$539.00 | |
| Travel -- \$1,000.00 | |
| Registration -- \$328.00 | |
| Title III: For English Language Learners | TOTAL 0.00 |
| <i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</i> | |
| | |
| Title IV: For Safe and Drug-free Schools | TOTAL 0.00 |
| <i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</i> | |
| | |
| Title VI: For Rural and Low-income Schools | TOTAL \$4,875.00 |
| <i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</i> | |
| \$3,875.00 – Library Books | |
| \$1,000.00 – Nurse/ First Aid Supplies | |
| Career and Technical Education-Perkins IV: Basic Grant (Title I) | TOTAL \$9,059.00 |
| <i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING</i> | |
| Family and Consumer Sciences (Teen Discoveries) -- \$4,530.00 | |
| \$3,030.00 in materials and supplies | |
| \$ 550.00 in state travel | |
| \$750.00 in out of state travel | |
| \$ 200.00 in registration | |
| Business and Career Technology -- \$4,529.00 | |
| \$3,269.00 in materials and supplies | |
| \$ 500.00 in state travel | |
| \$500.00 in out of state travel | |
| \$ 260.00 in registration | |

| | | |
|--|--------------|---------------------|
| Career and Technical Education-Perkins IV: Tech Prep (Title II) | TOTAL | 0.00 |
| <i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING</i> | | |
| | | |
| | | |
| III. Local Funds (if applicable) | | |
| Local Funds | TOTAL | \$148,814.00 |
| <i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</i> | | |
| Janitorial Supplies -- \$6,000.00 | | |
| Athletics (Including coaching supplements, travel, and officials) -- \$28,000.00 | | |
| General Supplies/ Maintenance (Including classroom materials and supplies) -- \$73, 814.00 | | |
| Concessions -- \$21,000.00 | | |
| Library -- \$5,000.00 | | |
| Technology -- \$15,000.00 | | |

Part IX – MONITORING/REVIEW DOCUMENTATION

| | | |
|--|--|--|
| <p>INITIAL REVIEW /DEVELOPMENT Target Date: August Purpose: Review assessment data to develop plan or make plan adjustments to existing plan.</p> <p>Date _____</p> <p>Principal Initials _____</p> <p>LEA initials _____ Other _____</p> <p>COMMENTS*(Required)</p> <p>*Use additional pages, if needed</p> | <p>REVIEW 1 Target Date: September Purpose: AMENDMENT - Incorporate recommendations from school, LEA and/or SDE.</p> <p>Date _____</p> <p>Principal Initials _____</p> <p>LEA initials _____ Other _____</p> <p>COMMENTS*(Required)</p> <p>* Use additional pages, if needed</p> | <p>REVIEW 2 Target Date: October Purpose: IMPLEMENTATION - Provide documentation/evidence of improvement.</p> <p>Date _____</p> <p>Principal Initials _____</p> <p>LEA initials _____ Other _____</p> <p>COMMENTS*(Required)</p> <p>* Use additional pages, if needed</p> |
| <p>REVIEW 3 Target Date: November Purpose: IMPLEMENTATION – Provide documentation/evidence of improvement.</p> <p>Date _____</p> <p>Principal Initials _____</p> <p>LEA initials _____ Other: _____</p> <p>COMMENTS*(Required)</p> <p>* Use additional pages, if needed</p> | <p>REVIEW 4 Target Date: January Purpose: IMPLEMENTATION - Provide documentation/evidence of improvement.</p> <p>Date _____</p> <p>Principal Initials _____</p> <p>LEA initials _____ Other _____</p> <p>COMMENTS*(Required)</p> <p>*Use additional pages, if needed</p> | <p>REVIEW 5 Target Date: February Purpose: IMPLEMENTATION - Provide documentation/evidence of improvement.</p> <p>Date _____</p> <p>Principal Initials _____</p> <p>LEA initials _____ Other _____</p> <p>COMMENTS*(Required)</p> <p>* Use additional pages, if needed</p> |

REVIEW 6
Target Date: March **Purpose:**
IMPLEMENTATION - Provide documentation/evidence of improvement.

Date _____

Principal Initials _____

LEA initials _____ Other

COMMENTS*(Required)

* Use additional pages, if needed

REVIEW 7
Target Date: April - May
Purpose: REFLECTIONS/PROJECTIONS – Evaluate each goal, strategy, and action for continuation, revision, or removal.

Date _____

Principal Initials _____

LEA initials _____ Other

COMMENTS*(Required)

*Use additional pages, if needed

Use information from Reviews to Evaluate the plan and to update the plan for the coming year.