



**2009 - 2010  
CONTINUOUS IMPROVEMENT PLAN  
Title I Targeted Assistance Plan**

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



NAME OF SCHOOL: Fort Payne Middle School					
STREET ADDRESS: 4910 Martin Avenue, N.E.		CITY: Fort Payne		STATE: Alabama	ZIP CODE: 35967
CONTACT: Shane Byrd		TELEPHONE: 256-845-7501		E-MAIL: sbyrd@ftpayk12.org	
Identified for School Improvement? No <input checked="" type="checkbox"/> Yes <input type="checkbox"/> Delay Status <input type="checkbox"/> Year 1 <input type="checkbox"/> Year 2 <input type="checkbox"/> *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>					
Year 3 <input type="checkbox"/> Year 4 or more <input type="checkbox"/> 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 <b>November 3, 2009.</b>					
Made AYP? YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>	Made AMAOs (ELL)? YES <input type="checkbox"/> NO <input checked="" type="checkbox"/> N/A <input type="checkbox"/>	Career and Technical Ed (CTE) Made AYP? YES <input type="checkbox"/> NO <input type="checkbox"/> N/A <input checked="" type="checkbox"/>	Are all federal resources (including Titles I, II, III, IV, and VI) used to coordinate and supplement existing services and not used to provide services that, in the absence of federal funds, would be provided by another fund source? YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>	Describe how this plan will be made available to parents and other stakeholders, such as through parent meetings or on Web sites. <b>NOTE: The Parental Involvement section of this plan <u>must</u> be distributed to all Title I parents.</b> . The Continuous Improvement Plan (CIP) for Fort Payne Middle School will be available to parents and other stakeholders in the school library, the guidance office, and the administration office. The CIP will also be available on the school website <a href="http://www.fpms.ftpayk12.org/">http://www.fpms.ftpayk12.org/</a> . In addition, as required by law, Fort Payne Middle School distributes the parental involvement section of this plan to all Title I parents. Revisions will be made to the CIP throughout the school year.	
*Board Approval: Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Board approval received on _____, 2009.					
Board Signature:					
Superintendent Signature: Jim Cunningham				Date:	
Federal Programs Coordinator Signature: Pat Horton				Date:	
Principal Signature: Shane Byrd				Date:	

System:

April 20, 2009

School:

**CONTINUOUS IMPROVEMENT PLAN DEVELOPMENT AND IMPLEMENTATION TEAM**

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

The school leadership team met in September to develop and implement the Continuous Improvement Plan for the 2009-2010 school year. The team consisted of administrators, parents and school staff. The CIP will be evaluated in September of the following school year to determine whether the implemented strategies have been met. This information will be shared with staff and interested parents. The staff and parents will provide input on the following: which elements have been successfully mastered and need not to be included in the next year’s plan; the elements that have been mastered but still require continued monitoring during the 2010-2011 school year; the elements that have not been mastered and must be included in the 2010-2011 CIP. In August 2010, the school leadership team and anyone interested will disaggregate standardized assessment data, School Incident Report data, PEPE data, and the Technology Plan. Parents, students, and faculty will be surveyed to determine the effectiveness of the CIP plan. Results will be shared with the school, faculty, staff, and parents. The school leadership team will meet to develop the plan for the proceeding year based on the data and survey results. When the draft is completed, faculty and staff will review it and suggest modifications if needed. The CIP for the 2010-1011 school year will then be published and shared with the district coordinator and superintendent. Requested modifications will be examined and decisions made by school leadership team and faculty/staff. The finalized CIP will be sent to the district school board for approval and signature.

<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 align="center">                     Pat Horton                      Shane Byrd                      Linna McElroy                      Connie Elmore                      Mallory Durham                      Debbie Bates                      Dena Wilbanks                      Alison Beck                      Dan Grogham                      Wally Sunderman                      Kelly Vezertzis                      Stephanie Fritz                 </p>	<p align="center">                     Federal Programs Coordinator                      Principal                      Title I Teacher                      Title I Teacher                      ELL Teacher                      Special Education Teacher                      Guidance Counselor                      5th Grade Teacher                      7th Grade Teacher                      Community Representative                      Parent                      Parent                 </p>	

System:

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

## Alabama AYP Accountability Reports

### School Status Report

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

143 Fort Payne City - 0025 Fort Payne Middle School

2009-2010 AYP Status	This school met 29 goals out of 29 (100%).			
	Made AYP			
	Not in School Improvement			

Reading				
Made AYP	Percent Participation Goal = 95%	Met Participation Goal	Proficiency Index Goal = 0.00	Met Proficiency Goal
Not in School Improvement				
All Students	100	Yes	16.50	Yes
Special Education	98	Yes	-6.80	Yes(CI)
American Indian / Alaskan Native	--	N/A	--	N/A
Asian / Pacific Islander	--	N/A	--	N/A
Black	100	Yes	7.20	Yes
Hispanic	100	Yes	8.75	Yes
White	100	Yes	20.32	Yes
Limited English Proficient	99	Yes	3.60	Yes
Free / Reduced Meak	100	Yes	11.47	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	100	Yes	26.21	Yes
Special Education	98	Yes	8.25	Yes
American Indian / Alaskan Native	--	N/A	--	N/A
Asian / Pacific Islander	--	N/A	--	N/A
Black	100	Yes	15.16	Yes
Hispanic	100	Yes	21.94	Yes
White	100	Yes	28.69	Yes
Limited English Proficient	100	Yes	18.51	Yes
Free / Reduced Meak	100	Yes	22.11	Yes

Additional Academic Indicator - Attendance Rate		
Made AYP	Attendance Rate Goal = 95%	Met Additional Academic Indicator
Not in School Improvement		
All Students	98%	Yes

Legend	
--	Fewer than 10 students
N2	Small school rule for participation
*	Small school rule for proficiency
UA	Uniform Averaging
SH	Safe Harbor
CI	Confidence Interval
IM	Improvement
N/A	Not applicable (for subgroups), fewer than 40 students
2%	Proficiency adjustment made for students with disabilities -- the 2% rule only applies to the Special Education subgroup

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**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 school leadership team analyzed data from the Alabama Reading and Math Test to determine strengths and weaknesses in the area of Reading over a three year span.	
<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>	
Personnel staffing decisions are made to ensure that highly qualified teachers provide instruction. Highly qualified teachers are sought after to fill any vacancies that occur. All teachers at Fort Payne Middle School meet Alabama’s Highly Qualified Standard. Instructional staff has been trained with Alabama Math, Science, and Technology Initiative (AMSTI), Talents, and Adolescent Literacy Strategies.	
<b>Number and percentage of teachers Non-HQT:</b> 0-0%	<b>Number and percentage of Classes Taught by Non-HQT:</b> 0-0%
<b>Alabama High School Graduation Exam (AHSGE):</b>	
<b>Strengths:</b>  NA	<b>Weaknesses:</b> NA
<b>Alabama Reading and Mathematics Test (ARMT):</b>	
<b>Strengths: Data is measured by Mean Percent Correct.</b> 5 <sup>th</sup> Grade Demonstrate reading vocabulary knowledge – 2007=79%, 2008=77%, 2009= 81%  6 <sup>th</sup> Grade (Note: This is a relative strength. We will address this in our goals.) Apply strategies to comprehend literary recreational materials – 2007=68%, 2008=65%, 2009=65%	<b>Weaknesses:</b> 5 <sup>th</sup> Grade Use strategies to comprehend literacy/recreational materials – 2007=66%, 2008=66%, 2009=66% Recognize literary elements and devices from various text formats – 2007=61%, 2008=57%, 2009=61% Use strategies to comprehend functional and textual/informational materials – 2007=63%, 2008=61%, 2009=64%  6 <sup>th</sup> Grade Interpret literary elements and devices – 2007=58%, 2008=61%, 2009=59% Apply strategies to comprehend textual/ informational functional materials – 2007=54%, 2008=59%, 2009=49% Recognize text elements in textual/informational & functional materials – 2007=59%, 2008=60%, 2009=63%

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**Alabama Science Assessment:**

**Strengths:**  
 5<sup>th</sup> Grade – Data is measured by mean percent correct.  
 Earth and Space – 2009= 71%

Overall, 80% of our students scored level 3 or 4 which is proficient.

**Stanford Achievement Test:**

**Weaknesses:**  
 5<sup>th</sup> Grade  
 Physical Science – 2009= 58%  
 Life Science – 2009= 60%

**Strengths:**  
 5<sup>th</sup> Grade  
 Reading Comprehension – 18% Below Average, 54% Average, and 29% Above Average  
 6<sup>th</sup> Grade  
 Reading Comprehension –22% Below Average, 59% Average, and 19% Above Average

**Weaknesses:**  
 5<sup>th</sup> Grade  
 Reading Vocabulary – 24 % Below Average, 57% Average, and 19 Above Average  
 6<sup>th</sup> Grade  
 Reading Vocabulary – 23 % Below Average, 53% Average, and 24 Above Average

**Dynamic Indicators of Basic Early Literacy Skills (DIBELS):**

**Strengths:**  
 NA

**Weaknesses:**  
 NA

**Part I - Continued:**

**Alabama Direct Assessment of Writing (ADAW):**

**Strengths:**  
 5<sup>th</sup> Grade  
 Narrative Mode – 67 - 88 % scored 3 or 4 in 2009  
 Expository Mode – 54- 73% scored 3 or 4 in 2009

**Weaknesses:**  
 Descriptive Mode – 35 - 46 % scored 3 or 4 in 2009

**ACCESS for English Language Learners (ELLs):**

**Strengths:** Of our 47 fifth and sixth grade ELL students taking ACCESS for ELL’s during the 2008-2009 school year, 21 made Annual Measurable Achievement Objectives (AMAO’s).

**Weaknesses:** Of our 47 fifth and sixth grade ELL students taking ACCESS for ELL’s during the 2008-2009 school year, 26 did not make Annual Measurable Achievement Objectives (AMAO’s).

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<b>Professional Education Personnel Evaluation (PEPE) School Profile Information:</b>	
<b>Strengths:</b> These results come from the Evaluation Summary Reports for the 2008-2009 school year.  2.0 Presentation of Organized Instruction 4.0 Classroom Management	<b>Weaknesses:</b> 3.0 Assessment of Student Performance
<b>Additional Data Sources: (e.g., Alabama Alternate Assessment (AAA), School Technology Plan Data)</b>	
<b>Strengths:</b> All of our students (two students) in 5 <sup>th</sup> grade who took the Alabama Alternate Assessment (AAA) assessment in 2008-2009 met the standard in reading and math.  Technology Plan – We have internet connectivity for our classrooms and administrative offices. All classrooms are equipped with Promethean Interactive classroom technology. In addition, we have seven mobile laptop labs for our school.	<b>Weaknesses:</b> Our student (one student) in the 6 <sup>th</sup> grade met the standard in math but only partially met the standard in reading and science.  Our main weakness in this area is having the time to repair our computer issues.
<b>Local Data (e.g., LEA, school, and grade-level assessments, surveys, program-specific assessments):</b>	
<b>Strengths:</b> Our Baseline assessment that we took at the beginning of the year for our reading series revealed that 87 fifth grade students scored a 70 or higher on the assessment. These students are proficient in reading.  Our Baseline assessment that we took at the beginning of the year for our reading series revealed that 73 sixth grade students scored a 70 or higher on the assessment. These students are proficient in reading.	<b>Weaknesses:</b> Our Baseline assessment that we took at the beginning of the year for our reading series revealed that 118 fifth grade students scored a 69 or lower on the assessment. These students are non-proficient in reading.  Our Baseline assessment that we took at the beginning of the year for our reading series revealed that 136 sixth grade students scored a 69 or lower on the assessment. These students are non-proficient in reading.
<b>Career and Technical Education Program Improvement Plan:</b>	
<b>Strengths:</b> NA	<b>Weaknesses:</b> NA

<b>Part I - Continued: (CULTURE RELATED DATA):</b>	
<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> 2009 School Year 422 Incidents 3 Out of School Suspensions 2 Alternative School	<b>Weaknesses:</b> 345 Corporal Punishment 122 ISS

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<b>School Demographic Information related to drop-out information and graduation rate data.</b>	
<b>Strengths:</b> NA	<b>Weaknesses:</b> NA
<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> Teachers were absent a total of 682 (7 %) of 9,537 days from October 2008 to the end of September 2009.	<b>Weaknesses:</b> We have two new teachers for the 2009-2010 school year.
<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> AYP Attendance Rate = 98%	<b>Weaknesses:</b> We had 4693.5 absences and 1851 tardies for the 2008-2009 school year.
<b>School Perception Information related to parent perceptions and parent needs including information about literacy and education levels.</b>	
<b>Strengths:</b> Data from surveys indicates the following about parent needs related to the grades and discipline of their children: Parents report that 80% of the time their children make good grades in school. Parents report that their children 86% of the time <i>seldom or never</i> get in trouble at school. Parents report that they set clear rules for their children 93% of the time. Parents report that they punish their child when he/she breaks a rule 80% of the time.	<b>Weaknesses:</b> Parents report that they talk to their children about the harmful effects of using tobacco, alcohol, and drugs a lot 20% of the time, <i>often or sometimes</i> 80% of the time.
<b>School Perception Information related to student PRIDE data.</b>	
<b>Strengths:</b> Parents report that their children feel safe in the classroom 93% of the time. Parents report that their children feel safe in the cafeteria 93% of the time. Parents report that their children feel safe in the bathrooms 80% of the time. Parents report that their children feel safe in the gym 87% of the time.	<b>Weaknesses:</b> Parents report that their children feel safe in the halls 80% of the time. Parents report that their children feel safe on the bus 73% of the time.
<b>School Process Information related to an analysis of existing curricula focused on helping English Language Learners (ELLs) work toward attaining proficiency in annual measurable academic objectives (AMAOs).</b>	
<b>Strengths:</b> Of our 47 fifth and sixth grade ELL students taking ACCESS for ELL's during the 2008-2009 school year, 21 made Annual Measurable Achievement Objectives (AMAO's).	<b>Weaknesses:</b> Of our 47 fifth and sixth grade ELL students taking ACCESS for ELL's during the 2008-2009 school year, 26 did not make Annual Measurable Achievement Objectives (AMAO's).
<b>School Process Information related to an analysis of existing personnel focused on helping English Language Learners (ELLs) work toward attaining proficiency in annual measurable academic objectives (AMAOs).</b>	

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**Strengths:** ESL teachers understand how to integrate WIDA standards, Can-Do descriptors, and ACCESS scores with general education curriculum. Both ELL teachers work with ELL students in the reading classroom daily.

**Weaknesses:**  
There are forty-seven ELL students on regular status and sixty-six on monitored status.

**School Process Information uncovered by an analysis of curriculum alignment, instructional materials, instructional strategies, reform strategies, and/or extended learning opportunities.**

**Strengths:**  
Instructional goals determined by ARMT data resulted in faculty training using instructional strategies and materials from AMSTI, Talents, and Adolescent Literacy. Student data from ARMT and Reading Street Unit Tests are utilized throughout the school year. Monthly meetings are held to analyze student data and target instructional and reform strategies needed.

**Weaknesses:**  
**Academic Weaknesses - 5<sup>th</sup> Grade**  
Use strategies to comprehend literacy/recreational materials – 2007=66%, 2008=66%, 2009=66%  
Recognize literary elements and devices from various text formats – 2007=61%, 2008=57%, 2009=61%  
Use strategies to comprehend functional and textual/informational materials – 2007=63%, 2008=61%, 2009=64%  
**Academic Weaknesses - 6<sup>th</sup> Grade**  
Interpret literary elements and devices – 2007=58%, 2008=61%, 2009=59%  
Apply strategies to comprehend textual/ informational functional materials – 2007=54%, 2008=59%, 2009=49%  
Recognize text elements in textual/informational & functional materials – 2007=59%, 2008=60%, 2009=60%  
**Academic Weaknesses – ELL**  
Reading and Writing were the areas that needed the most intervention for our ELL students.  
Of our 47 fifth and sixth grade ELL students taking ACCESS for ELL's during the 2008-2009 school year, 26 did not make Annual Measurable Achievement Objectives (AMAO's).

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

<p><b>CONTINUOUS IMPROVEMENT GOAL (SHOULD ADDRESS IDENTIFIED WEAKNESSES AND GAPS):</b></p> <p>Fifth grade students will improve to 75% proficiency in the following three areas of the Alabama Reading and Math Test (ARMT):</p> <ul style="list-style-type: none"> <li>Use strategies to comprehend literacy/recreational materials</li> <li>Recognize literary elements and devices from various text formats</li> <li>Use strategies to comprehend functional and textual/informational materials</li> </ul> <p>Sixth grade students will improve to 75% proficiency in the following four areas of the Alabama Reading and Math Test (ARMT):</p> <ul style="list-style-type: none"> <li>Apply strategies to comprehend literary recreational materials</li> <li>Interpret literary elements and devices</li> <li>Apply strategies to comprehend textual/ informational functional materials</li> <li>Recognize text elements in textual/informational &amp; functional materials</li> </ul>	
<p><b>Data Results On Which These Goals Were Based:</b></p> <p><b>5<sup>th</sup> Grade</b></p> <p>Demonstrate reading vocabulary knowledge – 2007=79%, 2008=77%, 2009= 81%</p> <p>Use strategies to comprehend literacy/recreational materials – 2007=66%, 2008=66%, 2009=66%</p> <p>Recognize literary elements and devices from various text formats – 2007=61%, 2008=57%, 2009=61%</p> <p>Use strategies to comprehend functional and textual/informational materials – 2007=63%, 2008=61%, 2009=64%</p> <p><b>6<sup>th</sup> Grade</b></p> <p>Apply strategies to comprehend literary recreational materials – 2007=68%, 2008=65%, 2009=65%</p> <p>Interpret literary elements and devices – 2007=58%, 2008=61%, 2009=59%</p> <p>Apply strategies to comprehend textual/ informational functional materials – 2007=54%, 2008=59%, 2009=49%</p> <p>Recognize text elements in textual/informational &amp; functional materials – 2007=59%, 2008=60%, 2009=63%</p>	

TARGET GRADE LEVEL(S):	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):
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5 <sup>th</sup> and 6 <sup>th</sup> Grade	<p>STRATEGY: Those students who scored a I or II on the ARMT will receive intensive intervention from the Title I teacher.</p> <p>ACTION STEP: Students will receive intensive small group instruction from the Title I teacher.</p>	<p>Progress will be monitored monthly and at the end of the year by using the following :</p> <p>Reading Street baseline assessments and Unit Assessments</p> <p>Think Link administered 2 times per year</p> <p>ARMT</p>	Each month students should achieve 70 or higher score on the Reading Street Unit Assessments.	The Title I teacher will provide Scientific Researched Based Reading Street instruction on a daily basis.
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**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.**

<p><b>ENGLISH PROFICIENCY GOAL (SHOULD ADDRESS IDENTIFIED WEAKNESSES AND GAPS):</b> Over 50% of our ELL students will reach Annual Measurable Achievement Objectives (AMAO's) during the 2009-2010 school-year. This will be measured by the Access for ELL's Assessment.</p>
<p><b>Data on which goal is based:</b> We based our goal on the Access for ELL's for the 2008-2009 school-year.</p>

TARGET GRADE LEVEL(S): <b>5<sup>th</sup> and 6<sup>th</sup></b>	TARGET ELP LANGUAGE DOMAIN(S): Circle all that apply.	<u>Reading</u>	<u>Writing</u>	Listening	Speaking	Comprehension
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WIDA ENGLISH LANGUAGE PROFICIENCY STANDARDS	REFORM STRATEGIES	BENCHMARKS	INTERVENTIONS	RESOURCES
WHICH WIDA* ENGLISH LANGUAGE PROFICIENCY STANDARDS OR DOMAINS ARE LINKED TO EACH STRATEGY?	WHAT RESEARCH-BASED STRATEGIES/ACTIONS WILL BE USED TO IMPROVE STUDENT ACADEMIC PERFORMANCE? (Give specific strategies, not just programs or program names.)	HOW WILL PROGRESS FOR EACH ACTION STEP BE MEASURED? (PERFORMANCE DATA, LISTS, SURVEYS, ETC)	HOW WILL THE SCHOOL PROVIDE TIMELY ASSISTANCE IF STRATEGIES DO NOT CHANGE PERFORMANCE?	WHAT RESOURCES AND SPECIFIC EXPENDITURES WILL BE NEEDED FOR SUCCESSFUL IMPLEMENTATION? (Ex: 6 Classroom Libraries, \$.....00)
<u>Reading</u>	<p>STRATEGY: Those students who did not make AMAO's on the Access for ELL's will receive intensive intervention from the Title I teacher and/or the ELL teacher.</p> <p>ACTION STEP: Students will receive intensive small group instruction from the Title I teacher and/or the ELL teacher.</p>	<p>Progress will be monitored monthly and at the end of the year by using the following :</p> <p>Reading Street baseline assessments and Unit Assessments</p> <p>Think Link administered 2 times per year</p> <p>ARMT</p>	Each month students should achieve 70 or higher score on the Reading Street Unit Assessments.	The Title I teacher and/or the ELL teacher will provide Scientific Researched Based Reading Street instruction on a daily basis.

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Writing	<p>STRATEGY: Those students who did not make AMAO's on the Access for ELL's will receive intensive intervention from the Title I teacher and/or the ELL teacher.</p> <p>ACTION STEP: Students will work on writing skills in centers and receive specific instruction from the regular education teacher and/or the ELL teacher. Fifth grade students will also do a <i>My Access</i> prompt each month until the Writing Assessment, and sixth grade will do one each month from February until the end of the school year.</p>	<p>Progress will be monitored monthly and at the end of the year by using the following :</p> <p><i>My Access</i> Reports</p> <p>Alabama Direct Assessment of Writing for fifth graders</p>	<p>Teachers will monitor classroom performance and <i>My Access</i> reports.</p>	<p>Teachers will need access to the <i>My Access</i> computer writing program.</p>
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\*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 (REFER TO CULTURAL DATA IN NEEDS ASSESSMENT)	REFORM STRATEGIES	BENCHMARKS	INTERVENTIONS	RESOURCES
<p><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></p>	<p><b>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.)</b></p>	<p><b>HOW WILL PROGRESS FOR EACH ACTION STEP BE MEASURED? (PERFORMANCE DATA, LISTS, SURVEYS, ETC)</b></p>	<p><b>HOW WILL THE SCHOOL PROVIDE TIMELY ADJUSTMENT IF STRATEGIES DO NOT CHANGE PERFORMANCE?</b></p>	<p><b>WHAT RESOURCES AND SPECIFIC EXPENDITURES WILL BE NEEDED FOR SUCCESSFUL IMPLEMENTATION? (Ex: Teacher Incentives, Title II \$.....00, Supplies for Mentors/Mentees, etc)</b></p>
<p>We issued Corporal Punishment 345 times during the 2008-2009 school year. We also assigned In School Suspension (ISS) 122 times during the 2008-2009 school year.</p>	<p>We have modified our process for referral to the office. Minor classroom discipline issues will be dealt with by using a three step pre-referral method. Teachers will document these three measures on a classroom discipline sheet before a student is referred to the office for discipline. The first step is to warn a student of an infraction, the second step is to contact the parent and make them aware that their child is not following classroom/school rules, and the third is a referral to the office.</p>	<p>Office personnel will periodically monitor the number of office referrals to see if this process seems to be making a difference.</p>	<p>Office personnel will make teachers aware of progress or the lack of progress and make adjustments as needed. We may discuss different discipline strategies with the faculty or individual teachers as needed.</p>	<p>The only resources needed are the classroom discipline sheets for the teachers.</p>

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Teacher attendance rate at Fort Payne Middle was 93% for the 2008-2009 school year.	Use a system of positive reinforcement to address the high rate of teacher absences <ul style="list-style-type: none"> <li>\$150.00 stipend for perfect attendance per semester</li> </ul>	Central Office staff will monitor this by semester.	Office staff will make adjustments as needed through email or faculty meetings that address how important good attendance is to student performance.	Continued support from the Central Office to fund this initiative is a must.
We have two new teachers for the 2009-2010 school year.	These new teachers will be assigned a trained mentor to work with them during their first year of service.	Surveys will be used to assess the effectiveness if this program.	Teachers may be assigned additional professional development if the need arises.	Continued support from the Central Office to fund this initiative is a must.

System:

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School:

**Part V – Additional Components To Be Addressed to Satisfy Federal Requirements (Note: This Section of the Plan must be distributed to all Title I Parents):**

**1. Availability of Plan: Describe how the plan will be made available to the LEA, parents, and the public.**

The Continuous Improvement Plan (CIP) for Fort Payne Middle School will be available to parents and other stakeholders in the school library, the guidance office, and the administration office. The CIP will also be available on the school website <http://www.fpmns.ftpayk12.org/>. In addition, as required by law, Fort Payne Middle School distributes the parental involvement section of this plan to all Title I parents. Revisions will be made to the CIP throughout the school year.

**2. Multiple Criteria: Describe the multiple criteria and weighted point value used to identify students for Title I Targeted Assistance services. (Note: Include the cut-off score for the eligibility list.)**

The students' Reading Street Baseline Test, SAT10 Stanine Score in Reading, and Teacher survey are the multiple criteria that we used to identify students in need of Title I assistance. We weighted the baseline assessment as 40%, the SAT stanine as 40%, and the teacher survey as 20%. Next, we set up a formula in Excel that determined a numeric score for each category. Finally, we tallied all three together in a column for a score out of a hundred. We then put them in order in Excel from least to greatest to create our eligibility list.

**3. Timely Assistance: Describe how students identified as failing to meet the state's academic standards will be selected to receive services to ensure that the most academically needy students (by determining a rank order after applying the multiple criteria described in #2) receive services.**

Students will be identified with the greatest need from the multiple criteria. Using our multiple criteria, we created a list of student in need of Title I services in rank order from greatest need to the least need. Students will receive 30 minutes of assistance from the Title I teacher on a daily basis. These will be services over and above what the regular teacher is providing.

**4. Supplemental Assistance: Describe how identified students will be provided effective supplemental assistance in a timely manner.**

Students will be serviced in the regular reading classroom and the Title I classroom during the school day. Students will receive services during reading time in the regular classroom after the teacher has provided whole group instruction. Students will also receive services during elective time in the afternoon and miss no academic time. Finally, students will be pulled during Social Studies time for services after the lesson has been presented. These will be services over and above what the regular teacher is providing.

**5. Exiting the Program: Describe how the school will determine if the academic needs of the participating students have been met and the procedures used to exit students from the program.**

Students who achieve proficient scores on Unit Assessments for three consecutive units and/or achieve On Grade Level with the ending Baseline Test will exit the program. Students will be monitoring for a month after exiting the program to ensure that they remain proficient.

**6. Regular Program Coordination: Describe how the Title I program will be coordinated with and supported by the regular education program.**

Students will be identified with the greatest need from the multiple criteria. Using our multiple criteria, we created a list of student in need of Title I services in rank order from greatest need to the least need. Students will receive 30 minutes of assistance from the Title I teacher on a daily basis. These will be services over and above what the regular teacher is providing. Title I teachers will not introduce new subject matter to students. Title I teachers will plan with regular education teachers who have Title I students on a weekly basis.

**7. Resource Coordination: Describe how Title I resources are used to coordinate and supplement existing services and not used to provide services that, in the absence of the Title I funds, would be provided from another fund source.**

Title I resources are used to supplement the existing core reading program. The Title I classroom will give the child additional reading instruction and resources on a daily basis. Students were identified with the greatest need from the multiple criteria. Using our multiple criteria, we created a list of student in need of Title I services in rank order from greatest need to the least need. Students will receive 30 minutes of assistance from the Title I teacher on a daily basis. These will be services over and above what the regular teacher is providing. Title I teachers will not introduce new subject matter to students.

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**8. Title I Personnel: Describe how Title I personnel are integrated into the regular school program including professional development and planning.**

Title I resources are used to supplement the existing core reading program. The Title I classroom will give the child additional reading instruction and resources on a daily basis. Students were identified with the greatest need from the multiple criteria. Using our multiple criteria, we created a list of student in need of Title I services in rank order from greatest need to the least need. Students will receive 30 minutes of assistance from the Title I teacher on a daily basis. These will be services over and above what the regular teacher is providing. Title I teachers will not introduce new subject matter to students. The Title I teacher will attend all Grade Level Meetings, Data Meetings, and Faculty Meetings and will collaborate with the teachers to plan lessons on a weekly basis.

**Additional: Teacher Mentoring Component Required if in School Improvement - Describe how new or inexperienced teachers are given support from an assigned master teacher and what that support looks like.**

Fort Payne Middle is not and has never been in school improvement. However, first year teachers are participating in the state sponsored mentoring program. This program teams the novice teacher with an experienced mentor that helps to guide the new teacher through the everyday activities and procedures of a teacher at Fort Payne Middle School.

**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.**

During the first month that school is in session, Fort Payne Middle School will hold its required annual meeting of Title I parents. Parents are notified of the meeting through notices sent home by students in English and Spanish and public postings in English and Spanish. We will provide a translator for the meeting if necessary. Topics to be discussed at this year’s meeting are:

- What it means to be a Title I school
- The 1% Set-Aside
- The LEA Title I Plan
- The LEA Parental Involvement Plan
- The CIP
- The School Parental Involvement Plan
- School-Parent Compacts
- Requesting Qualifications of your Child’s Teacher
- Notifications of teachers who are not Highly Qualified
- The Annual Evaluation of the Parental Involvement Plan
- The process for how all Title I parents have involvement in the 1% Set-Aside, the LEA Title Plan, The CIP, the revisions of the compacts, the LEA and School Parental Involvement Plans, and the Annual Evaluation of the Parental Involvement Plan.
- Introduction of Parent Leaders/Contacts
- Timeline for this years’ Parent Involvement Opportunities (including opportunities to share decision making)

**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.**

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1. The leadership and staff of Fort Payne Middle 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.
2. Fort Payne Middle School 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: We have a parental involvement facilitator as well as two parent leaders who have been trained on Title I, Part A, parental involvement, and parents' rights. They serve as representatives on decision-making committees and as contact persons for the Title I parents to answer questions about parental involvement and parents' rights. They keep parents informed of various committee work and receive input from parents for committee decisions. They assist in evaluating the parental involvement plan, and they assist in training other parents to be parent leaders. We remind parents through the Web Site and newsletter of involvement activities going on each month.
3. Fort Payne Middle School uses its parental involvement funds as follows: To pay for .25 salary for our parental involvement coordinator, to fund all materials and supplies for our school's parent training and to provide transportation and child care as needed to assist Title I parents in participating in our parent meetings/training.

**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.**

At parent meeting throughout the year, Fort Payne Middle School will present information about its Title I programs, the curriculum, and forms of academic assessments used. Parents learn about priority goals in reading. They also learn about how to schedule parent-teacher conferences and are reminded about how they can participate in decisions related to the education of their children. An interpreter is provided at all Title I meetings to communicate with non English Speaking parents. In addition, documents are provided to the extent practical in Spanish.

**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).**

Fort Payne Middle School created its school-parent compact in September of 2009 at the request of the CIP committee. All parents will be given a copy of the compact at our Title I parent meeting. The compact will be explained to parents, and they will be asked to sign the compacts signifying their commitment to working in a partnership with the school in ensuring that their child is successful in school. The compacts will be discussed with teachers at faculty meetings. The Title I teacher will be given the responsibility to explain the compact to the students and obtain the students' signatures. The Title I teacher will sign the compacts and house them in her classrooms for use during parent-teacher and/or student-teacher conferences.

These responsibilities are outlined in the student/teacher/parent compacts. It is divided into three sections.

The first section is for the parent or guardian of the student. This section addresses parent responsibilities with regard to their child's education and some activities in which parents are encouraged to participate. The parent/guardian is required to sign the compact.

The second section of the compact is addressed to the student. It contains activities students are encouraged to perform which will improve their ability to achieve academic success. The student is required to sign the compact.

The third section of the compact is addressed to the teacher. It contains a list of things the teacher agrees to do in the education of the student. The classroom teacher is required to sign the document,

These compacts are written in English and Spanish.

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

In May of each year, Fort Payne Middle School will bring in its CIP Committee to review, evaluate, and revise its Continuous Improvement Plan. There are two parents on the Committee who represent all of the parents of the school. During the review process, all parents are notified of the review through notices sent home in our planners. The notices make parents aware that the plan is under review, that a copy of the plan is available for review in the library, and that the parents have the right to give input regarding the revisions of the plan. The notice also states that after the plan is finalized and approved, parents finding the plan to be unsatisfactory have the right to submit their concerns in writing to the school, and the school will submit their concerns to the central office at the same time that the CIP is submitted.

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**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)**

Fort Payne Middle School will accomplish this through its required annual Title I parent meeting held at the beginning of the school year, as well as with additional Title I parent meetings held throughout the year. Parents will receive an overview of the state academic 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. Parents will learn about their role in helping their children be successful and the best ways to work in partnership with their child's teachers.

- (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)**

Fort Payne Middle School's CIP Committee works diligently to ensure that all parent materials and training are closely aligned with our school's identified 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)**

Fort Payne Middle School will continue to work with its teachers through inservices, faculty meetings, and grade-level meetings in understanding the importance of parental involvement and that parents are our partners. Our CIP committee has placed special emphasis on the need to ensure a closer connection between our schools identified goals and our parent involvement activities. This year we will be working closely with lead teachers to ensure that grade-level meetings include a parental involvement focus. The principal will set the expectation that teachers work closely with our parent facilitator in planning parental 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)**

Fort Payne Middle School coordinates its parental involvement program for all Title I parents. We presently have 50 students in Title I, and we hope to have many of their parents involved in our parenting activities. Teachers are encouraged to keep open communication with parents throughout the school year. Parents are encouraged to participate with book fairs, field trips and other school activities to help foster participation with their child's education.

- (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)**

We currently have several students whose parents only speak English. Information on all school meetings, parent notices, etc. is sent to parents of these children in Spanish. In addition, we have a bilingual aide who assists in verbally communicating with these parents as needed.

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

Fort Payne Middle School makes every effort to work with parents in meeting their requests as related to their involvement in their children's education. Parents shall be granted any request for teacher and/or administrative conferences during the school year.

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

Fort Payne Middle School, to the extent practical, provides opportunities for the participation of parents with limited English proficiency and parents with disabilities. FPMS presently has Spanish-speaking parents; therefore, all parent notifications are sent to parents of these students in Spanish. In addition, we have a bilingual aide to assist in verbal communications with these parents. At this time, FPMS has no migrant students. Every effort is made to accommodate parents with disabilities. FPMS is a handicapped-accessible building.

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**H. A Parents' Right to Know:**

We publish *A Parents' Right to Know* in our student handbook each year.

**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 are identified for improvement, they must reserve the equivalent of 10% of the Title I school-level allocation made available to the school under Title I. 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 X NO**
- Does the plan include opportunities for teachers, principals, paraprofessionals, other staff, and parents?      **YES X NO**
- Does the plan include required district-wide training for English language acquisition?      **YES X NO**

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

WHAT WEAKNESS OR NEEDS IDENTIFIED IN ACADEMIC, 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 WILL 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 MONITORING RESULTS

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<p><b>ARMT Reading Skills</b></p> <p>1. Use strategies to comprehend literacy/recreational materials</p> <p>2. Recognize literary elements and devices from various text formats</p> <p>3. Use strategies to comprehend functional and textual/informational materials</p> <p>1. Interpret literary elements and devices</p> <p>2. Apply strategies to comprehend textual/informational functional materials</p> <p>3. Recognize text elements in textual/informational &amp; functional materials</p>	<p>We will conduct a book study on using groups in the reading classroom.</p>	<p>We will conduct this study during the 2009-2010 school year. Check up points will be scheduled each month to discuss and implement strategies from the book.</p>	<p>Classroom instructional strategies should change and in turn student learned should be directly impacted.</p>	<p>Walkthroughs will be conducted by office personnel. We will then have follow up discussions with teachers to discuss the effectiveness of the strategies learned from the book study.</p>	<p>Title I funds will be used to buy the books for 16 faculty members. The estimated cost is \$400.00.</p>	
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DUPLICATE PAGES AS NEEDED

System:

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School:

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>	
Teacher Assigned Units: classroom teachers:	<b>TOTAL OF ALL SALARIES</b>	<b>\$3,116,589.00</b>
Administrator Units:		
Assistant Principal:		
Counselor:		
Librarian:		
Instructional Supplies		<b>0</b>
Library Enhancement		<b>0</b>
Technology		<b>0</b>
Professional Development		<b>0</b>
State ELL Funds		<b>\$63,514.00</b>
<b>II. Federal Funds:</b>		
<b>Title I: Part A: Improving the Academic Achievement of the Disadvantaged</b>	<b>TOTAL</b>	
<p><b>Title I:</b> (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><i><u>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</u></i>  <i>Our school is not in improvement.</i></p> <p><i>Title I funds used for: salaries and benefits \$30,387.00, materials and supplies \$2,000.00</i></p>		<b>\$32,387.00</b>
<b>ARRA FUNDS</b>		<b>TOTAL</b>
<p><i><u>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</u></i></p> <p><b>Title I ARRA funds being spent for:</b>  <b>Salaries and Benefits - \$23,703.00</b>  <b>Materials Supplies - \$10,000.00</b></p>		<b>\$33,703.00</b>

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<b>Title II: Professional Development Activities</b>	<b>TOTAL</b>	<b>\$62,929.00</b>
<i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</i>		
One class size reduction teacher salary, benefits, and supplies - \$60,303.00 Professional Development Activities - \$2,626.00		
<b>Title III: For English Language Learners</b>	<b>TOTAL</b>	<b>\$63,514.00 State</b>
<i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</i>		
Salary and Benefits for ELL Teachers at Middle School \$63,514.00 Salary and Benefits for ELL Aide \$28,444.39 Substitutes \$250.00 Materials/Supplies \$5,380.33 Professional Development \$500.00		
<b>Title IV: For Safe and Drug-free Schools</b>	<b>TOTAL</b>	<b>\$945.75</b>
<i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</i>		
Materials and Supplies \$945.75		
<b>Title VI: For Rural and Low-income Schools</b>	<b>TOTAL</b>	<b>\$39,159.50</b>
<i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</i>		
Purchase of supplemental instruction and educational materials that support the Scientifically Researched-Based Curriculum of the District \$36,659.50 High Quality, Scientifically Researched-Based Professional Development for Teachers \$2,500.00		
<b>III. Local Funds ( if applicable)</b>		
<b>Local Funds</b>	<b>TOTAL</b>	<b>\$10,000.00</b>
<i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</i>		
Discretionary Funds \$10,000.00		

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**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>

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<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: 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>
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