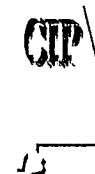


**2010 - 2011
CONTINUOUS IMPROVEMENT PLAN
Title I Schoolwide Plan**

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: South Highlands Middle School			
STREET ADDRESS: 700 Bernard Street		CITY: Union Springs	STATE: ZIP CODE: Alabama 36089
CONTACT: Julius Thomas- Principal		TELEPHONE: 334-738-2896	E-MAIL: Julius.thomas@bullockco.org
Identified for School Improvement? No <input type="checkbox"/> Yes <input checked="" type="checkbox"/> Delay Status <input type="checkbox"/>			
Year 1 or Year 2 <input checked="" type="checkbox"/> <input type="checkbox"/> *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 <input type="checkbox"/> or 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 November 3, 2010.			
Made AYP? YES <input type="checkbox"/> <input type="checkbox"/> NO X	Made AMAOs (EL)? YES <input type="checkbox"/> NO <input type="checkbox"/> N/A <input checked="" type="checkbox"/> X	Career Tech Made AYP? YES <input type="checkbox"/> NO <input type="checkbox"/> N/A <input checked="" type="checkbox"/> X	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? YES X NO <input type="checkbox"/>
Describe how this plan will be made available to parents and other stakeholders, such as through parent meetings or on Web sites. NOTE: The Parental Involvement section of this plan <u>must</u> be distributed to all parents. An approved copy of the Continuous Improvement Plan (CIP) for South Highlands Middle School will be made available to the parents. One will be housed in the guidance office, administrator's office, the school's website, and the media center that may be read by parents and stakeholders at their convenience. The parental involvement section of this plan will be distributed to all parents. The final plan will be presented to the faculty and staff at the next scheduled faculty meeting. Parents, students, and community stakeholders will be presented the School Improvement Plan at November PTO meeting.			
*Board Approval: Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Board approval received on <u>October 21</u> , 2010.			
Board Signature: <i>Marta Ben...</i>			
Superintendent Signature:		<i>Keith A. Stewart</i>	Date: <u>11-1-10</u>
Federal Programs Coordinator Signature:		<i>Reinda Johnson</i>	Date: <u>11-1-10</u>
Principal Signature:		<i>Julius Thomas</i>	Date: <u>11/1/10</u>

System: Bullock County School System

School: South Highlands Middle School

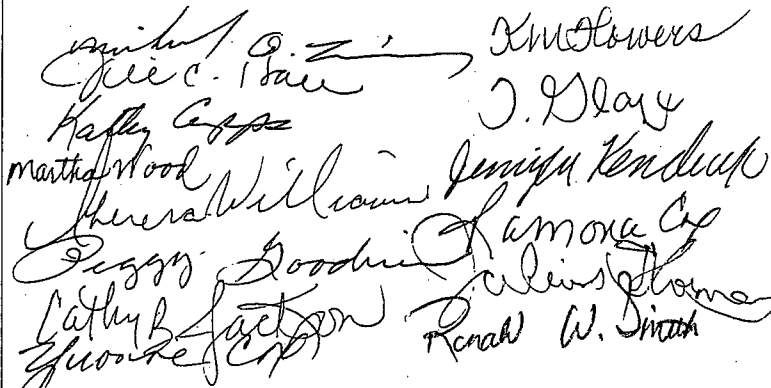
CONTINUOUS IMPROVEMENT PLAN DEVELOPMENT AND IMPLEMENTATION TEAM

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

The Continuous Improvement Plan was developed and revised from May of 2010 through September of 2010.

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 Improvement Team met in May with the faculty, parents, and interested stakeholders. During this meeting, the group reviewed the Continuous Improvement Plan (CIP) to decide which components of the plan had been achieved, as well as, which components needed to be included in the CIP plan for the 2010-2011 school year. The Leadership Team met on May 12, 2010 to rewrite the strategies and actions steps as needed for the 2010-2011 plan. The team met again in August 2010 to review and update the test data for the current plan. The team disaggregated the data from the Stanford-10, ARMT, Alabama Alternative Assessment, PRIDE survey, DIBELS, Alabama High School Graduation Exam, ACCESS, Alabama Direct Assessment of Writing, PEPE, School Incident along with local data from Thinklink and STAR Reading. The school improvement team met to suggest strategies, professional development, and the budget requirements for the CIP plan. Once the draft is completed, the plan will be presented to the faculty, parents, and interested stakeholders at a faculty meeting to read and make any modifications as needed. Once everyone has accepted the plan, a copy will be sent to the school district's board for approval and a signature by the school district's superintendent. The final CIP will be published, and copies will be distributed to interested people.

<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>Julius Thomas Michael King Jill Hall Kathy Capps Jennifer Kendrick Peggy Goodwin Martha Wood Theresa Williams Cathy Jackson Kimberly Flowers Ramona Cox Ronald W. Smith Yvonne Cox Tori Glaze</p>	<p>Principal Assistant Principal Guidance Counselor Media Specialist Literacy Coach Resource Teacher Fourth Grade Teacher Fourth Grade Teacher Fifth Grade Teacher Sixth Grade Teacher Seventh Grade Teacher Community Leader Parent Student</p>	 <p>Handwritten signatures of team members including Julius Thomas, Michael King, Jill Hall, Kathy Capps, Jennifer Kendrick, Peggy Goodwin, Martha Wood, Theresa Williams, Cathy Jackson, Kimberly Flowers, Ramona Cox, Ronald W. Smith, Yvonne Cox, and Tori Glaze.</p>

Alabama AYP Accountability Reports

School Status Report

Alabama Department of Education
Adequate Yearly Progress Status for 2010-2011
Based on School Year 2009-2010 Data

006 Bullock County - 0030 South Highlands Middle School

This school met 15 goals out of 17 (88.24%).

2010-2011 AYP Status

Reading	Percent Participation Goal = 95%	Met Participation Goal	Proficiency Index Goal = 0.00	Met Proficiency Goal
All Students	99		1.95	
Special Education	99		-19.43	
American Indian / Alaskan Native	No Data	No Data	No Data	No Data
Asian / Pacific Islander	~	N/A	No Data	No Data
Black	100		1.81	
Hispanic	100	N/A	2.61	N/A
White	~	N/A	~	N/A
Limited English Proficient	100	N/A	2.61	N/A
Free / Reduced Meals	99		1.95	

Mathematics

Mathematics	Percent Participation Goal = 95%	Met Participation Goal	Proficiency Index Goal = 0.00	Met Proficiency Goal
All Students	100		5.52	
Special Education	99		-15.86	
American Indian / Alaskan Native	No Data	No Data	No Data	No Data
Asian / Pacific Islander	~	N/A	No Data	No Data
Black	100		5.06	
Hispanic	100	N/A	9.32	N/A
White	~	N/A	~	N/A
Limited English Proficient	100	N/A	9.32	N/A
Free / Reduced Meals	100		5.52	

Additional Academic Indicator - Attendance Rate

Attendance Rate	Met Additional Academic Indicator
All Students	96%
Attendance Rate Goal = 90%	

Legend

~	Fewer than 10 students	SH	Safe Harbor
N2	Small school rule for participation	CI	Confidence Interval
*	Small school rule for proficiency	IM	Improvement
◇	Small school rule for AAI	N/A	Not applicable (for subgroups), fewer than 40 students
UA	Uniform Averaging		

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.)

Briefly describe the process your faculty used to conduct the needs assessment (analysis of all data).	
The school improvement team reviewed data from standardized tests, attendance records from previous school year, and School Incident Reports for the previous school year to determine the areas of need for the 2010-2011 Continuous Improvement Plan for South Highlands Middle School.	
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.	
The Superintendent of the Bullock County School System attends all major college job fairs. Job listings are posted in the local paper, on the district's website and the Alabama Department of Education website. All the teachers at South Highlands Middle School are highly qualified.	
Number and percentage of teachers Non-HQT: There are no teachers on staff at South Highlands Middle School who are identified as not being highly qualified according to the state's standards.	Number and percentage of Classes Taught by Non-HQT: 100 % of the classes at South Highlands Middle School are taught by highly qualified teachers.
Alabama High School Graduation Exam (AHSGE):	
Strengths: 80% of all black students at Bullock County High School scored at a Level III or Level IV on the Reading section the Alabama High School Graduation Exam.	Weaknesses: 75% of Special Education students at Bullock County High School scored at a Level I or Level II in Reading.
Alabama Reading and Mathematics Test (ARMT):	
<ul style="list-style-type: none"> • Strengths: <ul style="list-style-type: none"> • Grade 4 scored the highest in the reading content area of demonstrating word recognition skills • (84% of the students scored proficient, and on the math content standard of comparing and ordering decimal (75% answering correctly) • Grade 5 scored the highest in the reading content area of reading vocabulary knowledge and in the • Math content area of identifying polygons and congruent polygons with 57% scoring correctly. • Grade 6 and 7 scored the highest in recognizing literary elements and devices.(6th grade 53% and 7th grade 61%) • The 6th grade performed proficiently on plotting coordinates on grids, graphs, and maps. • The 7th grade scored the highest on solving one and two step equations(50% scoring correctly). 	<ul style="list-style-type: none"> • Weaknesses: <ul style="list-style-type: none"> • Grades 5 & 6 performed the lowest in the reading area of applying strategies to comprehend textual/informational and functional materials (5th grade 40% and 6th grade 48%) • Grade 7 performed the lowest in the reading area of distinguish among literary genres and sub-genres based on their characteristics. • The sixth grade performed the lowest on math standard of determining the distance between two points on a scale drawing or a map using proportional reasoning. • The seventh grade scored the lowest on determining the probability of a compound event. (12% scoring correctly)
<ul style="list-style-type: none"> • Alabama Science Assessment: 	
Strengths: 59 % of the Seventh Graders scored at a Level III or Level IV on the Alabama Science Assessment.	Weaknesses: 71% of the Fifth Grade students scored at a Level I and Level II on the Alabama Science Assessment.

Stanford 10	
Strengths: 80% of 4 th grade students scored proficient on Functional Reading. 58% of 5 th grade students scored proficient on multiple meaning words. 80% of 6 th grade students scored proficient on multiple meaning words. 80% of 7 th grade students scored proficient on literary meaning. 75% of 4 th grade students scored proficient on mathematics problem solving number sense and operation. 67% of 5 th grade students scored proficient on patterns and relationship in algebra. 87% of 6 th grade students scored proficient on mathematical connections. 68% of 7 th grade students scored proficient on mathematical connections.	Weaknesses: 40% of 4 th grade students scored below average on multiple meaning words. 37% of 4 th grade students scored below average on patterns and relations/algebra 52% of 5 th grade students scored below average on reading thinking skills. 62% of 5 th grade students scored below average on data statistics and probability. 55% of 6 th grade students scored below average on reading thinking skills. 41% of 6 th grade students scored below average on reasoning and problem solving skills. 51% of 7 th grade students scored below average on reading thinking skills. 57% of 7 th grade students scored below average in mathematics thinking skills.
Dynamic Indicators of Basic Early Literacy Skills (DIBELS):	
Strengths: The students at South Highlands Middle School are not required to participate in the DIBELS test.	Weaknesses: The students at South Highlands Middle School are not required to participate in the DIBELS test.
Alabama Direct Assessment of Writing (ADAW):	
Strengths: The results for the 2009-2010 school years have not been received by the school district at the time of this report.	Weaknesses: The results for the 2009-2010 school years have not been received by the school district at the time of this report.
ACCESS for English Language Learners (ELLs):	
Strengths: 42% of the ELL students made an overall score of 4.8 and a Level III or Level IV on the Reading section of the Alabama Reading and Math Test which enabled them to exit the Language Efficiency Program.	Weaknesses: 90% of the ELL students scored the lowest in the area of Writing.
EducateAL or other Professional Evaluation Profile Information:	
Strengths: A strength of the Educate Alabama is that all teachers demonstrated knowledge of subject matter.	Weaknesses: A weakness of Educate Alabama is instructional accommodations, modifications, and adaptations, to meet the needs of each individual learner.
Additional Data Sources: (e.g., Alabama Alternate Assessment [AAA], School Technology Plan Data)	
Strengths: South Highlands Middle School is equipped with three networked labs for use by the students. Each classroom is internet accessible and is networked with programs used to enhance student learning.	Weaknesses: There were only three students tested with the Alabama Alternate Assessment and of these three students no one scored at a level three or above.
Local Data (e.g., LEA, school, and grade-level assessments, surveys, program-specific assessments, other RTI data):	
Strengths: Only about 5% of the student body had to attend summer school for promotion.	Weaknesses: 69% of the students scored below the 25 th percentile on the STAR test with a reading zone average of 2.9-4.2.
Career and Technical Education Program Data Reports:	
Strengths: South Highlands Middle School does not have a Career and Technical Education Data Report.	Weaknesses: South Highlands Middle School is not required to have a Career and Technical Education plan.

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: According to the SIR report for the 2009-2010 school year, South Highlands Middle School did not have any long term expulsions for the school year.	Weaknesses: According to the SIR report of South Highlands Middle School, there were 90 discipline incidents. Of the 90 reported incidents, 21 were related to fighting.
School Demographic Information related to drop-out information and graduation rate data.	
Strengths: There were no drop-outs for South Highlands Middle School during the 2009-2010 school years.	Weaknesses: There were no drop-outs for South Highlands Middle School during the 2009-2010 school year.
School Demographic Information related to teacher attendance, teacher turnover, or challenges associated with a high percent of new and/or inexperienced faculty.	
Strengths: All of the teachers for South Highlands Middle School returned for the 2010-2011 school year.	Weaknesses: Several teachers were absent at least 10 days during the 2009-2010 school year.
School Demographic Information related to student attendance, patterns of student tardiness, early checkouts, late enrollments, high number of transfers, and/or transiency including migratory moves (if applicable).	
Strengths: The average daily attendance for South Highlands Middle School for the 2009-2010 school year was 95.19%. There were only 29 withdrawals during the 2009-2010 school year, representing less than 1 % of the student body. There were no students who left because of migratory moves.	Weaknesses: Each month of the 2009-2010 school year there was over 200 absentees for the month. This equals an average of 20 absentees per day.
School Perception Information related to parent perceptions and parent needs including information about literacy and education levels.	
Strengths: Activities are provided by the system in conjunction with SHMS to assist parents literacy skills. Parents may seek educational growth from seek job-training activities; seek GED classes; and participate in reading, mathematics, and testing workshops at this school.	Weaknesses: Due to working schedules, parental involvement is a problem. There were approximately 430 students enrolled for the 2009-2010 school year. During the Open House PTO meeting there were 58 parents present. For the September PTO meeting there were 37 parents present. During the February PTO meeting there were parents in attendance. In March we had 33 parents attend the PTO meeting. There is also a lack of parental involvement when it comes to making sure students are attending after school programs designed to help students who may be at risk in their school work.
School Perception Information related to student PRIDE data.	
Strengths: Over 50% of the 5 th and 7 th grade students reported on the PRIDE survey that they did attend church or a synagogue on a regular basis.	Weaknesses: Only 22% of the students at South Highlands Middle School identified on the PRIDE survey that their parents talk to them about the dangers of alcohol and drugs. Only 20% of the students indicated that their parents do make them follow certain.
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 (AMA).	
Strengths: The ELL students were given the opportunity to enhance their language speaking skills by using the computer based language program Rosetta Stone.	Weaknesses: Classroom teachers still have a need for more professional development opportunities on how to teach and grade students who are Non- English speaking.
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 (AMA).	
Strengths: The Bullock County School District has employed an ESL teacher to assist with all of the ELL students in the county.	Weaknesses: There is currently only one ESL teacher for the entire Bullock County School District. She is responsible for all the schools.

School Process Information uncovered by an analysis of curriculum alignment, instructional materials, instructional strategies, reform strategies, and/or extended learning opportunities.	
Strengths: There is a 45 minute skills period built into the school day to be used as needed by the teachers to reteach any skills that may need more instructional time. All of the teachers are incorporating strategic teaching techniques in their daily lessons.	Weaknesses: The students who would benefit the most from extended learning opportunities, do not take advantage of the after-school programs.

Part II - GOAL TO ADDRESS ACADEMIC NEEDS – All components to support improving academic achievement, INCLUDING SCHOOL CULTURE AND Rtl 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):
 To increase the percent of students scoring proficient in Reading (Levels III and Level IV) by 4% in 4th grade from 82% to 86%, 5th grade by 38% from 50% to 88%, 6th grade by 14% from 75% to 89%, and 7th grade by 7% from 77% to 84% during the 2010-2011 school year.
Data Results on which goal is based:
 The reading goal for the CIP is based on the 2009-2010 data from the Alabama Reading and Math Test.

TARGET GRADE LEVEL(S): 4-7	TARGET CONTENT AREA(S): Circle One READING 1 Reading Math Science Other	AHSGE: Reading Math Science Social Studies Language	ADDITIONAL ACADEMIC INDICATORS: Attendance	TARGET STUDENT SUBGROUP(S): All Students Grades 4-7 Hispanic Students Grades 4-7 Special Education Student 4-7
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COURSES OF STUDY	REFORM STRATEGIES	BENCHMARKS	INTERVENTIONS	RESOURCES
WHICH COURSE OF STUDY STANDARDS, AHSGE STANDARDS/OBJECTIVES, ELIGIBLE CONTENT, OR WIDA* STANDARDS ARE LINKED TO EACH STRATEGY?	WHAT RESEARCH-BASED STRATEGIES/ACTIONS WILL BE USED TO IMPROVE STUDENT ACADEMIC PERFORMANCE? (Give specific strategies, not just programs or program names.)	HOW WILL PROGRESS FOR EACH ACTION STEP BE MEASURED? (PERFORMANCE DATA, LISTS, SURVEYS, ETC)	HOW WILL THE SCHOOL PROVIDE TIMELY ASSISTANCE IF STRATEGIES DO NOT CHANGE PERFORMANCE?	WHAT RESOURCES AND SPECIFIC EXPENDITURES WILL BE NEEDED FOR SUCCESSFUL IMPLEMENTATION? (Ex: 6 Classroom Libraries, \$.....00)
Alabama Course of Study CR4.1 CR5.1 CR6.1 CR7.1	STRATEGY: S1. Use longitudinal data to address weakest reading standards in all reading classes.			
	ACTION STEP: S1 – AS1. 100 % of teachers will be involved in professional development activities to analyze longitudinal data in August/Sept. 2010.	S1-AS1 – B1. 100 % of teachers will attend professional development activities.	S1-AS1-11 Makeup session	
	ACTION STEP: S1 – AS2. The longitudinal data will be used to plan daily lessons in Reading based upon students' needs.	S1-AS2 – B1. 100% of teachers will base lesson plans on student data.	S1-AS2-I2- Professional Development will be provided for teachers who are not using data..	

Part II - GOAL TO ADDRESS ACADEMIC NEEDS – All components to support improving academic achievement, INCLUDING SCHOOL CULTURE AND RH 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.

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Data Results on which goal is based:
 The reading goal for the CIP is based on the 2009-2010 data from the Alabama Reading and Math Test.

TARGET GRADE LEVEL(S): 4-7	TARGET CONTENT AREA(S): Circle One READING 2 Reading Math Science Other	AHSGE: Reading Math Science Social Studies Language	ADDITIONAL ACADEMIC INDICATORS: Attendance	TARGET STUDENT SUBGROUP(S): All Students Grades 4-7 Hispanic Students Grades 4-7 Special Education Student 4-7
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COURSES OF STUDY	REFORM STRATEGIES	BENCHMARKS	INTERVENTIONS	RESOURCES
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Alabama Course of Study CR4.3, 4.4, 4.5 CR5.2, 5.4 CR6.1, 6.3, 6.4 CR7.1, 7.4, 7.7,	STRATEGY: S2. Target textual/informational and functional reading comprehension passages in all classes.			
	ACTION STEP: S2 – AS1. 100% of teachers will attend Professional Development activities on content area reading instruction with a focus on textual, functional, and informational reading strategies throughout the 2010-2011 school year.	S2-AS1 – B1. 100 % participation in the professional development activities. Sign-in sheet, and agenda, and handouts will be kept as documentation of the training.	S2-AS1-II A make up session will be provided for teachers who are unable to attend.	\$4000.00 to be used to pay as needed for stipends and consultant fees for presenters for these workshops.
	ACTION STEP: S2 – AS2. Peer coaching will be implemented in all content area classes throughout the school year.	S2-AS2 – B1. 100 % participation of all teachers with this activity. Administrators will monitor for implementation of this strategy.	S2-AS2-II No intervention is needed for this action step.	

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.

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Data Results on which goal is based:
 The reading goal for the CIP is based on the 2009-2010 data from the Alabama Reading and Math Test.

TARGET GRADE LEVEL(S): 4-7	TARGET CONTENT AREA(S): Circle One READING 3 Reading Math Science Other	AHSGE: Reading Math Science Social Studies Language	ADDITIONAL ACADEMIC INDICATORS: Attendance	TARGET STUDENT SUBGROUP(S): All Students Grades 4-7 Hispanic Students Grades 4-7 Special Education Student 4-7
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COURSES OF STUDY	REFORM STRATEGIES	BENCHMARKS	INTERVENTIONS	RESOURCES
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Alabama Course of Study CR4.3, 4.4, 4.5 CR5.2, 5.4 CR6.1, 6.3, 6.4 CR7.1, 7.4, 7.7,	ACTION STEP: S2 – AS3. All teachers will plan weekly lessons using explicit comprehension strategies and resources.	S2-AS3 – B1. 100 % of teachers will participate in planning explicit comprehension lessons.	S2-AS3 – I1. Coaching for teachers that are not writing explicit comprehension lessons.	
	ACTION STEP: S2 – AS4. Students will apply explicit comprehension strategies in all classes daily.	S2-AS4 – B1. 100 % of students will use explicit comprehension strategies in their daily classroom academic assignments. Administrators will monitor classes to ensure strategies are being taught. Teachers will monitor the progress of the students.	S2-AS4 – I1. Tier II intervention will take place in the regular classroom with small group instruction. All students will work on the New Century Computer Program for intervention for 90 minutes. The students how are Tier III will work for 120 minutes..	

			<p>S2-AS4 – II. Tier II and Tier III students will be given the opportunity to attend Supplemental Education Services after school tutorial program for two afternoons per week. Any other student at SHMS can attend and after school tutoring two days per week for 2 hours a day for help in reading.</p>	
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Part II - GOAL TO ADDRESS ACADEMIC NEEDS – All components to support improving academic achievement, **INCLUDING SCHOOL CULTURE AND RH 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.

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Data Results on which goal is based:
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TARGET GRADE LEVEL(S): 4-7	TARGET CONTENT AREA(S): Circle One READING 4 Reading Math Science Other	AHSGE: Reading Math Science Social Studies Language	ADDITIONAL ACADEMIC INDICATORS: Attendance	TARGET STUDENT SUBGROUP(S): All Students Grades 4-7 Hispanic Students Grades 4-7 Special Education Student 4-7
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COURSES OF STUDY	REFORM STRATEGIES	BENCHMARKS	INTERVENTIONS	RESOURCES
WHICH COURSE OF STUDY STANDARDS, AHSGE STANDARDS/OBJECTIVES, ELIGIBLE CONTENT, OR WIDA* STANDARDS ARE LINKED TO EACH STRATEGY?	WHAT RESEARCH-BASED STRATEGIES/ACTIONS WILL BE USED TO IMPROVE STUDENT ACADEMIC PERFORMANCE? (Give specific strategies, not just programs or program names.)	HOW WILL PROGRESS FOR EACH ACTION STEP BE MEASURED? (PERFORMANCE DATA, LISTS, SURVEYS, ETC)	HOW WILL THE SCHOOL PROVIDE TIMELY ASSISTANCE IF STRATEGIES DO NOT CHANGE PERFORMANCE?	WHAT RESOURCES AND SPECIFIC EXPENDITURES WILL BE NEEDED FOR SUCCESSFUL IMPLEMENTATION? (Ex: 6 Classroom Libraries, \$.....00)
Alabama Course of Study CR4.3, 4.4, 4.5 CR5.2, 5.4 CR6.1, 6.3, 6.4 CR7.1, 7.4, 7.7,	STRATEGY: Plan and implement strategic teaching in all reading classes.			
	ACTION STEP: S3 – AS1. 100 % of teachers will be involved in continual professional development activities related on strategic teaching strategies in September 2010.	S3-AS1 – B1. 100 % of teachers will be involved in professional development activities	S3-AS1-I1 A make-up session will be provided for teachers who are unable to attend.	\$4000.00 to cover the expense of stipends for the teachers, travel, and consultant fees.
	ACTION STEP: S3 – AS2. Literacy Coach will model strategic teaching strategies and lesson format throughout the school year with all classroom teachers.	S3-AS2 – B1. 100 % of teachers will work alongside the literacy coach to practice strategic teaching strategies. Administration will monitor classes to ensure strategies are being taught.	S3-AS2-I1 Administrators/ Literacy Coach will model and or coach teachers that are not implementing strategic teaching in all classes.	

	ACTION STEP: S3 – AS3. The Literacy Coach will hold strategic lesson planning sessions monthly.	S3-AS3 – B1. 100 % of teachers will work alongside the literacy coach to plan strategic teaching strategies. A sign in sheet and agenda will be kept to document teachers' attendance.	S3-AS3-11 A make-up session will be provided for teachers who are unable to attend.	
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II - GOAL TO ADDRESS ACADEMIC NEEDS – All components to support improving academic achievement, **INCLUDING SCHOOL CULTURE AND Rtl 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): To increase the percent of students scoring proficient in Reading (Levels III and Level IV) by 4% in 4 th grade from 82% to 86%, 5 th grade by 38% from 50% to 88%, 6 th grade by 14% from 75% to 89%, and 7 th grade by 7% from 77% to 84% during the 2010-2011 school year.
Data Results on which goal is based: The reading goal for the CIP is based on the 2009-2010 data from the Alabama Reading and Math Test.

TARGET GRADE LEVEL(S): 4-7	TARGET CONTENT AREA(S): Circle One Reading Math Science Other	AHSGE: Reading Math Science Social Studies Language	ADDITIONAL ACADEMIC INDICATORS: Attendance	TARGET STUDENT SUBGROUP(S): All Students Grades 4-7 Hispanic Students Grades 4-7 Special Education Student 4-7
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COURSES OF STUDY	REFORM STRATEGIES	BENCHMARKS	INTERVENTIONS	RESOURCES
WHICH COURSE OF STUDY STANDARDS, AHSGE STANDARDS/OBJECTIVES, ELIGIBLE CONTENT, OR WIDA* STANDARDS ARE LINKED TO EACH STRATEGY?	WHAT RESEARCH-BASED STRATEGIES/ACTIONS WILL BE USED TO IMPROVE STUDENT ACADEMIC PERFORMANCE? (Give specific strategies, not just programs or program names.)	HOW WILL PROGRESS FOR EACH ACTION STEP BE MEASURED? (PERFORMANCE DATA, LISTS, SURVEYS, ETC)	HOW WILL THE SCHOOL PROVIDE TIMELY ASSISTANCE IF STRATEGIES DO NOT CHANGE PERFORMANCE?	WHAT RESOURCES AND SPECIFIC EXPENDITURES WILL BE NEEDED FOR SUCCESSFUL IMPLEMENTATION? (Ex: 6 Classroom Libraries, \$.....00)
Alabama Course of Study CR4.3, 4.4, 4.5 CR5.2, 5.4 CR6.1, 6.3, 6.4 CR7.1, 7.4, 7.7,	ACTION STEP: S3 – AS4. Teachers will ensure that all lessons include but not limited to TWIRL, Before During After, Purpose and Strategies, I Do We Do, You Do, and scaffold instruction.	S3-AS4 – B1. 100% of teachers will implement strategic teaching strategies in all lessons. Administrators will conduct walkthroughs, formal, and informal observations to ensure each lesson includes these strategies.	S3-AS4-11 If the teacher is not utilizing strategies Professional Development Activities will be provided by EARIC or the LEA.	Mileage will be reimbursed to the staff that attends any professional development activities that require to an EARIC site.

	<p>ACTION STEP S3 – AS5. Students will be given informal assessments on a daily basis with formal assessments being performed on a weekly basis.</p>	<p>S3-AS5 – B1. 100 % of students will be assessed using informal and formal assessments.</p>	<p>S3-AS5-11 Re-teaching of skills not mastered by students as needed during the class time or during the 45 minute skill period at the end of each day. Each student is also offered the opportunity to attend the afterschool tutorial program on Mondays and Tuesdays.</p>	<p>A salary and benefits rate will be given to teachers who are providing tutorial services to students after school on Mondays and Tuesdays.</p>
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Part II - GOAL TO ADDRESS ACADEMIC NEEDS – All components to support improving academic achievement, **INCLUDING SCHOOL CULTURE AND RH 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):
 To increase the percent of students scoring proficient in Reading (Level III and Level IV) by 4% in 4th grade from 82% to 86%, 5th grade by 38% from 50% to 88%, 6th grade by 14% from 75% to 89% and 7th grade by 7% from 77% to 84% during the 2010-2011 school year.

Data Results on which goal is based:
 The reading goal for the CIP is based on the 2009-2010 data from the Alabama Reading and Math Test.

TARGET GRADE LEVEL(S): 4-7	TARGET CONTENT AREA(S): Circle One READING 6 Reading Math Science Other	AHSGE: Reading Math Science Social Studies Language	ADDITIONAL ACADEMIC INDICATORS Attendance	TARGET STUDENT SUBGROUP(S): All Students Grades 4-7 Hispanic Students Grades 4-7 Special Education Student 4-7
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COURSES OF STUDY	REFORM STRATEGIES	BENCHMARKS	INTERVENTIONS	RESOURCES
WHICH COURSE OF STUDY STANDARDS, AHSGE STANDARDS/OBJECTIVES, ELIGIBLE CONTENT, OR WIDA* STANDARDS ARE LINKED TO EACH STRATEGY?	WHAT RESEARCH-BASED STRATEGIES/ACTIONS WILL BE USED TO IMPROVE STUDENT ACADEMIC PERFORMANCE? (Give specific strategies, not just programs or program names.)	HOW WILL PROGRESS FOR EACH ACTION STEP BE MEASURED? (PERFORMANCE DATA, LISTS, SURVEYS, ETC)	HOW WILL THE SCHOOL PROVIDE TIMELY ASSISTANCE IF STRATEGIES DO NOT CHANGE PERFORMANCE?	WHAT RESOURCES AND SPECIFIC EXPENDITURES WILL BE NEEDED FOR SUCCESSFUL IMPLEMENTATION? (Ex: 6 Classroom Libraries, \$.....00)
Alabama Course of Study CR4.3, 4.4, 4.5 CR5.2, 5.4 CR6.1, 6.3, 6.4 CR7.1, 7.4, 7.7,	STRATEGY: S4. Students will use technology-based programs to improve reading comprehension with textual, functional, and informational materials throughout the 2010-2011 school year.			
	ACTION STEP: S4 – AS1. Reading teachers will participate in an Accelerated Reader goal setting workshop at the beginning of the 2010-2011 school year.	S4-AS1 – B1. 100 % of Reading teachers will participate in professional development activities. Agendas and sign-in sheets will document teachers' attendance	S4-AS1-11 A make-up session will be provided for any teacher unable to attend.	The professional development activity will be provided by the media specialist.
	ACTION STEP: S4 – AS2. Reading Teachers and students will set goals for all students to read library books and take tests on their reading level based on a formula provided by (STAR) using the Accelerated Reader Program. At the beginning of each school semester.	S4-AS2 – B1. 100% of teachers and students will participate in setting Accelerated Reading goals for students in their classes.	S4-AS2-11 If students do not reach their accelerated reader goals in the given time the teacher and student will have a documented conference.	\$10,000.00 for new library books. \$4,000.00 for Accelerated Reader Computer Software update \$2000.00 for printing supplies to print reports.

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CONTINUOUS IMPROVEMENT GOAL (SHOULD ADDRESS IDENTIFIED WEAKNESSES AND GAPS):
 To increase the percent of students scoring proficient (Levels III and Level IV) by 4% in 4th grade from 82% to 86%, 5th grade by 38% from 50% to 88%, 6th grade by 14% from 75% to 89% and 7th grade by 7% from 77% to 84 during the 2010-2011 school year.%

Data Results on which goal is based:
 The reading goal for the CIP is based on the 2009-2010 data from the Alabama Reading and Math Test.

TARGET GRADE LEVEL(S): 4-7	TARGET CONTENT AREA(S): Circle One READING 7 Reading Math Science Other	AHSGE: Reading Math Science Social Studies Language	ADDITIONAL ACADEMIC INDICATORS: Attendance	TARGET STUDENT SUBGROUP(S): All Students Grades 4-7 Hispanic Students Grades 4-7 Special Education Student 4-7
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COURSES OF STUDY	REFORM STRATEGIES	BENCHMARKS	INTERVENTIONS	RESOURCES
WHICH COURSE OF STUDY STANDARDS, AHSGE STANDARDS/OBJECTIVES, ELIGIBLE CONTENT, OR WIDA* STANDARDS ARE LINKED TO EACH STRATEGY?	WHAT RESEARCH-BASED STRATEGIES/ACTIONS WILL BE USED TO IMPROVE STUDENT ACADEMIC PERFORMANCE? (Give specific strategies, not just programs or program names.)	HOW WILL PROGRESS FOR EACH ACTION STEP BE MEASURED? (PERFORMANCE DATA, LISTS, SURVEYS, ETC)	HOW WILL THE SCHOOL PROVIDE TIMELY ASSISTANCE IF STRATEGIES DO NOT CHANGE PERFORMANCE?	WHAT RESOURCES AND SPECIFIC EXPENDITURES WILL BE NEEDED FOR SUCCESSFUL IMPLEMENTATION? (Ex: 6 Classroom Libraries, S.....00)
	ACTION STEP: S4 – AS3. All resources students and at risk students will use the New Century program at least two days per week for one class period per grade level.	S4-AS3 – B1. 100 % of resource students and at risk students will use the New Century Reading program.	S4-AS3-I1 The New Century program will adjust the students' work until they master the skill.	
	ACTION STEP: S4 – AS4. ESL students who did not meet required standards for monitoring status will use the Rosetta Stone program three times a week for 30 minute sessions.	S4-AS4 – B1. 100% of LEP I and LEP II students will use the Rosetta Stone Computer Based Program. Administrators will use reports to document student progress.	S4-AS4-I1 The students will work at their own pace.	\$2000.00 for printing supplies for reports.
Alabama Course of Study CR4.3, 4.4, 4.5 CR5.2, 5.4 CR6.1, 6.3, 6.4 CR7.1, 7.4, 7.7,	STRATEGY: S5. Increase vocabulary development by providing instruction in synonyms, antonyms, context clues, and multiple meaning words.			

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CONTINUOUS IMPROVEMENT GOAL (SHOULD ADDRESS IDENTIFIED WEAKNESSES AND GAPS):
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Data Results on which goal is based:
 The reading goal for the CIP is based on the 2009-2010 data from the Alabama Reading and Math Test.

TARGET GRADE LEVEL(S): 4-7	TARGET CONTENT AREA(S): Circle One READING 8 Reading Math Science Other	AHSGE: Reading Math Science Social Studies Language	ADDITIONAL ACADEMIC INDICATORS: Attendance	TARGET STUDENT SUBGROUP(S): All Students Grades 4-7 Hispanic Students Grades 4-7 Special Education Student 4-7
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COURSES OF STUDY	REFORM STRATEGIES	BENCHMARKS	INTERVENTIONS	RESOURCES
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Alabama Course of Study CR4.3, 4.4, 4.5 CR5.2, 5.4 CR6.1, 6.3, 6.4 CR7.1, 7.4, 7.7,	ACTION STEP: S5.- AS1. Literacy coach and teachers will develop and model vocabulary lessons during the school year.	S5-AS1 – B1. 100% of all teachers will plan with the literacy coach to develop and model vocabulary lessons. Sign in sheets and agendas will be provided for documentation.	S5-AS1-II No intervention is needed.	
	ACTION STEP: S5- AS2. All teachers will create working word walls in all classrooms.	S5-AS3 – B1. 100% of the students will receive content vocabulary instruction daily.	S5-AS3-II Re-teaching of the skills.	\$1000.00 supplies to create word walls.

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CONTINUOUS IMPROVEMENT GOAL (SHOULD ADDRESS IDENTIFIED WEAKNESSES AND GAPS):
 To increase the percent of students scoring proficient in math (Levels III and Level IV) by 14% in 4th grade from 69% to 83%, 5th grade by 51% from 50% to 82%, 6th grade by 14% from 75% to 89% and 7th grade by 7% from 77% to 84% during the 2010-2011 school year.

Data Results on which goal is based:
 The Mathematics goal for the CIP is based on the 2009-2010 data from the Alabama Reading and Math Test.

TARGET GRADE LEVEL(S): 4-7	TARGET CONTENT AREA(S): Circle One MATH I Reading <u>Math</u> Science Other	AHSGE: Reading Math Science Social Studies Language	ADDITIONAL ACADEMIC INDICATORS: Attendance	TARGET STUDENT SUBGROUP(S): All Students Grades 4-7 Hispanic Students Grades 4-7 Special Education Student 4-7
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COURSES OF STUDY	REFORM STRATEGIES	BENCHMARKS	INTERVENTIONS	RESOURCES
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Alabama Course of Study 4.6, 4.7, 5.2, 5.3, 6.2, 6.3, 6.7, 7.3, 7.6, 7.9, 7.11	STRATEGY: S1. Use longitudinal data to address weakest math standards in all math classes.			
	ACTION STEP: S1 – AS1. Teachers will attend professional development activities to analyze longitudinal data in August of 2010.	S1-AS1 – B1. 100% of teachers will attend professional development activities. Sign in sheet and agendas will be provided.	S3-AS1-11 A makeup session will be provided for any teachers who can not attend.	
	ACTION STEP: S1 – AS2. The longitudinal data will be used to plan daily lessons in Mathematics based upon the students' needs throughout the 2010-2011 school year.	S1-AS2 – B1. 100% of teachers will use the data to help develop lesson plans based on the needs of the students.		

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 The Mathematics goal for the CIP is based on the 2009-2010 data from the Alabama Reading and Math Test.

TARGET GRADE LEVEL(S): 4-7	TARGET CONTENT AREA(S): Circle One MATH 2 Reading Math Science Other	AHSGE: Reading Math Science Social Studies Language	ADDITIONAL ACADEMIC INDICATORS: Attendance	TARGET STUDENT SUBGROUP(S): All Students Grades 4-7 Hispanic Students Grades 4-7 Special Education Student 4-7
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COURSES OF STUDY	REFORM STRATEGIES	BENCHMARKS	INTERVENTIONS	RESOURCES
WHICH COURSE OF STUDY STANDARDS, AHSGE STANDARDS/OBJECTIVES, ELIGIBLE CONTENT, OR WIDA* STANDARDS ARE LINKED TO EACH STRATEGY?	WHAT RESEARCH-BASED STRATEGIES/ACTIONS WILL BE USED TO IMPROVE STUDENT ACADEMIC PERFORMANCE? (Give specific strategies, not just programs or program names.)	HOW WILL PROGRESS FOR EACH ACTION STEP BE MEASURED? (PERFORMANCE DATA, LISTS, SURVEYS, ETC)	HOW WILL THE SCHOOL PROVIDE TIMELY ASSISTANCE IF STRATEGIES DO NOT CHANGE PERFORMANCE?	WHAT RESOURCES AND SPECIFIC EXPENDITURES WILL BE NEEDED FOR SUCCESSFUL IMPLEMENTATION? (Ex: 6 Classroom Libraries, S.....00)
	ACTION STEP: S1 – AS3. All teachers will use Bullock County School District Curriculum Guides to ensure that all required math content standards are covered throughout the 2010-2011 school year.	S1-AS3 – B1. 100% of teachers will use curriculum guides to help develop lesson plans to cover content standards for math.	S3-AS3-I1 S3-AS2-I1 Grade level planning sessions to meet and plan intervention activities	
Alabama Course of Study 4.6, 4.7, 5.2, 5.3, 6.2, 6.3, 6.7, 7.3, 7.6, 7.9, 7.11	STRATEGY: S2. The mathematics teachers will plan and implement strategic teaching components in all math classes.			
	ACTION STEP: S2 –AS1. All math teachers will be involved in refresher professional development activities related to strategic teaching strategies throughout the school.	S2-AS1 – B1. 100% of teachers will be involved in professional development activities provided by the Literacy Coach, AMSTI and outside sources.	S2-AS1-I1 A make up session will be provided teachers who are unable to attend	\$4000.00 will be used for mileage, consultant fee, and stipends for teachers who participate.

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Data Results on which goal is based:
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TARGET GRADE LEVEL(S): 4-7	TARGET CONTENT AREA(S): Circle One MATH 3 Reading Math Science Other	AHSGE: Reading Math Science Social Studies Language	ADDITIONAL ACADEMIC INDICATORS: Attendance	TARGET STUDENT SUBGROUP(S): All Students Grades 4-7 Hispanic Students Grades 4-7 Special Education Student 4-7
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COURSES OF STUDY	REFORM STRATEGIES	BENCHMARKS	INTERVENTIONS	RESOURCES
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	ACTION STEP: S2 – AS2. The Literacy Coach will hold monthly strategic lesson planning sessions designed to make plans for math instruction..	S2-AS2 – B1. 100 % of teachers will participate in the monthly lesson planning sessions. An agenda will be provided and a Sign-in sheet will be used to document attendance.	S2-AS2-I1 Make up sessions will be provided for teachers who do not attend.	
	ACTION STEP: S2– AS3. Teachers will ensure that all lessons include but are not limited to TWIRL, Before-During-After, Purpose and Strategies, I Do-We Do-You Do, and Scaffold Instruction.	S2-AS3 – B1. 100% of teachers will implement strategic teaching strategies in all lessons. Administrators and Literacy Coach will monitor the implementation.	S2-AS3-I1 The Literacy coach will provided modeling/ coaching for teachers that need help.	
	ACTION STEP: S2 – AS4. Students will be given informal assessments on a daily basis with formal assessments being performed as skills are completed.	S2-AS4 – B1. 100% of students will be assessed using informal and formal assessments as skills are completed.	S2-AS4-I1 Re-teaching of skills not mastered by students as needed.	

Part II - GOAL TO ADDRESS ACADEMIC NEEDS – All components to support improving academic achievement, INCLUDING SCHOOL CULTURE AND Rtl 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.

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TARGET GRADE LEVEL(S): 4-7	TARGET CONTENT AREA(S): Circle One MATH 4 Reading Math Science Other	AHSGE: Reading Math Science Social Studies Language	ADDITIONAL ACADEMIC INDICATORS: Attendance	TARGET STUDENT SUBGROUP(S): All Students Grades 4-7 Hispanic Students Grades 4-7 Special Education Student 4-7
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COURSES OF STUDY	REFORM STRATEGIES	BENCHMARKS	INTERVENTIONS	RESOURCES
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Alabama Course of Study 4.6, 4.7, 5.2, 5.3, 6.2, 6.3, 6.7, 7.3, 7.6, 7.9, 7.11	STRATEGY: S3. Students will utilize problem solving strategies in mathematics throughout the school year.			
	ACTION STEP: S3 – AS1. Students will complete problems related to ARMT problem solving skills using open-ended questions with the response sheet and gridding questions on the response sheets at least three times per week throughout the school year.	S3-AS1 – B1. 100 % of students will complete problems related to ARMT skills at least three times per week.	S3-AS1-I1 Skills will be re-taught until desired mastery level is reached.	Gridded Paper Open Ended Response Sheets Classroom Grid Charts (printed at Kinkos)
	ACTION STEP: S3– AS2. Students will complete a word problem of the day based on problem solving skills at least three times per week in their math journals.	S3-AS2 – B1. 100% of students will complete the word problem of the day based on problem solving skills.	S3-AS2-I1 Skills will be re-taught until desired mastery level is reached.	

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TARGET GRADE LEVEL(S): 4-7	TARGET CONTENT AREA(S): Circle One MATH 5 Reading Math Science Other	AHSGE: Reading Math Science Social Studies Language	ADDITIONAL ACADEMIC INDICATORS: Attendane	TARGET STUDENT SUBGROUP(S): All Students Grades 4-7 Hispanic Students Grades 4-7 Special Education Student 4-7
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COURSES OF STUDY	REFORM STRATEGIES	BENCHMARKS	INTERVENTIONS	RESOURCES
WHICH COURSE OF STUDY STANDARDS, AHSGE STANDARDS/OBJECTIVES, ELIGIBLE CONTENT, OR WIDA* STANDARDS ARE LINKED TO EACH STRATEGY?	WHAT RESEARCH-BASED STRATEGIES/ACTIONS WILL BE USED TO IMPROVE STUDENT ACADEMIC PERFORMANCE? (Give specific strategies, not just programs or program names.)	HOW WILL PROGRESS FOR EACH ACTION STEP BE MEASURED? (PERFORMANCE DATA, LISTS, SURVEYS, ETC)	HOW WILL THE SCHOOL PROVIDE TIMELY ASSISTANCE IF STRATEGIES DO NOT CHANGE PERFORMANCE?	WHAT RESOURCES AND SPECIFIC EXPENDITURES WILL BE NEEDED FOR SUCCESSFUL IMPLEMENTATION? (Ex: 6 Classroom Libraries, S.....00)
	ACTION STEP: S3 – AS3. All students will be informally assessed daily and given a formal assessment as content standards are completed.	S3-AS3 – B1. 100 % of students will participate in daily informal assessments and a formal assessments as skills are completed.	S3-AS3-II Skills will be re-taught until desired mastery level is reached.	
Alabama Course of Study 4.6, 4.7, 5.2, 5.3, 6.2, 6.3, 6.7, 7.3, 7.6, 7.9, 7.11	STRATEGY: S4. The math teachers will provide students with hands on math instruction and practice at least three times per week.			
	ACTION STEP: S4 – AS1. The literacy coach will model math comprehension and process skills for all math teachers as needed.	S4-AS1– B1. 100% of the teachers will observe the math modeling class	S4-AS1-II No intervention is needed for this action step.	

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):
 To increase the percent of students scoring proficient in math (Levels III and Level IV) by 14% in 4th grade from 69% to 83%, 5th grade by 51% from 50% to 82%, 6th grade by 14% from 75% to 89%, and 7th grade by 7% from 77% to 84%.

Data Results on which goal is based:
 The Mathematics goal for the CIP is based on the 2009-2010 data from the Alabama Reading and Math Test.

TARGET GRADE LEVEL(S): 4-7	TARGET CONTENT AREA(S): Circle One MATH 6 Reading Math Science Other	AHSGE: Reading Math Science Social Studies Language	ADDITIONAL ACADEMIC INDICATORS: Attendance	TARGET STUDENT SUBGROUP(S): All Students Grades 4-7 Hispanic Students Grades 4-7 Special Education Student 4-7
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COURSES OF STUDY	REFORM STRATEGIES	BENCHMARKS	INTERVENTIONS	RESOURCES
WHICH COURSE OF STUDY STANDARDS, AHSGE STANDARDS/OBJECTIVES, ELIGIBLE CONTENT, OR WIDA* STANDARDS ARE LINKED TO EACH STRATEGY?	WHAT RESEARCH-BASED STRATEGIES/ACTIONS WILL BE USED TO IMPROVE STUDENT ACADEMIC PERFORMANCE? (Give specific strategies, not just programs or program names.)	HOW WILL PROGRESS FOR EACH ACTION STEP BE MEASURED? (PERFORMANCE DATA, LISTS, SURVEYS, ETC)	HOW WILL THE SCHOOL PROVIDE TIMELY ASSISTANCE IF STRATEGIES DO NOT CHANGE PERFORMANCE?	WHAT RESOURCES AND SPECIFIC EXPENDITURES WILL BE NEEDED FOR SUCCESSFUL IMPLEMENTATION? (Ex: 6 Classroom Libraries, \$.....00)
	ACTION STEP: S4 – AS2. . Math teachers will model math comprehension and process skills for all students daily.	S4-AS2– B1. 100% of students will observe the math comprehension and process skills being modeled.	S4-AS2-I1 A make-up session will be provided for the teachers unable to attend.	
	ACTION STEP: S4 – AS3. Students will use manipulatives to understand math process at least three times per week.	S4-AS3 B1. 100% of students will use manipulatives to understand math process skills	S4-AS3-I2 Re-teach if the skills are not mastered. Students can attend the after school tutorial classes provided two days pre week after school.	\$1000.00 math manipulatives Salary rates for teachers who will tutor in the afterschool homework program.

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	REFORM STRATEGIES	BENCHMARKS	INTERVENTIONS	RESOURCES
<p>WHAT CHALLENGES RELATED TO SCHOOL SAFETY, CLASSROOM MANAGEMENT/DISCIPLINE, RTI FRAMEWORK AND SUPPORTIVE LEARNING ENVIRONMENTS HAVE BEEN IDENTIFIED THROUGH THE REVIEW OF SCHOOL DEMOGRAPHIC, PERCEPTION, AND PROCESS DATA?</p>	<p>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.)</p>	<p>HOW WILL PROGRESS FOR EACH ACTION STEP BE MEASURED? (PERFORMANCE DATA, LISTS, SURVEYS, ETC)</p>	<p>HOW WILL THE SCHOOL PROVIDE TIMELY ADJUSTMENT IF STRATEGIES DO NOT CHANGE PERFORMANCE?</p>	<p>WHAT RESOURCES AND SPECIFIC EXPENDITURES WILL BE NEEDED FOR SUCCESSFUL IMPLEMENTATION? (Ex: Teacher Incentives, Title II \$.....00, Supplies for Mentors/Mentees, etc)</p>
<p>There were over 200 absentees each month with the student population at South Highland Middle School.</p>	<p>STRATEGY: Provide incentives to students who have had perfect attendance all year. ACTION STEP: S1- Award trophies to students who have had perfect attendance all year. ACTION STEP: S2- Students who are never absent or do not check out early or in late for the entire month will be rewarded a no uniform day.</p>	<p>S1-S2 Students' attendance will be monitored by the homeroom teacher, guidance counselor, and secretary.</p>	<p>Parent /student conferences will held for excessive tardies, absentees, and checkouts.</p>	<p>Money to purchase trophies at the end of the year. \$300.00</p>

<p>Less than 10% of the student populations' parents attended the scheduled parent meetings and workshops held during the school year.</p>	<p>STRATEGY: Establish a Parental Involvement Committee ACTION STEP S1- The Parental Involvement Committee will be chosen in May. ACTION STEP S2- The Parent Involvement Committee will meet once a month during the 2010-2011 school year. ACTION STEP S3: The parent liaison will schedule parent workshops throughout the school year. ACTION STEP S4- PTO meetings will be held each nine weeks to provide opportunities to discuss students' progress. ACTION STEP S5- The Parent Involvement Committee will plan a Grandparent's/Parent's Day during the first semester of the 2010-2011 school year.</p>			<p>Money will be needed to provide refreshments Printer supplies for invitations Rewards for classes with the most parental involvement Speakers for workshops</p>
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<p>There was over 90 office referral reported in the SIR report for the 2009-2010 school year.</p>	<p>STRATEGY: Foster a climate in which all students believe that it is their responsibility to succeed. ACTION STEP: A1- Establish an Advisor/Advisee Committee during the month of September A2-The student will complete an interest inventory. A3- During the first semester, Clubs will be established according to the students' interest from survey results. A4- The clubs will meet twice a month during the skills period for the entire school year. A5- A student of the month will be chosen for each homeroom to make up the wall of fame. A6- Classroom assistance will be provided through instructional support personnel with a pull out program whereby students may receive individual and small group instruction support.</p>	<p>An advisor/advisee program will be established in September.</p> <p>100 % of students will take the interest inventory</p> <p>100% of clubs will be established</p> <p>100 % of clubs will meet monthly</p> <p>100% of homeroom teachers will pick a student each month.</p>		<p>\$5000.00 for supplies and materials for the Advisor/ Advisee activities.</p> <p>A6- \$6000.00 for instructional support.</p>
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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.

ENGLISH PROFICIENCY GOAL (SHOULD ADDRESS IDENTIFIED WEAKNESSES AND GAPS):

To increase the number of students meeting baseline proficiency from 27.8 % to 50% on the ACCESS test during the 2010-2011 school year.

Data on which goal is based:

The data is based on the 2009-2010 Annual Measureable Achievement Objective Status for South Highlands Middle School.

TARGET GRADE LEVEL(S): 4-7	TARGET ELP LANGUAGE DOMAIN(S): Circle all that apply.	Reading	Writing	Listening	Speaking	Comprehension
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WIDA ENGLISH LANGUAGE PROFICIENCY STANDARDS WHICH WIDA* ENGLISH LANGUAGE PROFICIENCY STANDARDS OR DOMAINS ARE LINKED TO EACH STRATEGY?	REFORM STRATEGIES WHAT RESEARCH-BASED STRATEGIES/ACTIONS WILL BE USED TO IMPROVE STUDENT ACADEMIC PERFORMANCE? (Give specific strategies, not just programs or program names.)	BENCHMARKS HOW WILL PROGRESS FOR EACH ACTION STEP BE MEASURED? (PERFORMANCE DATA, LISTS, SURVEYS, ETC)	INTERVENTIONS HOW WILL THE SCHOOL PROVIDE TIMELY ASSISTANCE IF STRATEGIES DO NOT CHANGE PERFORMANCE?	RESOURCES WHAT RESOURCES AND SPECIFIC EXPENDITURES WILL BE NEEDED FOR SUCCESSFUL IMPLEMENTATION? (Ex: 6 Classroom Libraries, \$.....00)
WIDA Standards and language domains pertain to both strategies and respective action steps listed in second column. Language Domain: Reading WIDA Standards: Language Arts	STRATEGY 1 Implement a research-based program to teach English to ELL students. AS1- S1 All ELL learners who are still following and LEP plan will use the Rosetta Stone online program three times a week for 30 minutes each time. SA1- S2 Students will use the basal reading series Scott Foresman on a daily bases.	S1-B1 Lesson plans will be reviewed and teacher observations will be made. S1- B2 The students will be on benchmark level with the ACCESS test at the end of fourth grade.	S1-I1 Teachers have a 45 minute skills period where they can work one-on-one with ELL Students, as needed.	Title III Title I School Improvement
	STRATEGY 2: Plan professional development activities for the development of ELL students' literacy at the middle school level for teachers and administrators. AS-S1 Rosetta Stone training for teachers AS-S2 Sheltered Instruction for all teachers	S2-B1 5% of teachers will attend ELL professional development activities.	S2-I1 PEPE professional development activity plans will be monitored by administration.	\$4000.00 for stipends for teachers, mileage, and consultant fee.

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)

South Highlands Middle School will follow the six components of the Bullock County Beginning Teacher Mentor Training. Mentors and mentees should meet for at least 2.5 hours of contact time during the week. The time may vary is understood that enough time should be scheduled to provide sufficient guidance and support. Each new teacher will receive mentoring for a minimum of one year by either an active or retired teacher. The Mentors will be chosen by committee comprised of teachers and administrators.

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.

Federal, state and local monies will be used collaboratively for various services. Local funds will be provided to secure personnel, maintenance, materials, supplies and equipment. The State Department of Education provides funds to purchase books, technological equipment, professional development, and classroom materials and supplies. It also provides funds to establish programs for at-risk students. Federal funds are appropriated in the area of Title I (instructional material, supplies, equipment, and professional development). Title II funds are used to supplement instructional staffing and professional development. Title IV- B supports the Drug- Free program as the Red Ribbon Campaign is sponsored each year. South Highlands uses Title V funds to help support instructional programs for gifted students. Title I funds are also used to help support the Homework/ After- School Program and the Summer Enrichment Programs that are offered each year. The Child Nutrition Program provides meals for students during the school year.

FEDERAL FUNDS

- Title I
- Title II
- Title IV- B
- Title V
- Title VI
- CNP

LOCAL

- * PIE
- * 4-H
- * PTO
- * Community Support

STATE FUNDS

- Library
- Technology
- Professional Development
- Technology
- At- Risk
- Classroom Instruction
- Drug-Free

<p>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.</p>
<p>At the end of the school year, the third grade students from Union Springs Elementary School will visit the school to meet the fourth grade teachers and to tour the facilities. The sixth grade students from Merritt Elementary School will visit the seventh grade teachers for a question and answer session and tour the school to become familiar with it for the upcoming school year. The seventh grade students will visit Bullock County High School to meet with teachers and administration as they prepare their schedules for the next school term. At the beginning of the school year, an Open House meeting will take place for parents and students to meet with teachers, receive schedules, and supply lists. The coordination of these activities will take place through the Guidance Counselor's office.</p>
<p>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.</p>
<p>Job openings for highly qualified teachers are posted on the state and county's websites. The superintendent attends job fairs in the Alabama area to attract highly qualified teachers for the Bullock County School system. Job openings are posted in the local newspaper. A local school board committee screens possible applicants. The committee develops a list of applicants that is passed on to the school's administrators for interviews. The school's administrator recommends teachers to the local school board for approval to hire. All new teachers are required to participate in professional development activities organized by Federal Programs Coordinator.</p>
<p>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.</p>
<p>At the beginning of each school year, the teachers review the previous school year's assessment data such as the Stanford 10, Alabama Reading and Math Test, and Alabama Direct Assessment of Writing. The teachers develop a profile sheet for each student in their homeroom identifying their strengths and weaknesses. The profile sheets are used to help the teachers determine what objectives need to be taught in each core subject area. Grade level meetings are held weekly to discuss plans to meet the individual needs of the students. Any academic or behavioral problem that can not be reached by the classroom teachers will be brought before the Problem Solving Team to devise a plan of action for the student.</p>
<p>6. Special Populations: Describe procedures used for each group of Migrant, English Learners, Economically Disadvantaged, Special Education, Neglected and/or Delinquent, and Homeless students.</p>
<p>All of the students at South Highlands Middle School including migrant, ELL, homeless, economically and socially disadvantaged students have an equal opportunity to participate in all services and programs provided by the school. Such programs include free and reduced lunch, Title I services, ELL services, Special Education services, At-Risk services, After-School Tutorial programs and Counseling services. The school uses various community services to provide the students with necessary supplies. All homeless, migratory, and ELL students are given the same opportunity to learn the state content and state student performance standards same as the other children in the school. Upon registration into the school the student receives a Home Language Survey that is used to determine eligibility for Limited English Proficiency testing. The referrals will be sent to the ELL resource specialist. The students will be given the WIDA ACCESS placement test and the ACCESS for ELL within the first 20 days of their initial identification. The ACCESS will be given to all ELL students annually in the Spring to determine progress made by the students. The ELL students will be afforded the same opportunities as the non ELL students.</p> <p>When a student enrolls, he or she will be identified as migrant using the Migrant Student Identification Form. Each student's needs will be identified and appropriate referrals will be made according to the needs of each migrant child. After the needs are assessed, referrals of any identified needs will be forwarded to the school system's Federal program Director. All social needs and concerns will be given to the Social Worker. All parental needs will be given to the system's Parent Coordinator, all identified health needs and concern will be forwarded to the Director of coordinated School Health, and the special educational needs will be directed to the Special Education Director. The migratory students will be offered the same opportunities as non migratory students.</p> <p>Homeless students are identified according to the definition provided by the Alabama State Department of Education. Homeless children will be provided services through Title I. The enrollment of homeless children shall not be denied or delayed due to lack of required documentation. Students identified as homeless children and youth identification form a copy will be forwarded to the Federal Programs Department. All identified homeless families will be referred to Resource and Parent Liaison Services. Immediate needs such as temporary housing, will be attended to immediately with the help of outside agencies such as the Department of Human Resource. The homeless students will be offered the same opportunities as non homeless students.</p> <p>The Special Education students have an Individualized Educational Plan which has academic goals based on content standards and individual achievement test scores. The students are serviced in the general education classroom along with assistance given as needed from the special education classroom. The special education students attend a New Century Reading and Math Education computer lab for 120 minutes per week. This helps to prepare for the state assessment.</p>
<p>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 for Elementary Schools)</p>
<p>Our school's facilities are handicapped equipped for accessibility. Special transportation is provided as needed. All students are provided with a free breakfast and lunch on a daily basis. They are given the same opportunities for an education as others. Pregnant students are allowed to be placed on homebound services during the school year, if an illness occurs that would prevent them from attending school. ELL students are provided with and LEP plan based on academic needs identified by the WIDA standards.</p>
<p>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.</p>
<p>*South Highlands Middle School offers an after school tutorial program for any student who is in need of extra help to ensure their academic success. The homework is offered two days per week for two hours per day. One day is designed for reading skills, and the other day offers math skills.</p>

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.
South Highlands Middle School is committed to involving its parents in all aspects of its Title I programs. During the first month of school, an annual Title I Parental Meeting is held for all parents for enrolled students. The parents will be notified of this meeting through the local newspaper, posted on the school's marquee, notes sent home to parents, and through word of mouth. At this meeting the Title I plan is provided to the parent. Federal Programs Coordinator attends the meeting and explains to the parent, the purpose of the Title I program and how it is used. Parents serve on the Title I planning and CIP Committee. An Open House meeting is held during the first month of school to allow parents the opportunity to meet their child's teacher, receive the parent handbook, and visit classrooms. PTO meetings are scheduled each quarter. A parent liaison is employed by the school system. The liaison provides parent workshops throughout the school year on testing, bullying, health issues, ELL, and study tips for home.
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 <u>all</u> 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.
At South Highlands Middle School's annual open house meeting information is given to parents about the schools curriculum and different means of academic assessment of the students. They will be given instructions on how to schedule parent /teacher conferences. Parents will be given a copy of the parent handbook and the countywide discipline plan. The parent handbook will provide parents with a detailed plan of the school's operation. An interpreter is provided at the meeting to communicate with non-English speaking parents. Following the general session, parents visit the classrooms to meet with teachers who explain what the students will be involved in and the expectation of their children for the school year. There are parent representatives on the School Leadership Team who is responsible for writing the CIP and other school tasks. The parent involvement funds are used to pay salary and benefits for the parent liaison and parent workshops.
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.
South Highlands Middle School ensures that information is given to the parents through many means, such as letters sent home by the students that are printed in English and Spanish, notices printed in the local newspaper, the local television station, school's marquee, school district's website as well as the school's website and the INOW program..
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).
South Highlands Middle School reviews its School -Parent Compact in July 2010 to ensure that it continues to meet the needs of the student body. It is passed out during the first week of school identifying the expectations of the student, parent, and teacher. The form is signed by all three parties involved. The form is placed on file for the school year. The Compact form is discussed among the faculty during the first week of school at faculty meeting.
E. Parental Involvement: Describe procedures to allow parents to submit comments of dissatisfaction with the Continuous Improvement Plan.
In the case where a parent may disagree with the CIP, an appeal must first be made to the principal of the school. If the parent is still dissatisfied, the next step would be to contact the Federal Programs Coordinator for the Bullock County School System. In the event the situation still has not been handled, the parent would contact the Superintendent of the school system.
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) <u>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)</u>
2) South Highlands Middle School will accomplish much of this through its annual Open House meeting held at the beginning of the school year. At that time, parents will receive an overview of the state academic content standards, academic achievement content standards and assessments, in addition an explanation will be given by the Federal Programs Coordinator regarding Title I funds, what services will be offered and how parents have the right to be involved in their children's education. South Highlands Middle School will also offer a PTO meeting where parents will be given the opportunity to meet with teachers to learn about individual class assessments and what their role will be in helping their child to succeed.

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:

- (3) 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)

The Bullock County School district employs a Parent Liaison that is housed at each school one day per week. She is responsible for providing parent workshops with an interpreter for non-English speaking parents, on ways to help their children academically, with technology, testing, and make and takes.

- 4) 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)

South Highlands Middle School will continue to work with its teachers through in-services, faculty meetings, and grade-level meetings in understanding the importance of parental involvement. This year, our CIP committee placed special emphasis on the need to ensure a closer connection between our schools identified goals and our parent involvement activities. Therefore, the grade-level chairperson will be working closely with his or her grade level meetings to include a parent involvement focus.

- (5) 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)

South Highlands Middle School coordinates its parent involvement program for all parents. We presently have approximately 45 English Language Learner students and many of their parents are actively involved in our parenting activities. We have a list of interpreters to translate the training needs of these parents. Our parent facilitator often provides parental activities for your English Language Learners parents. All parental involvement activities are aligned with our CIP goals.

- (6) 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)

At the present time, South Highlands Middle School has 45 English Language Learner students. Information on all school meetings, parent notices, school policies and procedures are sent home in their native language.

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

Any parental request for activities will be addressed by the school's liaison.

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.

South Highlands Middle School presently has Spanish- Speaking students. As a result parent, notifications are sent to them in their native language. Translators are available upon request. The school makes every effort possible to accommodate any parent who may have a disability. The school is handicapped accessible. Migratory student parent's information is mailed to them at a current address.

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 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, 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
The Special Education students at South Highlands Middle School scored below average on the Reading subtest of the Alabama Reading and Math Test.	Professional development activities will be provided to the faculty at South Highlands Middle School in Content Area Reading and Vocabulary Development. Strategic Teaching (Refresher by ARI) New Century Computer Based Program Renaissance Learning for Accelerated Reader Response to Instruction for Special Education Students in Reading.	These professional development activities will be conducted throughout the 2010-2011 school year.	5% of the special education population will improve their score on the ARMT Test by one level.	Participants will be held accountable through observations conducted by school administrators, weekly submitted lesson plans, and through benchmark data. At each grading period, classroom teachers will report to administration on student progress using various strategies. Then teachers will determine appropriate intervention strategies. Lesson plans submitted on a weekly basis will include reading and math objectives. Resources on lesson plans should indicate use of technology.	Funding will be required for professional development activities, reimbursements, consultant fees, etc. Professional Development Activities will be provided by in house personnel, East Alabama Regional Inservice Center, Alabama Reading Initiative, and others as needed.	Sign In Sheets for documentation

<p>The student population of South Highlands Middle School regresses on the ARMT test.</p>	<p>Professional Development Activities will be offered in the following areas:</p> <p>Math Skills ARMT skills New Century Computer Based Program. Response to Instruction for Special Education Students in Math 4th, 5th, 7th grade math teachers and all resource teachers will attend Year 1 math training.</p>	<p>These professional development activities will be conducted throughout the 2010-2011 school year.</p>	<p>5% of the student population will improve their score on the ARMT Test by one level.</p>	<p>Participants will be held accountable through observations conducted by school administrators, weekly submitted lesson plans, and through benchmark data.</p> <p>At each grading period, classroom teachers will report to administration on student progress using various strategies. Then teachers will determine appropriate intervention strategies.</p> <p>Lesson plans submitted on a weekly basis will include reading and math objectives.</p> <p>Resources on lesson plans should indicate use of technology.</p>	<p>Funding will be required for professional development activities, reimbursements, consultant fees, etc.</p> <p>Professional Development Activities will be provided by in house personnel, East Alabama Regional In service Center, Alabama Reading Initiative.</p>	
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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:			TOTAL
			\$1,639,677.00
State Foundation Funds Earned Units	Enter # FTE's Earned by the school	Enter # of Units Placed at the school	TOTAL OF ALL SALARIES
FTE Teacher Units:	21.19	25.00	
Administrator Units:	1.00	1.00	
Assistant Principal:	.50	1.00	
Counselor:	1.00	1.00	
Librarian:	1.00	1.00	
Career and Technical Education Administrator:			
Career and Technical Education Counselor:			
Enter the amount allocated for use at the school for the following:			
Technology			0
Professional Development			0
State ELL Funds			0
Instructional Supplies			0
Library Enhancement			0
II. Federal Funds:			TOTAL
Title I: Part A: Improving the Academic Achievement of the Disadvantaged			\$125,766.00
<p><i>Title I: (1. Schools identified for improvement must set-aside an equivalent of 10% of its Title I school-level allocation for professional development each year it is in the improvement process. 2. Also include the school's portion of the 95% of the LEA set-aside for parental involvement. For additional guidance, check with the Federal Programs Coordinator in your school district.)</i> BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</p>			
Parental Involvement (95% Portion)	2,346.00		
10% Professional Development	12,342.00		
Parent Liaison (24%)	7,754.00		
Assistant Principal (50%)	39,117.00		
Teacher (50%)	32,067.00		
Teacher (100%)	28,473.00		
3 Students @ CSCS	1,020.00		
Materials & Supplies	2,647.00		

<i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</i>		
Title II: Professional Development Activities	TOTAL	\$78,516.00
Class Size Reduction		
<i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</i>		
Class Size Reduction		
.50 Reading Teacher		
.81 Science Teacher		
Title III: For English Language Learners	TOTAL	
<i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</i>		
Title IV: For Safe and Drug-free Schools		TOTAL
<i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</i>		
Title VI: For Rural and Low-income Schools		TOTAL
<i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</i>		
Career and Technical Education-Perkins IV: Basic Grant (Title I)	TOTAL	
<i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING</i>		
Career and Technical Education-Perkins IV: Tech Prep (Title II)	TOTAL	
<i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING</i>		
Other: 21st Century, Learn and Serve, Even Start, School Improvement Grant	TOTAL	
III. Local Funds (if applicable)		
Local Funds	TOTAL	\$18,000.00
<i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING</i>		
Public - \$3,000.00		
Non-Public - \$15,000.00		

<p>INITIAL REVIEW/DEVELOPMENT Target Date: August Purpose: Review assessment data to develop plan or make plan adjustments to existing plan. Date <u>8-26-10</u> Principal Initials <u>[Signature]</u> LEA initials <u>[Signature]</u> Other <u>JCH</u> <u>MK</u> <u>LC</u> <u>RS</u> <u>DKA</u> <u>KWC</u> <u>CBF</u> <u>MW</u> COMMENTS*(Required) Met w/ Reb Booth *Use additional pages, if needed</p>	<p>REVIEW 1 Target Date: September Purpose: AMENDMENT - Incorporate recommendations from school, LEA and/or SDE. Date <u>9-23-10</u> Principal Initials <u>[Signature]</u> LEA initials <u>[Signature]</u> Other <u>JCH</u> <u>MK</u> <u>LC</u> <u>RS</u> <u>DKA</u> <u>KWC</u> <u>CBF</u> <u>MW</u> COMMENTS*(Required) Met to read over and correct CIP *Use additional pages, if needed</p>	<p>REVIEW 2 Target Date: October Purpose: IMPLEMENTATION - Provide documentation/evidence of improvement. Date <u>Oct. 27</u> <u>Goal Setting</u> Principal Initials <u>[Signature]</u> LEA initials <u>[Signature]</u> Other <u>JCH</u> <u>LC</u> <u>MK</u> <u>DKA</u> <u>RS</u> <u>KWC</u> <u>CBF</u> <u>MW</u> COMMENTS*(Required) Goal Setting Activity w/ students *Use additional pages, if needed</p>
<p>REVIEW 3 Target Date: November Purpose: IMPLEMENTATION - Provide documentation/evidence of improvement. Date _____ Principal Initials _____ LEA initials _____ Other: _____ COMMENTS*(Required) *Use additional pages, if needed</p>	<p>REVIEW 4 Target Date: January Purpose: IMPLEMENTATION - Provide documentation/evidence of improvement. Date _____ Principal Initials _____ LEA initials _____ Other _____ COMMENTS*(Required) *Use additional pages, if needed</p>	<p>REVIEW 5 Target Date: February Purpose: IMPLEMENTATION - Provide documentation/evidence of improvement. Date _____ Principal Initials _____ LEA initials _____ Other _____ COMMENTS*(Required) *Use additional pages, if needed</p>
<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</p>	<p>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</p>	<p>Use information from Reviews to Evaluate the plan and to update the plan for the coming year.</p>