



**2009 - 2010
CONTINUOUS IMPROVEMENT PLAN
Non-Title Plan**

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



NAME OF SCHOOL: Ardmore High School				
STREET ADDRESS: 30285 Ardmore Avenue		CITY: Ardmore	STATE: Alabama	ZIP CODE: 35739
CONTACT: Tommy Hunter, Principal		TELEPHONE: 256-423-285	E-MAIL: Tommy.Hunter@lcsk12.org	
Identified for School Improvement? No <input type="checkbox"/> Yes <input checked="" type="checkbox"/> Delay Status <input type="checkbox"/> Year 1 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 3 <input checked="" type="checkbox"/> Year 4 or more <input type="checkbox"/>				
ALL PLANS: Submit to LEA for Board approval. Retain the original plan in the LEA. Submit a copy of the plan electronically to your system's E-GAP Document Library by November 3, 2009.				
If using any Federal funding: Submit to LEA for Board approval. Scan <u>PAGE ONE</u> and <u>PAGE TWO</u> to indicate signatures. Submit the plan and signature pages electronically to your system's e-GAP Document Library by November 3, 2009.				
Made AYP? YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>	Made AMAOs (ELL)? YES <input type="checkbox"/> NO <input type="checkbox"/> N/A <input checked="" type="checkbox"/>	Career Tech Made AYP? YES <input type="checkbox"/> NO <input checked="" type="checkbox"/> N/A <input type="checkbox"/>	Are any federal resources like Title II, III, IV, and VI used to coordinate with and supplement existing services and are not used to provide services that, in the absence of federal funds, would be provided by another fund source? YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>	Describe how this plan will be made available to parents and other stakeholders, such as through parent meetings or on Web sites. NOTE: The Parental Involvement section of this plan <u>must</u> be distributed to all parents. <i>The Continuous Improvement Plan (CIP) for Ardmore High School will be available to parents and other stakeholders in the school library, the guidance office and the administration office. The CIP will also be available on the school website www.ardmorehigh.org/. Parents will be invited to a meeting where the CIP will be shared as well as other pertinent information.</i>
*Board Approval: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		Board approval received on _____, 2009.		Board Signature: _____
Superintendent Signature: _____		Date: _____		
LEA Representative Signature: (responsible for monitoring plan) _____		Date: _____		
Principal Signature: _____		Date: _____		

System:

May 15, 2009

School:

CONTINUOUS IMPROVEMENT PLAN DEVELOPMENT AND IMPLEMENTATION TEAM

This plan was developed/or revised during the following time period (e.g. April/May – September 2009):
The 2009-2010 Continuous Improvement Plan was developed based on data examined by the Leadership Team in August of 2009. The Leadership Team studied academic and culture data to develop goals, strategies and action steps.

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:
The Leadership Team consists of core teachers, special education teachers and administrators. The team also includes parent and community representatives. These members examined and analyze data in the initial Leadership Team meeting in August. On-going data such as AHSGE results will be shared with the faculty by administrators. CIP Reviews will be conducted monthly with input and feedback going to the Leadership Team and all faculty members.

<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>Tommy Hunter Rusty Bates Jamie Smith Amanda Kirk Merry Albro Wade Boggs Jennifer Kobeck Linda McMellon Rebecca Taylor Sandra Chafin Pam Emerson Dana Rhinehart Judi Atchley</p>	<p align="center">Principal Assistant Principal Assistant Principal Counselor Counselor Parent Parent Special Education ELL Math Math English English</p>	

System:

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School:

Alabama AYP Accountability Reports

School Status Report

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

042 Limestone County - 0010 Ardmore High School

2009-2010 AYP Status	This school met 16 goals out of 17 (94.12%).
	Did Not Make AYP
	School Improvement - Year 3

Reading				
Made AYP	Percent Participation Goal = 95%	Met Participation Goal	Proficiency Index Goal = 0.00	Met Proficiency Goal
Not in School Improvement				
All Students	100	Yes	17.48	Yes
Special Education	100	Yes	-21.2	Yes(C/D)
American Indian / Alaskan Native	--	N/A	No Data	No Data
Asian / Pacific Islander	--	N/A	--	N/A
Black	--	N/A	--	N/A
Hispanic	--	N/A	--	N/A
White	100	Yes	17.61	Yes
Limited English Proficient	--	N/A	--	N/A
Free / Reduced Meals	100	Yes	14.83	Yes

Mathematics				
Made AYP	Percent Participation Goal = 95%	Met Participation Goal	Proficiency Index Goal = 0.00	Met Proficiency Goal
Not in School Improvement				
All Students	100	Yes	24.45	Yes
Special Education	100	Yes	-21.0	Yes(C/D)
American Indian / Alaskan Native	--	N/A	No Data	No Data
Asian / Pacific Islander	--	N/A	--	N/A
Black	--	N/A	--	N/A
Hispanic	--	N/A	--	N/A
White	100	Yes	24.53	Yes
Limited English Proficient	--	N/A	--	N/A
Free / Reduced Meals	99	Yes	19.42	Yes

Additional Academic Indicator - Graduation Rate		
Did Not Make AYP	Graduation Rate Goal = 90%	Met Additional Academic Indicator
School Improvement - Year 3		
All Students	88%	No

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Briefly describe the process your faculty used to conduct the needs assessment (analysis of all data).	
Highly Qualified Teachers (HQT): Describe how staffing decisions ensure that instruction is provided by highly qualified, well-trained teachers and how their assignments most effectively address identified academic needs.	
Personnel staffing decisions are made based on requirements of No Child Left behind that states that all students will be taught by highly qualified teachers. The district abides by all standards set forth by the Alabama State Department of Education. Hiring policies and procedures have been changed district wide to ensure that before any new teacher can be hired they must show proof of having the needed documentation required by the state department to meet highly qualified status. This can be in the form of a letter produced by the state teacher certification office that describes the teacher's highly qualified status and the area in which the teacher is highly qualified. If the teacher has not received a letter from the state department, it is now the policy of the interviewing teams to require the teacher to show proof that they meet the standards of a highly qualified teacher. This proof can be in the form of transcripts or Praxis II results and if hired the district will submit required paperwork to the state certification office in order to obtain the highly qualified letter for the teacher. All new applicants must go through the Central Office before their application is sent to principals and the interviewing process continues. For not new teachers already employed by the system, their highly qualified status has already been determined and each year principals are supplied information as to the areas the teacher is highly qualified to teach and principals are required to schedule all teachers accordingly. teacher is already employed and has certification in more than one area and is highly qualified in only one of the areas, principals are required to arrange scheduling so that the teacher is only teaching in the field they are highly qualified to teach. A state required Highly Qualified Teacher Plan for all teachers in the district is on file at the Central Office.	
Number and percentage of teachers Non-HQT: <i>1 teacher (1.8%) is not currently HQ</i>	Number and percentage of Classes Taught by Non-HQT: <i>3 core classes (1.9%) are taught by non-HQ teachers</i>
Alabama High School Graduation Exam (AHSGE):	
Strengths: <i>AHSGE Reading results indicate 70% mastery in following directions AHSGE Math results indicate a 67% mastery in determining probabilities.</i> <i>92% of current juniors have passed AHSGE Biology.</i>	Weaknesses: <i>AHSGE results indicate 70.7% of students did not master "Understand Figurative Language on the reading portion of the AHSGE. AHSGE results indicate 97.8% of students did not master Graphing Linear Equations and Common Relations on the math portion of the AHSGE.</i> <i>50% of tested eleventh grade special education students have passed AHSGE Reading. 36% of tested eleventh grade special education students have passed AHSGE Math.</i>
Alabama Reading and Mathematics Test (ARMT):	
Strengths: <i>ARMT results indicate 71% of 7th grade students mastered the following objective: Apply strategies appropriate to the of material ARMT results indicate 75% of 7th grade students master the following objective: Solve one and two step equation.</i> <i>87% of 6th grade students scored proficient in reading. 82% of 6th grade students scored proficient in math. 80% of 7th grade students scored proficient in reading.</i>	Weaknesses: <i>ARMT results indicate the following weaknesses in mathematics: 22% of 7th grade students mastered the objective: Determine the probability of a compound event. 22% of 6th grade students mastered the objective: Using perimeter/area of parallelograms/rectangles</i> <i>59% of 7th grade students scored proficient in math. 36% of 6th grade special education students scored proficient in math. 18% of 7th grade special education students scored proficient math. 26% of 8th grade special education students scored proficient in math.</i>
Stanford 10 (SAT):	
Strengths: <i>The percent of students scoring in stanines 1-3 was below the 22% threshold for all content standards on the 8th Grade Reading Comprehension section.</i>	Strengths: <i>The percent of students scoring in stanines 1-3 was below the 22% threshold for all content standards on the 8th Grade Reading Comprehension section.</i>
Dynamic Indicators of Basic Early Literacy Skills (DIBELS):	
Strengths: <i>73% of sixth graders achieved the DIBELS benchmark of orally reading at least 125 words per minute.</i>	Strengths: <i>73% of sixth graders achieved the DIBELS benchmark of orally reading at least 125 words per minute.</i>

Part I - continued - DIRECTIONS - 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.

Part I - Continued:	
Alabama Direct Assessment of Writing (ADAW):	
Strengths: <i>92% of Tenth grade students scored 3's and 4's on the ADAW</i>	Weaknesses: <i>Only 59% of 7th grade students scored 3's and 4's on the ADAW</i>
ACCESS for English Language Learners (ELLs):	
Strengths: <i>100% of ELL students taking the ACCESS test met Adequate Yearly Language Acquisition Progress.</i>	Weaknesses: <i>The average proficiency level for reading = 3.44. The average proficiency level for writing = 3.66.</i>
Professional Education Personnel Evaluation (PEPE) School Profile Information:	
Strengths: <i>The Alabama Teacher Evaluation School Summary Reports for the 2007-20087 school year reveal the following areas of strengths: Competency 80 which includes Indicators 8.1-8.4. This competency deals with professionalism and following local and state policies. Also included in this competency is parent and community relationships.</i>	Weaknesses: <i>The Alabama Teacher Evaluation School Summary Reports for the 2008-2009 school year reveal the following areas of weakness: Competency 3.0 which contains indicators 3.1, 3.2, 3.3, and 3.4. Competency 3.0 deals with student assessment.,</i>
Additional Data Sources: (e.g., Alabama Alternate Assessment [AAA], School Technology Plan Data)	
Strengths: <i>Ten classrooms will receive interactive whiteboards and the school will be receiving an additional computer lab.</i>	Weaknesses: <i>Currently 30-69% of students regularly make use of current and emerging technology in the learning process.</i>
Local Data (e.g., LEA, school, and grade-level assessments, surveys, program-specific assessments):	
Strengths: <i>Parent surveys indicate 87% of the parents believe that our school is a place where learning takes place.</i>	Weaknesses: <i>Parent surveys indicate parents feel like they should be included in more of the decision making in the school.</i>
Career and Technical Education Program Improvement Plan:	
Strengths: <i>The Career Technical Center offers 16 career course offering tracks. All teachers are BIC (Business and Industry Certified).</i>	Weaknesses: <i>The Career Technical Center is currently out of classroom space and cannot offer any additional programs.</i>

System:

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School:

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 PRIORITIZED GOALS INCLUDING SACS DISTRICT GOALS, IF APPLICABLE.* Use the SMART Goals format to address areas of

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: <i>No expulsions for 2008-2009 school year</i>	Weaknesses: <i>There were a total of 95 short term suspensions for the 2008-2009 school year.</i>
School Demographic Information related to drop-out information and graduation rate data.	
Strengths: <i>Many programs and interventions have been put in place at the school level and the system level to try and prevent drop-outs.</i>	Weaknesses: <i>The graduation rate decreased from 90% to 83%.</i>
School Demographic Information related to teacher attendance, teacher turnover, or challenges associated with a high percent of new and/or inexperienced faculty.	
Strengths: <i>Continuity and stability of teacher workforce. Ardmore has a low teacher turnover rate. This summer only 4 of 53 (7.5%) teachers left the school. We lost two teachers due to budget cuts and two teachers went to other schools.</i>	Weaknesses: <i>Lack of faculty diversity.</i>
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: <i>High average daily attendance (96%).</i>	Weaknesses: <i>Same group of students are habitually tardy to school .</i>
School Perception Information related to parent perceptions and parent needs including information about literacy and education levels.	
Strengths: <i>Based upon parental/community surveys, parents and community perceive Ardmore High School as an excellent output source for school information. Through the use of the school website and progress reports the community feels that lines of open communication exist between the school and the community.</i>	Weaknesses: <i>Based upon parental/community surveys, parents and community feels that Ardmore High school lacks advanced technological ability.</i>
School Perception Information related to student PRIDE data.	
Strengths: <i>82% of our students perceive tobacco as “harmful” or “very harmful”.</i>	Weaknesses: <i>The average “Age of first use” for tobacco is 12.3</i>
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: <i>ESL teacher understands how to integrate ELL curriculum and WIDA ELP standards with general education curriculum.</i>	Weaknesses: <i>Classroom teachers have not had sufficient, long-term training on curriculum integration and the WIDA ELP Standards have not been effectively implemented as observed through classroom teacher lesson plans.</i>
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: <i>ELL teacher has a certification in Elementary Education and therefore is considered highly qualified to teach ELL students in Language Acquisition classes. The teacher works with students in pull out instruction related to The WIDA standards. She has attended Mega conference, numerous BER conferences, ACCESS test administrators training and English in a Flash training.</i>	Weaknesses: <i>The ELL teacher is itinerant and serves three schools. 14% of her time is spent at Ardmore. While the number of students she serves has increased, the time allotted for these students has remained the same.</i>
School Process Information uncovered by an analysis of curriculum alignment, instructional materials, instructional strategies, reform strategies, and/or extended learning opportunities.	
Strengths: <i>System: High School offers higher level, advanced classes. Ardmore High School’s dual enrollment college level classes have 72 students on roll. AHS has 6 students enrolled in AP courses using the new IVC lab.</i>	Weaknesses: <i>Lack of documentation of varied instructional strategies.</i>

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School:

TO ADDRESS ACADEMIC NEEDS – All components to support improving academic achievement 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 improve the number of students scoring proficient in reading by:

- 5% for all students, sixth grade – eighth grade
- 8% for the current seniors
- 6% for current juniors

To decrease the number of special education students scoring non-proficient by 10%.

Data Results on which goal is based:

- 2008-2009 ARMT results show 87% of sixth graders, 80% of seventh graders and 81% of eighth graders scoring proficient in reading; all students must be proficient in reading in order to pass the AHSGE reading test if they are to receive a regular diploma; increasing by 5% this school year would move the school closer to 100%
- 92% of the current senior class has passed the AHSGE Reading Test; an increase of 8% would ensure that all seniors receive a regular diploma
- 83% of the current junior class has passed the AHSGE Reading Test; an increase of 6% would ensure that the junior class will reach the 2010 AMO goal
- 55% of 2008-2009 special education students were non-proficient; the percent of these non-proficient students will decrease by 10%

TARGET GRADE LEVEL(S): 6, 7, 8, 11, 12	TARGET CONTENT AREA(S): Circle One <u>Reading</u> Math Science Other	AHSGE: <u>Reading</u> Math Science Social Studies Language	Additional Academic Indicators: Graduation Rate	TARGET STUDENT SUBGROUP(S): Special Education
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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)

System:

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<p>AHSGE Standard III-1: Logic and Argument</p> <p>AHSGE Standard II-5: Summary Statements</p> <p>AHSGE Standard III-3: Figurative Language</p> <p>ARMT: Textual/Functional Reading (6th Grade)</p> <p>ARMT: Sub-Genres (7th Grade)</p> <p>ARMT: Poetry (8th Grade)</p> <p>SAT-10: Reading Comprehension Thinking Skills (6th and 7th)</p> <p>SAT-10 Reading: Reading Vocabulary Thinking</p>	<p>STRATEGY: <i>Provide instruction to improve logic, reasoning and higher-order thinking skills.</i></p> <p>ACTION STEP:</p> <p>A. All core teachers will provide present lessons which incorporate higher-order thinking skills monthly.</p> <p>B. All core teachers will include a higher-order thinking problem/activity on a classroom assessment twice per nine weeks.</p> <p>C. Skills lab teachers will implement the use of USA Test Prep to address Logic and Argument twice a month from October to February.</p>	<p>A. 100% of core teachers will show evidence of higher-order thinking activities at least one a month, beginning in October. (through lesson plans, student work, etc.)</p> <p>B. 100% of core teachers will provide examples of assessments include HOTS by the end of first semester.</p> <p>C. Skills Lab teachers will provide evidence of Logic and Argument (student work samples, lesson plans) once a month from October to February.</p>	<p>B. Assessment results will be used to plan for one-on-one practice with higher-order thinking questions.</p>	
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System:

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Skills (8 th)	<p>STRATEGY: <i>Target textual/functional reading passages in all English classes.</i></p> <p>ACTION STEP:</p> <p>A. English teachers will model “chunking” of textual/functional text throughout the school year.</p> <p>B. English teachers will model “think alouds” while reading textual/functional information throughout the school year.</p> <p>C. English teachers will implement the “I Do, We Do, You Do” method when presenting lessons throughout the school year.</p>	<p>A. 100% of English teachers will show evidence of ‘chunking’ the text through lesson plans, student work samples or walk-throughs by the end of first semester.</p> <p>B. 100% of English teachers will show evidence of ‘think-alouds’ through lesson plans, student work samples or walk-throughs by the end of first semester.</p> <p>C. 100% of English teachers will show evidence of “I Do, We Do, You Do” method through lesson plans, student work samples or walk-throughs by the end of first semester.</p>		
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	<p>STRATEGY: Provide reading, writing and grammar instruction through varied strategies.</p> <p>ACTION STEP:</p> <p>A. High School English will be trained in Moodle by the end of first semester.</p> <p>B. 9th through 12th English teachers will present web-based instruction through Moodle once a week.</p> <p>C. Initial training of Data Driven Differentiated Instruction involving two English teachers will occur throughout the first semester.</p> <p>D. The two English teachers attending Data Driven Differentiated Instruction will train additional faculty members second semester.</p> <p>E. All English teachers will incorporate differentiated strategies in lessons once a month.</p>	<p>A. 100% of English teachers be trained on the use of Moodle by the end of first semester.</p> <p>B. 100% of English lesson plans will show weekly use of Moodle beginning in October.</p> <p>C. The two English teachers who will be part of the Data Driven Differentiated Instruction training will attend 100% of training.</p> <p>D. 100 % of English faculty will be trained by the end of second semester.</p> <p>E. 100% of English teachers will incorporate differentiated strategies once a month beginning in October.</p>	<p>Moodle</p> <p>Data Driven Differentiated Instruction Training</p>	
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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 PRIORITIZED GOALS INCLUDING SACS DISTRICT GOALS, IF APPLICABLE.* Use the SMART Goals format to address areas of need.

<p>CONTINUOUS IMPROVEMENT GOAL (SHOULD ADDRESS IDENTIFIED WEAKNESSES AND GAPS):</p> <p>To improve the number of students scoring proficient in math by:</p> <ul style="list-style-type: none"> • 2% for 6th and 8th grade students • 7% for seventh grade students • 8% for the current seniors • 3% for current juniors <p>To decrease the number of special education students scoring non-proficient by 10%.</p>
<p>Data Results on which goal is based:</p> <ul style="list-style-type: none"> • 2008-2009 ARMT results show 82% of sixth graders and 73% of eighth graders scoring proficient in reading; all students must be proficient in math in order to pass the AHSGE math test if they are to receive a regular diploma; increasing by 2% this school year would move the school closer to 100% • 59% of 2009 seventh grade students were proficient in math; the goal for 2010 is 66% • 92% of the current senior class has passed the AHSGE Math Test; an increase of 8% would ensure that all seniors receive a regular diploma • 79% of the current junior class has passed the AHSGE Math Test; an increase of 3% would ensure that the junior class will reach the 2010 AMO goal • 27% of 2008-2009 special education students were non-proficient; the percent of these non-proficient students will decrease by 10%

TARGET GRADE LEVEL(S): 6, 7, 8, 11, 12	TARGET CONTENT AREA(S): Circle One Reading <u>Math</u> Science Other	AHSGE: Reading <u>Math</u> Science Social Studies Language	Additional Academic Indicators: Graduation Rate	TARGET STUDENT SUBGROUP(S): Special Education
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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)

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<p>AHSGE Standard V-1,4: Linear Equations; Common Relations</p> <p>AHSGE Standard I-3: Multiply Polynomials</p> <p>AHSGE Standard III-2: Range of Functions</p> <p>ARMT: Pythagorean Theorem (8th grade)</p> <p>ARMT: Probability of a Compound Event (7th Grade)</p> <p>ARMT: Perimeter of Parallelograms and rectangles (6th Grade)</p>	<p>STRATEGY: <i>Plan and facilitate math lessons that focus on thinking and reasoning skills.</i></p> <p>ACTION STEP:</p> <p>A. Math leadership teachers will attend AMSTI summer institute in June and follow-up training throughout the year.</p> <p>B. Math leadership teachers will implement group activities a minimum of bi-monthly.</p> <p>C. Math leadership teachers will provide instruction and practice of problem-solving activities through <i>Interactive Mathematics Program (IMP)</i> on a monthly basis.</p>	<p>A. 100% of math leadership teachers will attend trainings.</p> <p>B. 100% of math leadership teachers will show evidence (lesson plans or student work samples) of two group activities per month beginning in September.</p> <p>C. 100% of math leadership teachers will show evidence of student work samples from <i>Interactive Mathematics Program</i> monthly.</p>		
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	<p>STRATEGY: <i>Provide intervention and remediation services based on math proficiency needs.</i></p> <p>ACTION STEP:</p> <p>A. Counselors will use spring and summer AHSGE results to plan for Skills Lab for juniors and seniors not passing AHSGE math by the end of August.</p> <p>B. Math teachers and collaborative teachers will use AHSGE math data to indentify 10th, 11th and 12th grade students in need of math remediation by the end of August.</p> <p>C. Geometry, Algebra B and Algebraic Connections will plan for AHSGE standards-based instruction for 11th and 12th grade students throughout the school year.</p> <p>D. Skills Lab teacher will utilize AHSGE data and resources such as USA Test Prep and ACCESS to plan for individual student work by the end of first semester.</p>	<p>A. Counselors will provide rosters and Skills Lab Refusal forms for 100% of juniors and seniors who have not passed the AHSGE by the end of September</p> <p>B. High school math teachers will create a list students who have not passed AHSGE Math by the end of September.</p> <p>C. Geometry, Algebra B and Algebraic Connections teachers will provide plan for AHSGE standards-based instruction by the end of each semester.</p> <p>D. Skills Lab teacher will provide student work samples monthly.</p>	<p>C. Teachers will use results of standards-based assessment to provide intervention opportunities for students who are not mastering skills using USA Test Prep and American Book Company resources.</p>	
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Part III - GOAL TO ADDRESS ANNUAL MEASURABLE ACHIEVEMENT OBJECTIVES (AMAOs) AND ENGLISH LANGUAGE PROFICIENCY NEEDS – Note: Refer to the ELL Data Compilation Form as part of the needs assessment in forming goals. If any ELL student did not make AMAOs, complete this page.

ENGLISH LANGUAGE PROFICIENCY GOAL (SHOULD ADDRESS IDENTIFIED WEAKNESSES AND GAPS): To maintain 100% proficiency of ELL students as measured by Annual Measurable Achievement Objectives (AMAO-A)
Data on which goal is based: All ELL students were proficient according to ACCESS for ELLs test scores and AMAO Report in 2008-2009.

TARGET GRADE LEVEL(S): 6-12	TARGET ELP LANGUAGE DOMAIN(S): Circle all that apply. <div style="display: flex; justify-content: space-around; margin-top: 5px;"> Reading Writing Listening Speaking Comprehension </div>
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WIDA ENGLISH LANGUAGE PROFICIENCY STANDARDS	REFORM STRATEGIES	BENCHMARKS	INTERVENTIONS	RESOURCES
WHICH WIDA* ENGLISH LANGUAGE PROFICIENCY STANDARDS OR DOMAINS ARE LINKED TO EACH STRATEGY?	WHAT RESEARCH-BASED STRATEGIES/ACTIONS WILL BE USED TO IMPROVE STUDENT ACADEMIC PERFORMANCE? (Give specific strategies, not just programs or program names.)	HOW WILL PROGRESS FOR EACH ACTION STEP BE MEASURED? (PERFORMANCE DATA, LISTS, SURVEYS, ETC)	HOW WILL THE SCHOOL PROVIDE TIMELY ASSISTANCE IF STRATEGIES DO NOT CHANGE PERFORMANCE?	WHAT RESOURCES AND SPECIFIC EXPENDITURES WILL BE NEEDED FOR SUCCESSFUL IMPLEMENTATION? (Ex: 6 Classroom Libraries, \$.....00)
Literacy/Reading WIDA English Language Proficiency(ELP) Standards: ELP Standard 2:The Language of Language Arts Domain: Reading Grade Level Cluster: 6-8 Grade Level Cluster: 9-12	STRATEGY: Provide explicit vocabulary instruction to ELL students. ACTION STEP: A. High school ELL students that are not proficient will attend a Language Acquisition class daily. B. Language Acquisition teacher will administer a reading diagnostic test (Passing the Alabama High School Graduation Exam in Reading) in August. C. Language Acquisition teacher will use results of the diagnostic test to plan for instruction throughout the year. D. Language Acquisition teachers will provide vocabulary instruction daily.	A. 100% of non-proficient students will be schedule by the end of August. B. 100% of non-proficient students will take the diagnostic test (Passing the Alabama High School Graduation Exam in Reading) by the end of August. C. 100% of tests will be analyzed by the end of August. D. 100% of weekly lesson plans will show evidence vocabulary practice	Resources will be examined for effectiveness of vocabulary instruction.	

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<p>Literacy/Writing</p> <p>WIDA English Language Proficiency (ELP) Standards:</p> <p>ELP Standard 2: The Language of Language Arts</p> <p>Domain: Writing</p> <p>Grade Level Cluster: 6-8 Grade Level Cluster: 9-12</p>	<p>STRATEGY: Provide explicit writing instruction during Language Acquisition classes.</p> <p>ACTION STEP:</p> <p>A. High school ELL students will complete a writing journal on a weekly basis.</p> <p>B. Language Acquisition teacher will provide instruction on grammar, paragraph structure and word usage on a weekly basis.</p>	<p>A. 100% of students will show improvement on a quarterly formal writing presentation by the end of first semester.</p> <p>B. 100% of lesson plans will show evidence of weekly writing instruction.</p>	<ul style="list-style-type: none"> One-on-one instruction will be provided to those students to those students who do not show improvement by the end of first semester. 	
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***WIDA- World-Class Instructional Design and Assessment; the consortium to which Alabama and a number of other states belong.**

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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.

CULTURE (REFER TO CULTURAL DATA IN NEEDS ASSESSMENT)	REFORM STRATEGIES	BENCHMARKS	INTERVENTIONS	RESOURCES
WHAT CHALLENGES RELATED TO SCHOOL, SAFETY, CLASSROOM MANAGEMENT/DISCIPLINE, AND SUPPORTIVE LEARNING ENVIRONMENTS HAVE BEEN IDENTIFIED THROUGH THE REVIEW OF SCHOOL DEMOGRAPHIC, PERCEPTION, AND PROCESS DATA?	WHAT RESEARCH-BASED STRATEGIES/ACTIONS WILL BE USED TO IMPROVE CULTURAL BARRIERS IMPACTING STUDENT ACADEMIC PERFORMANCE? (Give specific strategies, not just programs or program names.)	HOW WILL PROGRESS FOR EACH ACTION STEP BE MEASURED? (PERFORMANCE DATA, LISTS, SURVEYS, ETC)	HOW WILL THE SCHOOL PROVIDE TIMELY ADJUSTMENT IF STRATEGIES DO NOT CHANGE PERFORMANCE?	WHAT RESOURCES AND SPECIFIC EXPENDITURES WILL BE NEEDED FOR SUCCESSFUL IMPLEMENTATION? (Ex: Teacher Incentives, Title II \$.....00, Supplies for Mentors/Mentees, etc)

System:

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School:

<p>14 % of students were absent more than 10% of the school year</p>	<p>STRATEGY 1- <i>A systematic program will be used to intervene with students having chronic attendance problems.</i></p> <p>ACTION STEP:</p> <ul style="list-style-type: none"> A. Administrators will run a weekly report will be run identifying students with 3 or more consecutive absences. B. School Resource Officer and administrators will attempt to make contact with students identified in attendance reports weekly. C. Counselors and administrators will discuss the importance of attendance with parents and students identified in reports throughout the school year in parent conferences and school-wide parent meetings. 	<ul style="list-style-type: none"> A. Weekly reports will be kept on file in the office. B. The principal will keep a documentation notebook for 100% of contact made. C. 100% of agendas from school-wide parent meetings will include attendance discussion. 	<p>The Leadership Team will assess attendance data, effectiveness and adjust the plan as needed.</p>	
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System:

May 15, 2009

School:

<p>Graduation rate for Ardmore High School is 84.75%</p>	<p>STRATEGY: <i>Teachers will utilize lessons that promote rigor, relevance, and appropriate technology</i></p> <p>ACTION STEP:</p> <ul style="list-style-type: none"> A. 6-12 grade math and science teachers will provide hands-on, inquiry based instruction through AMSTI lessons each quarter. B. Teachers trained in differentiated instruction will present a turnaround training to all teachers during second semester. C. 10 Promethean “smart boards” will be used to enhance instruction on a weekly basis in selected classrooms. D. HS English teachers will utilize interactive teaching tools such as “Moodle” every other week. E. IVC classes will be used for advance classes not offered at the local school each day. F. Teachers will use the CARE program which will decrease zeros received on classwork or homework assignments on a weekly basis. 	<ul style="list-style-type: none"> A. 100% of math and science lesson plans will show implementation hands-on, inquiry based instruction two times each month. B. 100% of teachers trained through Data Driven Differentiated Instruction will provide turnaround training to teachers. C. Evidence of use of Promethean Boards will be available through lessons plans and walk-throughs throughout the year in 100% of selected classrooms. D. Evidence of the use of Moodle will be available through lesson plans and walk-throughs throughout the year in 100% of English classrooms. E. IVC Classes can be observed daily. F. The number of failures due to zeros will be decreased each nine weeks. 	<p>Administrators will analyze the number of zeros given at the end of a nine weeks and adjust the plan as needed.</p>	<p>Promethean Boards</p> <p>Moodle</p>
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	<p>STRATEGY: <i>At risk students will be identified and counseled on strategies that improve academic success</i></p> <p>ACTION STEPS:</p> <ul style="list-style-type: none"> A. Student will be identified as at-risked and recommended to the Counselor’s Watch Program by classroom referrals, grade data, discipline data, and attendance data. B. Counselor Watch Program will be used by MS and HS counselors to track the progress of at-risk students throughout the year. C. At-risk students will be assigned a mentor to make regular contact with the students throughout the year. D. Senior students not passing all portions of the AHSGE will be placed in daily skills lab class to remediate for the AHSGE. The skills lab classes will utilize the ACCESS and USA Test Prep programs <p>STRATEGY: <i>Strategic scheduling will be utilized to help struggling students.</i></p> <p>ACTION STEPS</p> <ul style="list-style-type: none"> A. Students that have failed a core class may be scheduled in Credit Recovery Classes throughout the year. B. Students behind academically may be referred to the Ombudsman Alternative Program at any point throughout the year. C. Students with 1st semester averages that prevent them from recovering 2nd semester may place in a block ACCESS class 2nd semester to allow them a second chance to pass the class. 	<ul style="list-style-type: none"> A. Classroom referrals will be kept in the counselor’s office. Other pertinent data will be kept in the counselor’s office. B. Evidence of identification of counselor’s watch students will be available in the counselor’s office. C. A list of mentors will be available in the counselor’s office. D. Rosters of AHSGE skills lab classes will be available in the counselor’s office. <ul style="list-style-type: none"> A. Credit Recovery rosters will be available in the counselor’s office. B. Referrals to the Ombudsman Alternative program will be available in the counselor’s office. C. Class rosters for the ACCESS block class will be available in the counselor’s office. 		<p>USA Test Prep</p>
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Part V - Additional Components, That When Addressed, Positively Impact Student Achievement:

1. Highly Qualified Teachers: Describe the strategies the school, with the support of the LEA, uses to attract and retain highly qualified teachers.

The purpose of the Limestone County School System's (LCSS) beginning teacher assistance program – Schools Uniting Colleagues Creates Effective Successful Students (SUCCESS) is to facilitate the growth of beginning teachers toward the highest levels of professional and personal development possible. The purpose of the LCSS beginning teacher assistance program (SUCCESS) is to help the beginning teacher acquire the knowledge and develop the attitudes necessary to experience a successful teaching induction period. The purpose of the LCSS teacher assistance program (SUCCESS) is to identify the needs of the beginning teacher and meet those needs through collaborative effort of an induction team consisting of the beginning teacher(s), mentor teacher(s), school coordinator(s), and district coordinator. The purpose of the LCSS teacher assistance program (SUCCESS) is to facilitate socialization of beginning teachers into community and school culture and to increase the likelihood of retention of teachers. Meetings are documented on a contact log, which reflects the date, length of the meeting, and the focus. Additionally, we have built in time for classroom observations, both for the mentor to observe the new teacher and for the new teacher to observe the mentor. Our mentoring program also includes training for both mentors and teachers. Training for mentors on how to work with new teachers is provided. Several training sessions for new teachers throughout the year include new teacher orientation, classroom management and discipline, and effective instructional practices. For the 2009-2010 school year Ardmore has five non-tenured teachers. Of these five one teacher has no classroom teaching experience. This first year teacher has an assigned mentor that has established a working relationship that assists the new teacher in developing skills necessary to effectively manage the classroom, plan, organize, and manage work, motivate all students, use a variety of teaching methods, reflect on lessons, teaching methods, and materials used in class.

2. Teacher Mentoring: Describe teacher mentoring activities. For example, are novice teachers given support from an assigned master teacher and what does that support look like?

\$6,457.00 is allocated to fund 1/13th of a SUCCESS Mentoring Coordinator Salary including stipends for local school mentors. \$17,731.00 is pooled at the district level to fund activities such as Aspiring Administrators Academy and district wide professional development initiatives such as ARI, HASP, AMSTI, etc. Title IV funds are pooled at the district level in order to provide SRO (School Resource Officers) at all schools, materials to administer the PRIDE survey and professional development for SRO and administrative staffs at the local school as needed. The Title V funds are pooled at the district level in order to provide a teacher at the Academic Alternative Education Program (BEST Academy). Based on the number of students that attend the program from the local school each year a portion of a salary is determined. Ardmore High School's portion is .05%. Federal, State and Local funds are coordinated through district and local school initiatives in order to provide needed resources for the instructional program. This school is not required to set aside 10% of the Title I Budget for professional development as this school is not eligible for Title I funding. (See budget page for details)

3. Transition: Describe transition 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.

Ardmore High School realizes that students need support emotionally and academically during periods of transition from the current school to the next school. The following are transition activities offered:

- *An open house for 6th grade is held prior to the beginning of the new school year at which time students and parents may meet teachers and visit classrooms.*
- *Sixth grade students from feeder schools visit Ardmore High School during the spring. Students tour the school which includes meeting sixth grade teachers and learning about the courses offered.*
- *The school website is an excellent source of transition information.*
- *Ninth grade students tour the county vocational school.*
- *Informational brochures are provided to incoming 6th graders at the open house.*

4. Special Populations: Describe the programs used for each group: English language learners, migrant students, and homeless students.

All students at Ardmore High School, including those identified as migrant, limited-English proficient, homeless, economically disadvantaged, and neglected/delinquent, have access to all services and programs available,

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including free/reduced lunch, , ELL services, Special Education services, At Risk, Reading Intervention, and counseling services. Also, Ardmore High 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, including public preschool education provided to other children and youth. All homeless, migratory, and limited-English proficient students are provided with the opportunity to meet the same challenging state content and state student performance standards to which all students are held without being stigmatized or isolated.

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

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

Ardmore High 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. Ardmore High School ensures that children with disabilities have access to a variety of educational programs and services available to non-disabled children, including art, music, ELL, and physical education. In addition, special education students are provided with an equal opportunity to participate in all extracurricular activities available to non-disabled students.

School counselors are responsible for identifying homeless students upon enrollment and providing them with support. The school uses Alabama State Department of Education and federal regulations and definitions to identify homeless students/ Ardmore High School is contacted by the Department of Human Resources, Social Services, LEA Attendance Officer, or parent to initialize identification of homeless students. The counseling office and school administrator identify possible services. If further intervention is needed, the local school will contact the 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, ELL, Special Education, At-Risk, and Reading Recovery. Ardmore High School uses supplementary community resources to provide homeless students with necessary school supplies, clothes, and other items of necessity.

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

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

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

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

- *Teacher review of student permanent records, previous test results and any other pertinent information which would help the teacher identify students' 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*
- *Utilization of Reading Specialist staff 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*
- *Sixth grade provides reading intervention using information from running records, leveled books, and Scott Foresman's Tiered Learning*
- *Progress monitoring students in a timely manner based upon DIBELS benchmark assessments*
- *Conducting monthly meetings to discuss strategies and procedures that would encourage student success and to review student progress and make changes in instruction as needed*
- *High Hopes tutoring students to prepare for the AHSGE*
- *Encouraging parental involvement in student education through school conferences, telephone conversations and notes*
- *Providing tutors for the graduation exam prior to the administration of the test*
- *Provide At-Risk program services*
- *Refer to Boys and Girls Club after school tutoring*
- *Summer school*

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Part VI continued - Additional Components, That When Addressed, Positively Impact Student Achievement:

A. Parental Involvement: Describe how the school will communicate information about the Parent Involvement Plan and, to the extent practicable in a language they can understand, how parents can have access to descriptions of the school's curriculum, assessments, and student achievement expectations, and opportunities for regular meetings to review and assist in improving student progress.

Ardmore parents are invited to a meeting prior to the beginning of school. This provides opportunities for parents, faculty and staff to meet in an informal setting. Following the cook-out meetings were held to communicate with parents. A PowerPoint presentation was used to share vital information to parents. Parent meetings are also held in order to help the parents of 8th graders properly prepare for their child's four year plan as they enter the 9th grade.

B. Parental Involvement: Describe how parents, the school staff, and students share responsibility for improved student academic achievement for students.

Ardmore High School has a schoolwide/systemwide Parenting Day each year. Parenting Day gives parents an opportunity to meet their child's teacher and discuss their academic progress. Progress reports are sent to parents every four and a half weeks. Ardmore High School's website is a tool that is utilized to promote correspondence with parents. Teachers are required to turn in monthly Conversation Logs to administration which shows parent contact. STI is a tool used by teachers to easily access grades and attendance.

C. Parental Involvement: Describe procedures to allow parents to submit comments of dissatisfaction with the School Parent Involvement Policy.

In May of each year, Ardmore High School brings in its CIP Committee to review, evaluate, and revise its Continuous Improvement Plan. There are two parents on the Committee who represent all the parents of the school. During the review process, all parents are notified of the review through the school website and messages on our e-mail notification system. The notices make parents aware that the plan is under review, that a copy of the plan is available for review in the library, and that parents have the right to give input regarding the revision of the plan. The notice also states that after the plan is finalized and approved, if a parent finds the plan to be unsatisfactory they have the right to submit their concerns in writing to the school, and the school will submit their concerns to the central office at the same time that the CIP is submitted.

D. 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.

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)

The school will provide a meeting for parents to share information about testing and how to understand the test data they receive. Information will also be shared concerning the importance of the test scores and how the school overall is affected by the test scores. Parents will be given an opportunity to ask questions concerning the test scores. Information regarding STI-Home will also be distributed and how to use the website.

(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)

Ardmore's CIP Committee works diligently to ensure that all parent materials and training is closely aligned with our schools identified goals. Ardmore utilizes the school website as an excellent resource in fostering parental involvement. Ardmore's website is consistently updated with useful resources and tools to assist with the improvement in student achievement. Our school also has Parenting Day during the school year. Parents are encouraged to meet each of their child's teacher discussing topics such as grades, behavior, and attendance.

(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)

Ardmore will continue to work with its teachers through in-service, faculty meetings, and grade-level meetings in understanding the importance of parental involvement and that parents are our partners. Teachers are encouraged to make as many parent contacts as possible throughout the year. This is stressed to teachers at faculty meetings during the school year.

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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)

Ardmore coordinates its parent involvement program for all parents. Our ELL students and many of their parents are actively involved in our parenting activities. Our ELL contact is a consistent source of information for parents of ELL students. In addition, our school website is a source that helps maximize the benefit of all offered parental involvement activities and to ensure that all activities are aligned with our CIP goals.

(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)

Ardmore has ELL students. Information on all school meetings, parent notices, etc., is sent to parents of these children in their native language. In addition, Ardmore has a teacher who assists in verbally communicating with these parents as needed.

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

Ardmore makes every effort to work with parents in meeting their requests as related to their involvement in their children's education. By implementing Parenting Day, parents have the opportunity to meet the teacher, tour the school campus, and ask any questions. The faculty and staff also answer e-mails and phone calls from concerned parents on a daily basis. Parent conferences are encouraged throughout the year if a parent has a concern that may not be appropriately addressed via e-mail or a telephone call.

E. 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

Ardmore High School, to the extent practicable, provides opportunities for the participation of parents with limited English proficiency and parents with disabilities. Ardmore presently has students who speak a language other than English; therefore, all parent notifications are sent to parents of these children in their native language. In addition, we have an ELL teacher who is available to assist in verbal communications with these parents. At this time, Ardmore has no migrant students. Every effort is made to accommodate parents with disabilities. Ardmore is a handicapped-accessible building.

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Part VII- PROFESSIONAL LEARNING NEEDS RELATED TO ACADEMIC CHALLENGES Including ENGLISH LANGUAGE PROFICIENCY, SCHOOL SAFETY, DISCIPLINE, AND SUPPORTIVE LEARNING ENVIRONMENTS:

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

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

WHAT WEAKNESS OR NEED IDENTIFIED IN ACADEMIC, INCLUDING ELL AMAOs OR SCHOOL CULTURE GOALS WILL THE PROFESSIONAL LEARNING ADDRESS?	WHAT TYPES OF PROFESSIONAL LEARNING WILL BE OFFERED?	WHEN WILL THE SESSION BE DELIVERED? (Please list dates of future PD sessions, not those that have already taken place.)	WHAT ARE THE EXPECTED OUTCOMES OF PROFESSIONAL LEARNING? (Following the professional learning, how will academic or cultural challenges be impacted – what does it look like?)	HOW WILL PARTICIPANTS BE HELD ACCOUNTABLE FOR SUCCESSFUL IMPLEMENTATION AND IN WHAT WAYS WILL EVIDENCE BE COLLECTED TO SHOW EFFECTIVE ASSIMILATION/INTEGRATION OF STRATEGIES?	WHAT ARE THE FUNDING SOURCES, ESTIMATED EXPENSES, AND PROPOSED NAMES OF CONSULTANTS OR ENTITIES? Example: Title II, \$....00 Dr. Verry Goode	DOCUMENT CONTINUOUS LEA REVIEW AND SUPPORT RESULTS
Thinking and Reasoning skills	-AMSTI training for math and science teachers. -Differentiated instruction strategies	-Summer of 2009, Additional training through the year as offered by the AMSTI program. -Fall 2009 workshop and 2 nd semester 2009-2010 professional development day. -Planning period training	Reduce non-mastery by 15%	-Participants in the Differentiated Data Driven Instruction Professional Development will train additional faculty -Lesson Plans -Observations -Increase test scores	State allocated AMSTI funds Title II	
Improve graduation rate	-SAMS workshops -Differentiated instructional strategies	-Fall 2009 workshop and 2 nd semester 2009-2010 professional development day. -SAMS workshops offered by the state -Planning period training	Improve graduation rate to above 90%.	-Participants in the Differentiated Data Driven Instruction Professional Development will train additional faculty -Lesson Plans -Observations -AYP results	State and local funds for SAMS training.	

DUPLICATE PAGES AS NEEDED

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Part VIII - Coordination of Resources/Comprehensive Budget [OPTIONAL IF NOT USING ANY FEDERAL FUNDS]

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

Example:

I. State Foundation Funds:		
State Foundation Funds		
Teacher Assigned Units: 46.4	classroom teachers: 46.36	TOTAL OF ALL SALARIES \$2,670,332.00
Administrator Units: 1.0		
Assistant Principal: 1.5		
Counselor: 2.0		
Librarian: 1.5		
Instructional Supplies		\$20,944.00
Library Enhancement		\$9,163.00
Technology		\$13,090.00
Professional Development		\$1,833.00
State ELL Funds		\$00.00
II. Federal Funds:		
Title I: Part A: Improving the Academic Achievement of the Disadvantaged	TOTAL	\$00.00
Title I: N/A		
Title II: Professional Development Activities	TOTAL	\$24,188.00
\$6,457.00 is allocated to fund 1/13th of a SUCCESS Mentoring Coordinator Salary including stipends for local school mentors. \$17,731.00 is pooled at the district level to fund activities such as Aspiring Administrators Academy and district wide professional development initiatives such as ARI, HASP, AMSTI, etc.		
Title III: For English Language Learners	TOTAL	\$00.00
N/A		
Title IV: For Safe and Drug-free Schools	TOTAL	\$2,041.00

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Title IV funds are pooled at the district level in order to provide SRO (School Resource Officers) at all schools, materials to administer the PRIDE survey and professional development for SRO and administrative staffs at the local school as needed.	
Title V: For 26 different uses; Also called “Innovative Programs”; Includes school improvement, gifted education, nurses, etc.	TOTAL
The Title V funds are pooled at the district level in order to provide a teacher at the Academic Alternative Education Program (BEST Academy). Based on the number of students that attend the program from the local school each year a portion of a salary is determined. Ardmore High School’s portion is .05%.	\$1,700.00
Title VI: For Rural and Low-income Schools	TOTAL
N/A	\$00.00

Part IX – REVIEW/SUPPORT 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 <u>August 19, 2009</u></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 <u>September 4, 2009</u></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 <u>October 21, 2009</u></p> <p>Principal Initials _____</p> <p>LEA initials _____ Other _____</p> <p>COMMENTS*</p> <p>*Use additional pages, if needed</p>
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System:

May 15, 2009

School:

<p>REVIEW 3 Target Date: November Purpose: IMPLEMENTATION – Provide documentation/evidence of improvement.</p> <p>Date <u>November 18, 2009</u></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 <u>January 27, 2010</u></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 <u>February 17, 2010</u></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 <u>March 24, 2010</u></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 TBA</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>

System:

May 15, 2009

School: