



ALABAMA STATE DEPARTMENT OF EDUCATION
 Joseph B. Morton, State Superintendent of Education
2008 - 2009
CONTINUOUS IMPROVEMENT PLAN
Title I Schoolwide Programs



Note: Blank copy is available on www.alsde.edu, Sections, Accountability Roundtable, Publications
 and e-GAP Document Library
 Submit plans to your system's e-GAP Document Library

NAME OF SCHOOL: : Brookhill Elementary School				
STREET ADDRESS: 320 Brookhill Dr.		CITY: Athens	STATE: Alabama	ZIP CODE: 35611
CONTACT: Felicia Phillips		TELEPHONE: 256-233-6603	E-MAIL Felicia.Phillips@acs-k12.org	
Identified for School Improvement? No <input checked="" type="checkbox"/> Yes <input type="checkbox"/> Delay Status <input type="checkbox"/> Year 1 <input type="checkbox"/> or Year 2 <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 7, 2008.				
Year 3 <input type="checkbox"/> or Year 4 or more <input type="checkbox"/> Submit to LEA for Board approval. Mail two copies of PAGE ONE and two copies of PAGE TWO with original signatures to Federal Programs, Accountability and Compliance, P. O. Box 302101, Montgomery, AL 36130-2101. Submit the plan electronically to your system's e-GAP Document Library by November 7, 2008.				
Made AYP? YES <input checked="" type="checkbox"/> NO <input type="checkbox"/> <input type="checkbox"/>	Made AMAOs (ELL)? YES <input checked="" type="checkbox"/> NO <input type="checkbox"/> N/A <input type="checkbox"/>	Career Tech 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, 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 <input checked="" type="checkbox"/> NO <input type="checkbox"/>	Describe how this plan will be made available to parents and other stakeholders (example: through parent meetings or on websites): This plan will be made available to parents and other stakeholders by electronic document on the school webpage and in hard-copy form in the school library and office. It will also be shared at the mid-year PTO meeting.
*Board Approval: Yes <input type="checkbox"/> No <input type="checkbox"/> Board approval received on _____, 2008.				
Board Signature:				
Superintendent Signature:			Date:	
Federal Programs Coordinator Signature:			Date:	
Principal Signature:			Date:	

System: Athens City

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School: Brookhill Elementary

July 2008

CONTINUOUS IMPROVEMENT PLAN DEVELOPMENT AND IMPLEMENTATION TEAM

This plan was developed/or revised during the following time period (e.g. April, May – September 200_): **September 2008- October 2008**

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):

At the beginning of the 2008 school year, the Brookhill Elementary staff analyzed the various data sources from the previous year as well as the Quality Assurance Team’s review from the 2007-2008 review. Parents were invited to be included in these planning sessions as well. School improvement plans were based on the review of these documents.

<p align="center">Instructional Leadership Team Names</p> <p>(The Leadership Team must include the principal, faculty [including ELL resource lead teacher if applicable], staff, parents, community stakeholders, and/or students.)</p>	<p align="center">Positions</p> <p>(Identify position held, e.g., Administration, Faculty, Staff, Grade Level and/or Subject Area, Parents and Community members.)</p>	<p align="center">Signatures</p> <p>(Indicates participation in the development of the CIP)</p>
<p>Anderson, Susan Anglin, Cynthia Evans, Lauren Griffin, Tanya Harris, Charles Herston, Diane Hilbert, Tammy Leopard, Shane McDonald, Sandra Murphree, Kristie Nelson, Monica Oakley, Ron Phillips, Felicia Suarez, Carmen Tribble, Faye Tunstill, Jennifer Ward, Jeanne Wassum, Al Whitten, Ruth Bass, Merri Beth Schremser, Debbie</p>	<p align="center"> Title I Teacher Music Teacher Kindergarten Teacher ELL Teacher Parent Fourth Grade Teacher Parent Parent Reading Coach Third Grade Teacher Partner in Education Guidance Counselor Principal Parent Special Education Teacher Second Grade Teacher First Grade Teacher Physical Education Teacher Media Specialist ACS Federal Programs SDE Consultant </p>	

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

Directions: Insert a copy of your one-page School Status Report in this TEXT BOX. You may access this report on the web at www.alsde.edu:

- Click on Accountability Reporting.
- Choose 2007-2008.
- Select Annual Accountability Results Report.
- Select your system and school.
- Press the Graphics Select Tool button located on the top of the page and select the chart beginning with the school name. (Note: Do not include the legend.)
- Then, right click and select COPY.
- Return to this document and CLICK IN THIS BOX.
- Then, right click to PASTE the chart.
- Adjust the size of the text box to display your test results.

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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.

Briefly describe the process your faculty used to conduct the needs assessment (analysis of all data).	
At the beginning of the school year SAT 10, ARMT, DIBELS, and WIDA scores were analyzed by faculty members. Strengths and weaknesses were identified by faculty members using the appropriate data. After analyzing the data and identifying areas of focus, teachers then discussed strategies that they could use in their classrooms to address the targeted deficiencies.	
Highly Qualified Teachers (HQT): Describe how staffing decisions ensure that highly qualified, well-trained teachers provide instruction and how their assignments most effectively address identified academic needs.	
Only HQT applicants are recommended for staffing positions.	
Number and percentage of teachers Non-HQT: 0%	Number and percentage of Classes Taught by Non-HQT: 0%
Alabama High School Graduation Exam (AHSGE):	
Strengths: N/A	Weaknesses:
Alabama Reading and Mathematics Test (ARMT):	
Strengths: In third grade, 2007-2008 ARMT results indicate that 92.8% of white students were proficient in math and 96.4% of white students were proficient in reading. In fourth grade, 95.24% of white students were proficient in math and 100% were proficient in reading.	Weaknesses: In third grade, 2007-2008 ARMT results indicate that 62.52% of Black students and 58.33% of Hispanic students were proficient in math. In fourth grade, 66.7% of limited English proficient students were proficient in reading.
Alabama Science Assessment:	

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Strengths: N/A	Weaknesses: N/A
Part I – Continued:	
Stanford 10:	
Strengths: In third grade, 2007-2008 Stanford 10 results indicate that 95% of students tested above the third stanine in initial understanding in reading comprehension. In math procedures, 90% scored above the third stanine in computation with whole numbers. In fourth grade, 98% of students tested above the third stanine in capitalization while 95% scored above the third stanine in computation with fractions.	Weaknesses: In third grade, 2007-2008 Stanford 10 results indicate that 50% of students tested in stanines 1-3 in structural analysis in word study; 32% scored in stanines 1-3 in computation with decimals in mathematical procedures. In fourth grade, 28% tested in stanines 1-3 in identifying patterns and relationships in problem solving; 23% scored in stanines 1-3 in functional reading in the area of reading comprehension.
Dynamic Indicators of Basic Early Literacy Skills (DIBELS):	
Strengths: Spring '08 DIBELS data indicates that 92% of kindergarten and 81% of second grade students were benchmarked.	Weaknesses: Spring '08 DIBELS data indicates that 58% of fourth grade students were benchmarked.
Alabama Direct Assessment of Writing (ADAW):	
Strengths: NA	Weaknesses: NA
ACCESS for English Language Learners (ELLs):	
Strengths: 2008 ACCESS scores indicate that ELL students averaged scoring a 4.7 in the speaking domain.	Weaknesses: 2008 ACCESS scores indicate that ELL students averaged scoring a 3.2 in the writing domain.
Professional Education Personnel Evaluation (PEPE) School Profile Information:	
Strengths: The Alabama Teacher Evaluation School Summary Report reveal the following areas of strength: 3.1 Monitors Student Performance 3.2 Measures Student Progress Systematically 6.0 Communication	Weaknesses: The Alabama Teacher Evaluation School Summary Report reveal the following areas of weakness: 2.1 Orients students to the lesson 2.2 Gives clear directions

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Part I - Continued:

Additional Data Sources: (e.g., Alabama Alternate Assessment [AAA], School Technology Plan Data)	
Strengths: Students attend the computer lab twice a week to complete activities using the Compass instructional software, and Odyssey. Students also work on keyboarding skills during lab time. Thirteen of sixteen homerooms have been equipped with Promethean Boards. Plans are for two to be installed this year.	Weaknesses: Ongoing training is needed at all levels to help teachers identify ways they can integrate the use of the Promethean Boards into the curriculum.
Local Data (e.g., LEA, school, and grade-level assessments, surveys, program-specific assessments):	
Strengths: The Standardized Test for Assessment of Reading (STAR) is utilized for placement of students in appropriate independent reading levels. Standards-based report cards/ standards-based progress reports/pacing guides/ and co assessments are currently being utilized in K-3.	Weaknesses: Standards-based report cards/ standards-based progress reports/ pacing guides/ and common assessments have not been implemented for fourth grade.
Career and Technical Education Program Improvement Plan:	
Strengths: N/A	Weaknesses: N/A
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: The 2007-2008 SIR report indicates there were 8 out of school suspensions and 5 corporal punishments administered.	Weaknesses: No ISS or Alternative Placement for elementary students.
School Demographic Information related to drop-out information and graduation rate data.	
Strengths: NA	Weaknesses: NA
School Demographic Information related to teacher attendance, teacher turnover, or challenges associated with a high percent of new and/or inexperienced faculty.	
Strengths: Although Brookhill has a high percentage of non-tenured teachers, test scores have remained high.	Weaknesses: 60% of homeroom teachers do not have an advanced diploma.
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 2007-2008 State Report Card indicates Brookhill had a 97 % attendance rate.	Weaknesses: School records indicate that there were 274 unexcused tardies during the first semester of the 2007-08 school year.

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Part I – Continued:

School Perception Information related to parent perceptions and parent needs including information about literacy and education levels.	
Strengths: 100% of parents surveyed agree or strongly agree that the school is doing at good job teaching language arts.	Weaknesses: 11.2% of parents surveyed do not agree that parent opinions are considered when important school decisions are made.
School Perception Information related to student PRIDE data.	
Strengths: NA	Weaknesses: NA
School Process Information related to an analysis of existing <u>curricula</u> focused on helping English Language Learners (ELLs) work toward attaining proficiency in annual measurable academic objectives (AMAOs)	
Strengths: According to the 2008 School Status Report, 95.% of ELL students made APLA.	Weaknesses: According to the 2007 School Status Report, only 39% of ELL students attained language proficiency. Only 3 teachers attending ELL professional development strand.
School Process Information related to an analysis of existing <u>personnel</u> focused on helping English Language Learners (ELLs) work toward attaining proficiency in annual measurable academic objectives (AMAOs)	
Strengths: Brookhill has a full-time ELL teacher.	Weaknesses: The ELL teacher has a heavy case load.
School Process Information uncovered by an analysis of curriculum alignment, instructional materials, instructional strategies, reform strategies, and/or extended learning opportunities.	
Strengths: Brookhill is participating in both the Alabama Reading Initiative and the Alabama Math, Science, and Technology Initiative.	Weaknesses: The school does not offer any after school enrichment programs.

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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.

CONTINUOUS IMPROVEMENT GOAL (SHOULD ADDRESS IDENTIFIED WEAKNESSES AND GAPS): Fourth grade reading comprehension and fluency rate will increase on the 2009 DIBELS (70% Benchmark) and SAT 10 (65th percentile).

Data Results on which goal is based: Spring 2008 DIBELS data indicated that 58% of fourth grade students were benchmark in oral reading fluency; SAT 10 data indicated that students scored in the 58th percentile in reading comprehension.

TARGET GRADE LEVEL(S): 4th	TARGET CONTENT AREA(S): Circle One Reading Math Science Other	AHSGE: Reading Math Science Social Studies Language	ADDITIONAL ACADEMIC INDICATORS:	TARGET STUDENT SUBGROUP(S): 4 th grade intensive and strategic students
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COURSES OF STUDY	REFORM STRATEGIES	BENCHMARKS		INTERVENTIONS	RESOURCES	CONTINUOUS LEA REVIEW IN SUPPORT OF THE PLAN	
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.)	WHAT DATA WILL BE GATHERED THROUGHOUT THE YEAR TO MEASURE PROGRESS AND HOW OFTEN WILL PROGRESS BE REVIEWED?	WHAT INCREASE (%) IN PROFICIENCY IS ANTICIPATED AT EACH MO/QUARTER CHECKPOINT?	HOW WILL THE SCHOOL PROVIDE TIMELY ASSISTANCE TO STUDENTS NOT MASTERING PROFICIENT OR ADVANCED LEVELS AT THESE PLANNED CHECKPOINTS?	WHAT RESOURCES AND SPECIFIC EXPENDITURES WILL BE NEEDED FOR SUCCESSFUL IMPLEMENTATION? (Ex: 6 Classroom Libraries, \$.....00)	DATE	+, -, N/A
2008 Alabama Course of Study: English/Language Arts Standards 3-5.	<p>STRATEGY: Implement explicit, intensive, small group instruction by the regular classroom teacher for 30 minutes during 90 minute reading block daily. Fluency and comprehension strategies will be stressed during this time.</p> <p>Implement explicit, intensive small group instruction (including fluency lessons and comprehension strategies) by the regular classroom teacher for 30 minutes during daily reading intervention for intensive students.</p> <p>Further targeted intervention (Passport) will be provided daily for 30 minutes for identified students by either the special education/ title/ ELL teacher in their respective classrooms.</p> <p>Incorporate reading comprehension lessons during the reading block by the regular classroom teacher based on the NAEP training to improve reading comprehension</p>	<p>Provide assessments bi-monthly for students in the strategic range and weekly for students in the intensive range.</p> <p>Administer DIBELS benchmark assessments in the fall, winter, and spring</p> <p>Periodic reading comprehension assessments</p>	<p>Winter BM – 10% Spring BM – 10%</p>	<p>Data will be analyzed and acted upon during initial, mid-year, and end-of-year 4th grade data meetings.</p> <p>Small group instruction will address identified interferences and deficiencies in the use of comprehension strategies. Small group instruction will be administered daily by the classroom teacher; these groups will be fluid. Those students who have been identified as intensive will receive an extra dose of small group instruction by either the classroom teacher or title/ELL/special education teacher.</p>	<p>Title I Reading Teacher ELL Teacher Professional Development Teaching Materials NAEP Reading Comprehension training.</p>	<p>Monthly review during grade level data meetings.</p>	

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

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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.

ENGLISH PROFICIENCY GOAL (SHOULD ADDRESS IDENTIFIED WEAKNESSES AND GAPS):
30% or more ELLs in grades 1-3 will perform at English proficiency level 2 or higher in the language domains for writing to increase composite scores so AMAO-A targets are met.

Data on which goal is based: 2008 ACCESS scores indicate that ELL students averaged scoring a 3.2 in the writing domain

TARGET GRADE LEVEL(S): K-4th	TARGET ELP LANGUAGE DOMAIN(S): Circle all that apply.	Reading	<u>Writing</u>	Listening	Speaking	Comprehension
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WIDA ENGLISH LANGUAGE PROFICIENCY STANDARDS	REFORM STRATEGIES	BENCHMARKS		INTERVENTIONS	RESOURCES	CONTINUOUS LEA REVIEW IN SUPPORT OF THE PLAN	
WHICH WIDA* ENGLISH LANGUAGE PROFICIENCY STANDARDS OR DOMAINS ARE LINKED TO EACH STRATEGY?	WHAT RESEARCH-BASED STRATEGIES/ACTIONS WILL BE USED TO IMPROVE ENGLISH LANGUAGE PROFICIENCY? (List specific strategies, not programs or program names.)	WHAT DATA WILL BE USED THROUGHOUT THE YEAR TO MEASURE PROGRESS? HOW OFTEN WILL PROGRESS BE REVIEWED?	WHAT INCREASE (%) IN PROFICIENCY IS ANTICIPATED WITH EACH REVIEW? MO/QUARTERLY	HOW WILL THE SCHOOL PROVIDE TIMELY ASSISTANCE TO STUDENTS NOT MAKING ADEQUATE PROGRESS IN LANGUAGE ACQUISITION (APLA) AND OR ATTAINING ENGLISH LANGUAGE PROFICIENCY?	WHAT RESOURCES ARE NEEDED FOR SUCCESSFUL IMPLEMENTATION?	DATE	+, -, N/A
(WIDA Standards and language domains pertain to both strategies and respective action steps listed in second column.) Language Domain: Writing WIDA Standards: <ul style="list-style-type: none"> Language Arts Science REFER TO THE WIDA TEACHER REPORTS TO DETERMINE WHICH WIDA STANDARDS WILL BE THE INSTRUCTIONAL FOCUS COURSE OF STUDY OBJECTIVES 8-11.	Using WIDA Model Performance Indicators (CAN Dos) as guidance for developing language objectives that focus on, but are not limited to, the language domains of reading and writing. <ul style="list-style-type: none"> School administrators facilitate planning and collaboration time for: <ol style="list-style-type: none"> ELL teacher to coach grade level teachers on how to integrate language objectives with content objectives (e.g., provide lesson demonstrations and team teaching), and ELL and classroom teachers to use planning time to develop lesson plans that integrate language objectives ELL teacher will provide CD player as needed with weekly sight words, reading story, and written spelling homework. This work will be checked and changed daily. ELL teacher makes home visits to make connection with school and home.	DIBELS English Language Development Instructional Plan Standards Based Report Cards/Progress Reports every three weeks Progress will be measured every grading period during the Title I Summer School, and when DIBELS progress monitoring is administered.	ELLs should progress one proficiency level and ELLs will thus move from one cohort to another, making APLA. *The range of language proficiency with each EP level is 1.0 – 2.0, 2.1 – 2.8, 2.9 – 3.5, 3.6 – 4.1, 4.2 – 4.7, 4.8 – 5.3, 5.4 – 6.0.	Classroom and ELL teacher will provide extra instruction offered before/after school and during the Title I Summer School. The ELL teacher will provide small group and/or individual instruction. Providing planning time and collaboration time for ESL and content teacher, and if necessary, the ELL Committee, to focus on areas of instructional need using the ELPAC for those particular students	<ul style="list-style-type: none"> Professional development in ESL Literacy for elementary grades, WIDA Standards, peer coaching Transportation for summer school Student materials Time allocated for teacher collaboration Funds for substitute teachers 	Monthly reviews by school administrator to ensure CIP is being implemented correctly.	

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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.

WHAT CHALLENGES RELATED TO SCHOOL SAFETY, CLASSROOM/DISCIPLINE, AND SUPPORTIVE LEARNING ENVIRONMENTS HAVE BEEN IDENTIFIED THROUGH THE REVIEW OF SCHOOL DEMOGRAPHIC, PRECEPTION, AND PROCESS DATA?	WHAT ADDITIONAL OR NEW REFORM STRATEGIES/ACTIONS WILL BE USED TO ADDRESS THESE CHALLENGES?	WHAT ADDITIONAL RESOURCES (materials, personnel) WILL BE NEEDED TO SUCCESSFULLY IMPLEMENT THESE STRATEGIES?	DOCUMENT CONTINUOUS LEA REVIEW IN SUPPORT OF PLAN	
<p>17.4% of parents surveyed indicate there is a problem with bullies at school.</p> <p>45.9% of fourth grade students surveyed indicate there is a problem with bullies at school.</p>	<p>Train staff to recognize bully characteristics during faculty meetings.</p> <p>Educate students in the area of bullying prevention in monthly Guidance Counselor lessons.</p>	<p>Funding for support of these strategies may be secured through Title I, II, and IV.</p> <p>Resources will also include speakers, videos, and programs addressing bullying.</p>	<p>Review discipline referrals monthly</p> <p>Review SIR report</p>	<p>+, -, NA</p>

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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)

Brookhill Elementary and Athens City Schools have established a teacher mentoring program. The overarching goal for the program is to improve teaching practice. The program is designed to provide ongoing support for new teachers. First year teachers are assigned a mentor teacher who is matched, to the extent practicable, by grade. The mentor and first year teacher are required to meet weekly. The mentoring program also includes training for both mentors and first year teachers. The new teacher will be monitored for three years by the administration.

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

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

- The State of Alabama School Foundation Program: The State of Alabama funds the BASIC programming in terms of teacher units based on student enrollment. For the 2007-2008 school year the state is funding (21) twenty-one units, plus fringe benefits, teacher supply money, Technology, Library Enhancement, Professional Development, ELL, and Textbooks. The grand total of state money is \$1,085,988.61. A budget detail is enclosed in this plan.
- Title I – Part A (Federal): \$118,003.28
- Title II – Part A (Federal): Class Size Reduction Teacher \$40,420.86
- Title III – 0
- Title IV – Materials and Supplies/ Instruction \$428.00

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.

- Kindergarten pre-registration is offered in the spring at which time parents can list any special needs that the student may have.
- Parents receive the pamphlet, “Parents Guide to Kindergarten”, at pre-registration.
- During the summer students have the opportunity to attend a two-week Kindergarten camp. During this time students practice routines that will be a part of the normal school year.
- A kindergarten orientation is conducted for parents prior to the beginning of the school year at which time parents may meet teachers and visit classrooms.
- An open house for all grades is held at the beginning of the school year at which time parents may meet teachers and visit classrooms.
- Athens Intermediate School officials visit fourth grade students during the spring and conduct an orientation session.

When a student transfers to Brookhill Elementary School, the parents and student are given a tour of the building by the principal or counselor and introduced to the teacher.

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

Every year a school system representative attends job fairs that are sponsored by colleges and universities for the purpose of attracting highly qualified teachers. Applications are accepted state-wide when openings are available in order to choose only those teachers who are highly qualified. The state requires all teachers to be highly qualified before they are able to be hired. New teachers are assigned mentors within the school and are monitored by the administration for the first three years.

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

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

- The faculty collaboratively studies the disaggregated data and results of the state assessments.
- Building Based Student Support Team members evaluate data collected on referred students to determine if there are any indicators that would warrant more in depth testing or referral for special services.
- Grade level data meetings are held to analyze and act upon progress monitoring data.
- Informal grade level meetings are held to discuss progress of students and steps to be taken to help students who demonstrate weaknesses in identified academic subjects.

Teacher representation and teacher input is included on school budget committees, policy committees, textbook selection committees and school calendar committees. Teacher input is also sought in system-wide grade level meetings to develop reading progressions, math pacing guides, and standards-based report cards for grades K-3. This voice allows teachers to be involved in all areas of overall instruction and testing.

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

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

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

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

Parents or guardians of each student receive an Agricultural Survey, which determines student eligibility for the migrant program. The SDE migrant recruiter reviews surveys to determine potential migrant families. Migrant students automatically qualify for free breakfast and lunch. Migrant students have access to all services and programs available to the rest of the students.

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

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

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

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

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

- Review of student permanent records, previous test results and any other pertinent information which would help the teacher to determine student strengths and weaknesses
- Compilation of class profiles by teachers and utilization of test reports to determine individual and class strengths and weaknesses, and to address these results during instruction
- Communication with previous teachers and parents who have insight about students learning styles
- Use of Read Naturally, Voyager Passport, Phonics for Reading, Rewards, Reading A-Z, and Failure Free Reading materials which have intervention strategies embedded in the curriculum that are aligned with the Alabama Reading Initiative intervention guidelines
- Provision of daily small group instruction and intervention by lead teachers for children experiencing difficulty
- Utilization of Reading Specialists , ELL Teacher, and Resource Teachers to provide additional assistance and intervention for students in small group or individual instruction setting in the classroom, and if needed, as a pull out intervention session
- Progress monitoring of students in a timely manner based upon DIBELS benchmark assessments
- Scheduling of monthly data meetings to discuss strategies and procedures that would encourage student success and to review student progress and make changes in instruction as needed
- Utilization of the assistance of the Reading Coach
- Encouragement of parental involvement in student education through school conferences, telephone conversations, email, website, and notes
- ELL students have English tutoring and homework help available each week through a local mission church.
- A summer reading program is provided by the local library
- Provision of extended summer learning opportunities
- Two week kindergarten camp is provided during the summer
- Participation in Summer School
- Availability of Boys and Girls Club activities
- Use of RSVP

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Part VI - Additional Components To Be Addressed to Satisfy Federal Requirements Related to Parental Involvement:

A. Parental Involvement: 1) Describe how the school will convene an annual meeting to inform parents of Title I requirements and offerings; 2) how there will be a flexible number and format of parent meetings offered; 3) how parents will be involved in the planning, review and improvement of the Title I Program; and 4) how funds allocated for parent involvement are being used in the school.

1. During the first month that school is in session, Brookhill Elementary School will hold its annual meeting for all parents of participating children. Parents are notified of the meeting through (1) notices sent home by students, (2) website announcements, and (3) newspaper announcements and public postings in English and Spanish. To assist in providing the opportunity for all parents to attend, the meeting is offered at two separate times—once during the school day and once in the evening. Topics to be discussed at this year’s meeting are:

- Continuous Improvement Plan
- An explanation of the school’s curriculum and the state’s content standards
- Title I program and participation, its services, and parents’ rights
- Parental Involvement Section of the Continuous Improvement Plan
- School-parent compacts
- The Parent Resource Area
- Parent survey

2. Brookhill Elementary School believes in involving parents in all aspects of its Title I school wide program. We have four parent representatives on our CIP committee who were active participants in the development of the plan and were involved throughout the process. In addition, all parents of participating students will be given the opportunity to review the plan and offer their input before the plan will be approved. For the Parental Involvement Plan, all parents were given surveys at the end of the school year seeking their input on activities, training, and materials that the school should offer to parents next school year. Each year, the CIP, including the parental involvement plan, is reviewed and evaluated. Results of parent surveys are reviewed by the parent representatives and entire CIP committee in determining needed changes. A parent advisory committee meets annually to update LEA parental involvement plans.

3. Brookhill Elementary School will use its parental involvement funds as follows: To fund all materials and supplies in our school’s parent center and to purchase literature and handouts to be distributed to parents.

B. 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 its annual meeting of parents at the beginning of the school year, Brookhill Elementary School will hold a general meeting where information will be presented about its Title I programs, the curriculum, and forms of academic assessment used. Parents will learn about the following subjects taught: reading, math, language, science, social studies, physical education, art, music, and technology. They will also learn about how to schedule parent-teacher conferences and how they can participate in decisions related to the education of their child. Parents will be given a copy of the parental involvement plan. We presently have 32 students whose parents speak Spanish. An interpreter is provided at the meeting to communicate with these parents. In addition, documents will be provided, to the extent practicable, in Spanish. Upon conclusion of the general meeting, parents will be invited to visit their child’s classrooms and meet their teachers. At this time, teachers will provide additional information on the subjects they teach and how students are individually assessed.

C. Parental Involvement: Describe how parents, the school staff, and students share responsibility for improved student academic achievement for participating students (School-Parent Compact).

According to the School Compact, the student, parent(s), and teachers will share combined responsibility for improved student achievement. Teachers will provide a high quality curriculum, increase communications with parents, participate in conferences, be available to parents, utilize parent volunteers, and notify parents of changes affecting attendance, achievement, grades or behavior. Students agree to attend school regularly, participate in class activities and discussions, ask questions when they don’t understand, get adequate rest every night, follow instructions, follow the school’s rules of conduct, behave well, respect and cooperate with other students/adults, do all homework, study for tests and assignments, pay attention in class, respect cultural differences in others. Parents agree to volunteer in their child’s classroom, read and discuss progress reports

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with their child, participate in conferences, read to or with their child every day, support the school in its efforts to maintain proper discipline, respect cultural differences of others, monitor attendance at school, establish time for homework completion, monitor television time.

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

Brookhill Elementary School will conduct an annual evaluation of the content and effectiveness of this parental involvement plan in improving the quality of its Title 1, Part A, and schools. The District Advisory Committee reviews, evaluates, and revises the Parental Involvement Plan annually. There are ten parents on the Committee who represent all of the parents in the District. During the review process, all parents are notified of the review through notices sent home. The notices make parents aware that the plan is under review, a copy of the plan is available in school libraries, and that parents have the right to give input regarding revising the plan. The notice also states that after the plan is finalized and approved, if a parent finds the plan to be unsatisfactory, they have the right to submit their concerns to the central office. The central office will then submit their concerns to the State Department of Education at the same time that the Parent Involvement Plan is being submitted.

E. 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)

Brookhill Elementary School will accomplish much of this through its annual parents meeting to be held at the beginning of the school year. At that time, parents will receive an overview of the state academic content standards, academic achievement standards, and assessments. In addition, an explanation will be given regarding Title I, what services will be offered, and how parents can be involved in their child's education

- (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)

Brookhill Elementary's counselor keeps available books, videos, and pamphlets regarding parenting. These are readily accessible for parents to checkout through the counselor's office. Our school offers a meeting at the beginning of each school year to ensure that parents are knowledgeable of the schools resources and testing procedures. Each month the school sends a HOME AND SCHOOL CONNECTION which focuses on parenting tips. Brookhill's administration and teaching staff are available to assist any parent when the need arises. We are eager to have parents visit our facility, as well as, work as volunteers. Parents are always welcome in our school.

- (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)

Brookhill Elementary will continue to educate its teachers through inservices, faculty meetings, and grade level meetings about the importance of parental involvement. All parents are welcome in our school and our school counselor is available to work with them to meet the needs of their children.

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(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)

Brookhill Elementary coordinates its parent involvement among our programs and all funding sources within our school. Every effort is made to ensure that this coordination of resources provides the best opportunities for all members of our parent community to fully participate in the education of their children.

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

Presently Brookhill Elementary has over 30 Hispanic families. Information about all school meetings, parent notices, etc., is sent to parents of these children in Spanish. Brookhill Elementary has a teacher who is bilingual who assists in verbal and written communication with these parents

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

Brookhill Elementary will make every effort to work with parents in meeting their requests as related to their involvement in their children's education.

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

Brookhill Elementary School, to the extent practicable, provides opportunities for the participation of parents with limited English proficiency and parents with disabilities. Brookhill Elementary School presently has 42 Spanish-speaking students; therefore, all parent notifications are sent to parents of these children in Spanish. In addition, we have a bilingual teacher and an ELL who is available to assist in verbal communications with these parents. At this time, Brookhill Elementary School has six migrant students. Every effort is made to accommodate parents with disabilities. Brookhill Elementary School is a handicapped-accessible building. Report cards and Student-Parent handbooks are available in Spanish. Home visits are made to the Hispanic community as needed.

G. Parents Right to Know

Athens City Schools "Parents' Right-to Know" Implementation Plan

Athens City Schools receives federal funds for the Title 1 programs that are a part of the *No Child Left Behind Act of 2001*. Throughout the school year, parents are provided with important information about this law and their child's education.

The Federal Programs Coordinator provides evidence upon parent request that Athens City Schools ensures that each principal of a school operating a Schoolwide Program or a Targeted Assisted Program will attest in writing annually as to whether their school is in compliance with the Highly Qualified Requirements. Section 1119 (h) (i) (l) This information is announced on the district website, (www.acs-k12.org) . Parents are invited to view the letters of attestation either at their child's school or at the Athens City Schools Annex at 219 Christine Street, Athens, Alabama, 256-233-6635.

Athens City Schools must notify parents that they can request information regarding the professional qualifications of the student's classroom teachers. A letter to parents is mailed informing the parents that they may inquire concerning:

- Whether the teacher has met state qualifications for the grade levels and subject areas in which the teacher provides instruction;
- Whether the teacher is teaching under emergency or other provisional status through which state qualifications have been waived;

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- The baccalaureate degree major of the teacher and any other graduate certification or degree held by the teacher and the area of study for certification or degree;
- Whether their child is provided services by teacher aides and, if so, their qualifications.

This information is made available upon request within ten working days after receiving the request. Copies of responses are retained in the Central Office.

Parents will be provided with the following information without their making a request:

- Achievement information will be provided to all parents at a fixed time during the year along with assessment data. Student test scores are mailed to parents along with an invitation to contact the teacher should they want to have a meeting to discuss the results further.
- A letter will be sent to notify parents if their child will have a teacher, or substitute, who is not highly qualified in accordance with the Title IX definition and the state's criteria.

All of the information will be provided, to the extent practicable, in a language that the parents can understand.

Athens City Schools uses federal funds to provide a language instruction educational program. As determined in part C of Title III, the LEA shall, not later than 30 days after the beginning of the school year, inform a parent or parents of a limited English proficient child identified for participation or participating in such a program of the following:

- The reasons for the identification of their child as limited English proficient and in need of placement in a language instruction educational program;
- The child's level of English proficiency as measured using the WAPT-screener or ACCESS and the status of the child's academic achievement;
- The methods of instruction used in the program in which their child is , or will be participating, and the methods of instruction used in other available programs, including how such programs differ in content, instructional goals, and the use of English and a native language in instruction;
- How the program in which their child is , or will be participating, will meet the educational strengths and needs of their child;
- How such program will specifically help their child learn English, meet age-appropriate academic achievement standards for grade promotion and graduation;
- The specific exit requirements for the program, including the expected rate of transition from such program into classrooms that are not tailored for limited English proficient children, and the expected rate of graduation from the secondary school;
- In the case of a child with a disability, how such a program meets and agrees with the objectives of the individualized education program of the child;
- Information in writing pertaining to the parental rights that includes—
 - a) the right that parents have to have their child immediately removed from such program upon their request;
 - b) the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available;
 - c) assisting parents in selecting among various programs and methods of instruction, if more than one program or method is offered
- A separate notification will be provided if the school that serves an LEP student fails to make AYP on annual measurable achievement objectives for the fiscal year.
- All information is provided in a uniform format and understandable language.
- If a child is identified as LEP after the beginning of the school year, notification is made within two (2) weeks.
- Athens City Schools has in place an effective means of outreach to parents of limited English proficient students to inform parents regarding how the parents can be involved in the education of their children and be active participants in assisting their children to attain English proficiency, achieve high levels in core academic subjects and meet challenging State academic content standards expected of all students. This includes holding and sending notices of meetings for the purpose of formulating and responding to recommendations from the parents of students assisted under this part.
- A student shall not be admitted to, or excluded from, any federally assisted education program on the basis of a surname or language status.

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

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

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

WHAT WEAKNESS OR NEED IDENTIFIED IN ACADEMIC, INCLUDING ELL AMAOs OR SCHOOL CULTURE GOALS WILL THE PROFESSIONAL LEARNING ADDRESS?	WHAT TYPES OF PROFESSIONAL LEARNING WILL BE OFFERED?	WHEN WILL THE SESSION BE DELIVERED? (Please list dates of future PD sessions, not those that have already taken place.)	WHAT ARE THE EXPECTED OUTCOMES OF PROFESSIONAL LEARNING? (Following the professional learning, how will academic or cultural challenges be impacted – what does it look like?)	HOW WILL PARTICIPANTS BE HELD ACCOUNTABLE FOR SUCCESSFUL IMPLEMENTATION AND IN WHAT WAYS WILL EVIDENCE 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 REVIEW AND SUPPORT RESULTS
Fourth grade students scoring Intensive or Strategic on DIBELS Oral Reading fluency will increase in words read per minute from winter to spring. Fourth grade reading comprehension scores (SAT 10) will improve.	Professional Development on small group instruction and effective reading strategies (provided by reading coach) Implement Coaching Cycle with focus on increasing fluency. Training on fluency component of new reading series ARI NAEP Comprehension Training	4th ^d grade Data Meetings System ½ half day collaborative grade level meetings. Ongoing 2008-2009 Monthly collaborative grade level meetings. NAEP training	Oral Reading Fluency scores will increase (words read per minute will increase at a minimum average of 25 from Winter to Spring) Reading comprehension scores (SAT 10) will improve from 58 th percentile to 65 th percentile.	Side-by-side and teacher led lessons as a part of the coaching cycle with the reading coach . Teachers will plan and implement fluency lessons from the new reading series. Student improvement based on DIBELS progress monitoring data. ARI NAEP lessons will be integrated into the reading block. Progress will be gauged and discussed during monthly data meetings and monthly collaborative grade level meetings.	Reading Coach \$00.00 NAEP training Half day PD funded by system.	

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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:			
State Foundation Funds			TOTAL
Teacher Assigned Units:	classroom teachers:	TOTAL OF ALL SALARIES	\$1,111,984.25
Administrator Units:			96,989.22
Assistant Principal:			-0-
Counselor:			69,848.76
Librarian:			70,368.37
Instructional Supplies			10,000.00
Library Enhancement			4,375.00
Technology			6,250.00
Professional Development			875.00
State ELL Funds			-0-
II. Federal Funds:			
Title I: Part A: Improving the Academic Achievement of the Disadvantaged		TOTAL	118,003.28
<i>Title I: (1. Schools identified for improvement must set-aside an equivalent of 10% of its Title I school-level allocation for professional development each year it is in the improvement process. 2. Also include the school's portion of the 95% of the LEA set-aside for parental involvement. For additional guidance, check with the Federal Programs Coordinator in your school district.)</i>			
<i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</i>			
Salaries	\$111,307.02		
Instructional funds	800.00		
Materials	2,994.54		
Athens Bible School allotment	2,901.72		
Parent Involvement	1,153.87		
Title II: Professional Development Activities		TOTAL	40,420.86
<i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</i>			

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Title III: For English Language Learners	TOTAL	-0-
<i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</i>		
Title IV: For Safe and Drug-free Schools	TOTAL	428.00
<i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</i>		
Title V: For 26 different uses; Also called “Innovative Programs”; Includes school improvement, gifted education, nurses, etc.	TOTAL	-0-
<i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</i>		
Title VI: For Rural and Low-income Schools	TOTAL	-0-
<i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</i>		
III. Local Funds (if applicable)		
Local Funds	TOTAL	15,500.00

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Part IX – MONITORING/REVIEW DOCUMENTATION

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

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