



**ALABAMA STATE DEPARTMENT OF EDUCATION**  
 Joseph B. Morton, State Superintendent of Education  
**2009 - 2010**  
**CONTINUOUS IMPROVEMENT PLAN SAMPLE**  
**Title I Targeted Assistance Plan**



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

<b>NAME OF SCHOOL:</b> <i>Winfield City High School</i>				
<b>STREET ADDRESS:</b> <i>232 Pirate Cove</i>		<b>CITY:</b> <i>Winfield</i>		<b>STATE:</b> <i>Alabama</i>
<b>CONTACT:</b> <i>Mr. Benny Parrish, Jr.</i>		<b>TELEPHONE:</b> <i>205-487-6900</i>		<b>E-MAIL:</b> <i>bparrish@winfieldal.org</i>
<b>Identified for School Improvement? No <input checked="" type="checkbox"/> Yes <input type="checkbox"/> Delay Status <input type="checkbox"/></b> <b>Year 1 <input checked="" type="checkbox"/> Year 2 <input type="checkbox"/> Year 3 <input type="checkbox"/> Year 4 or more <input type="checkbox"/></b>				
<small>*Submit to LEA for Board approval. Retain the original plan in the LEA. <b>Submit the plan electronically to your system's e-GAP Document Library by November 26, 2007.</b>          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 no <b>later than November 26, 2007.</b></small>				
<b>Made AYP?</b> YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>	<b>Made AMAOs (ELL)?</b> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A <input checked="" type="checkbox"/>	<b>Career and Technical Ed (CTE) Made AYP?</b> YES <input checked="" type="checkbox"/> NO <input type="checkbox"/> N/A <input type="checkbox"/>	<b>Are all federal resources</b> (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"/>	<b>Describe how this plan will be made available to parents, the LEA, and other stakeholders</b> (example: through parent meetings or on websites):  <i>The Continuous Improvement Plan (CIP) for Winfield City High School will be available to parents and other stakeholders in the Tanner Colby Smith Library, the guidance office, the administration office, and the central office. The CIP will also be available on the school website <a href="http://www.wmhs@k12.al.us">www.wmhs@k12.al.us</a> as well as formally presented at all Title I meetings throughout the school year. In addition, as required by law, Winfield City High School distributes the parental involvement section of this plan to all Title I parents.</i>
<b>*Board Approval: Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></b> Board approval received on _____, 2009.				
<b>Board Signature:</b>				
<b>Superintendent Signature:</b>			<b>Date:</b>	
<b>Federal Programs Coordinator Signature:</b>			<b>Date:</b>	
<b>Principal Signature:</b>			<b>Date:</b>	

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**CONTINUOUS IMPROVEMENT PLAN DEVELOPMENT AND IMPLEMENTATION TEAM**

**This plan was developed/or revised during the following time period (e.g. August – September 2009):**

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

*In August 2009, the school leadership team (including parent members) met to develop a Title I Plan. The team reviewed statistical information and decided on what strategies needed to be implemented. This information will be shared with all staff and interested parents. The staff and parents will provide input on the following: which elements need to be addressed for the upcoming year. The elements that have been mastered but still require continued monitoring during the 2009-2010 CIP. In August 2009, the school leadership team and school staff, along with interested parents convened to disaggregate standardized assessment data, Pride survey data, School Incident Report data, PEPE data, Career and Technical Education Improvement Plan data and other local data. Parents, teachers, and the school leadership team will use a survey regarding school culture. This survey was sent home in March 2008, and completed by 9<sup>th</sup>-12<sup>th</sup> grade parents. School teachers and staff completed the survey in March of 2008. The school leadership team (including parent members) will reconvene to disaggregate data including subgroups. Results will be shared with school faculty, staff, and parents. Faculty, staff, and parents will be asked for their input. The school leadership team will meet to suggest strategies, professional development, and budget requirements for the CIP. When the draft is completed, faculty and staff will review it and suggest modifications, if needed. The CIP for the 2009-2010 school year will then be published and shared with the district Roundtable. Requested modifications will be examined and decisions made by school leadership team and faculty/staff. The finalized CIP will be sent to the district school board for approval and signatures.*

<p align="center"><b>Instructional Leadership Team Names</b></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"><b>Positions</b></p> <p>(Identify position held, e.g., Administration, Faculty, Staff, Grade Level and/or Subject Area, Parents and Community members.)</p>	<p align="center"><b>Signatures</b></p> <p>(Indicates participation in the development of the CIP)</p>
<p><i>Benjie Parrish</i>  <i>Doug Miles</i>  <i>Mike Jenkins</i>  <i>Stephanie Weeks</i>  <i>Mary Bearden</i>  <i>Courtney Elrod</i>  <i>Peggy Meherg</i>  <i>Tina Prescott</i>  <i>Elaine Barrett</i></p>	<p><i>Principal</i>  <i>Assistant Principal/Career Tech Director</i>  <i>Teacher/Language Arts</i>  <i>Teacher/Mathematics</i>  <i>Teacher/Special Education</i>  <i>Teacher/ELL</i>  <i>Counselor</i>  <i>Parent</i>  <i>Parent</i></p>	

## 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](http://www.alsde.edu):

- Click on Accountability Reporting.
- Choose 2009-2010.
- 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.

**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.

<p>• Briefly describe the process your faculty used to conduct the needs assessment (analysis of all data): All faculty and staff disaggregated test data. Then, applied all needs assessments toward areas of focus.</p>	
<p><b>Highly Qualified Teachers (HQT):</b> 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. All 13 academic teachers are Highly Qualified according to NCLB. This puts Winfield City High School in a positive position to administer a more productive instructional day. All teachers are well-trained in the teaching field and their teaching assignments reflect this.</p>	
<p><b>Number and percentage of teachers Non-HQT:</b> 13 academic teachers (100%) are currently HQ</p>	<p><b>Number and percentage of Classes Taught by Non-HQT:</b> 0</p>
<p><b>Alabama High School Graduation Exam (AHSGE):</b></p>	
<p><b>Strengths:</b> Data from 2008-2009 indicated 80% of 10<sup>th</sup> grade general education students passed the reading portion of the AHSGE. Data from 2008-2009 indicated 87% of 10<sup>th</sup> grade students passed the mathematics portion of the AHSGE.</p>	<p><b>Weaknesses:</b> AHSGE results from 2008-2009 indicated that 10<sup>th</sup> grade special needs students were the subgroup that was the least proficient (29%) in reading and (29%) in math on the AHSGE. 50% of total ELL subgroup population did not pass the reading and math portion of the AHSGE.</p>
<p><b>Alabama Reading and Mathematics Test (ARMT):</b></p>	
<p><b>Strengths:</b> NA</p>	<p><b>Weaknesses:</b> NA</p>
<p><b>Stanford 10:</b></p>	
<p><b>Strengths:</b> NA</p>	<p><b>Weaknesses:</b> NA</p>
<p><b>Dynamic Indicators of Basic Early Literacy Skills (DIBELS):</b></p>	
<p><b>Strengths:</b> NA</p>	<p><b>Weaknesses:</b> NA</p>
<p><b>Part I - Continued:</b></p>	
<p><b>Alabama Direct Assessment of Writing (ADAW):</b></p>	
<p><b>Strengths:</b> 99% of tenth grade students scored proficient on the 2009 ADAW (holistic score).</p>	<p><b>Weaknesses:</b> 1% of tenth grade students did not score proficient on the 2009 ADAW (holistic score). ADAW results</p>

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	indicate that 10 <sup>th</sup> grade special needs students were the subgroup that was the least proficient (15%).
<b>ACCESS for English Language Learners (ELLs):</b>	
<b>Strengths:</b> NA	<b>Weaknesses:</b> NA
<b>Professional Education Personnel Evaluation (PEPE) School Profile Information:</b>	
<b>Strengths:</b> <i>The Alabama Teacher Evaluation School Summary Reports for the 2008-2009 school year reveal the following areas of strength:</i> <ul style="list-style-type: none"> <li>• 5.1 Involves Students</li> <li>• 4.2 Manages Student Behavior</li> <li>• 4.1 Manages Class Time</li> <li>• 2.4 Provides Practice/summarization</li> <li>4.0 Classroom Management</li> </ul>	<b>Weaknesses:</b> <i>The Alabama Teacher Evaluation School Summary Reports for the 2008-2009 school year reveal the following areas of weakness:</i> <ul style="list-style-type: none"> <li>• 5.2 Communicates High Expectations</li> <li>• 3.4 Uses Assessment Results</li> <li>• 2.3 Develops the lesson and behavior management</li> <li>• 2.1 Orients Students to Lesson</li> <li>2.0 Presentation of Organized Instruction</li> </ul>
<b>Additional Data Sources: (e.g., Alabama Alternate Assessment (AAA), School Technology Plan Data)</b>	
<b>Strengths:</b> All three high school (9-12) students scored on Level 3 in all three areas – Reading, Math, and Science of the AAA in 2008-2009.	<b>Weaknesses:</b> The three high school (9-12) students did not score on Level 4 of the AAA in 2008-2009.
<b>Local Data (e.g., LEA, school, and grade-level assessments, surveys, program-specific assessments):</b>	
<b>Strengths:</b> <i>American Book Company, Pace, and X-it are hardcopy and computer based intervention programs. These programs concentrate on the items specifications which are on the AHSGE.</i>	<b>Weaknesses:</b> <i>We need and do not have Skills Tutor, Pass Keys, and USA-Test Prep are intervention based programs that will aid with instruction on the AHSGE item specifications.</i>
<b>Career and Technical Education Program Improvement Plan:</b>	
<b>Strengths:</b> <ul style="list-style-type: none"> <li>• <i>Met the Core Indicator, 1SI – Attainment of Academic Skills, by achieving 100% of students passing the high school graduation exam in reading for 2008-2009 school year.</i></li> <li>• <i>Met the Core Indicator, 2SI – Attainment of Diploma or Equivalent, by increasing the percentage of grade 12 concentrators graduating from high school with a diploma or equivalent.</i></li> </ul>	<b>Weaknesses:</b> <i>Winfield City High School had 1 career tech student not pass the high school graduation exam in mathematics for the year 2008-2009.</i>

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<b>Part I - Continued:</b>	
<b>School Demographic Information related to student discipline (e.g. total office referrals, long- and short-term suspensions, expulsions, alternative school placements, , School Incidence Report (SIR) data, or student attendance).</b>	
<b>Strengths:</b> <ul style="list-style-type: none"> <li>According to school demographic data for 2008-2009, Winfield City High School had less fighting incidents (1) than previous year (2).</li> <li>According to school demographic data for 2008-2009, Winfield City High School did not have any expulsions.</li> </ul>	<b>Weaknesses:</b> <ul style="list-style-type: none"> <li>Attendance records revealed four drop-outs during the 2008-2009 school year.</li> <li>Attendance records revealed two students were in noncompliance with attendance. These students were reported to the Alabama Department of Public Safety.</li> </ul>
<b>School Demographic Information related to drop-out information and graduation rate data.</b>	
<b>Strengths:</b> <ul style="list-style-type: none"> <li>2008-2009 AYP information indicated that Winfield City High School increased 2% (83%) on the graduation rate from previous year (81%).</li> <li>2008-2009 records revealed that 99% of exiting students passed the mathematics portion of the AHSGE.</li> </ul>	<b>Weaknesses:</b> <ul style="list-style-type: none"> <li>Graduation Rate revealed that Winfield City High School is not at the NCLB target graduation rate of 90%.</li> <li>Graduation records revealed that 1 student dropped out because of not passing the mathematics portion of the AHSGE.</li> </ul>
<b>School Demographic Information related to teacher attendance, teacher turnover, or challenges associated with a high percent of new and/or inexperienced faculty.</b>	
<b>Strengths:</b> <ul style="list-style-type: none"> <li>2008-2009 teacher attendance records revealed that teachers obtained a 96% daily attendance rate.</li> </ul>	<b>Weaknesses:</b> <ul style="list-style-type: none"> <li>* Teacher absentee rate for 2008-2009 was 4%.</li> </ul>
<b>School Demographic Information related to student attendance, patterns of student tardiness, early checkouts, late enrollments, high number of transfers, and/or transiency including migratory moves (if applicable).</b>	
<b>Strengths:</b> <ul style="list-style-type: none"> <li>2008-2009 attendance records revealed 96% attendance from our students.</li> </ul>	<b>Weaknesses:</b> <ul style="list-style-type: none"> <li>Attendance records revealed 4% of non attendance from our students.</li> </ul>
<b>School Perception Information related to parent perceptions and parent needs including information about literacy and education levels.</b>	
<b>Strengths:</b> <ul style="list-style-type: none"> <li>According to 2008 survey for parents/guardians, Winfield High School sets high standards for staff and student performance. A 3.6 out of 4 was achieved on this question.</li> <li>According to 2008 survey for parents/guardians, Winfield High School takes an active role in improving instruction of children. A 3.6 out of 4 was achieved on this question.</li> <li>According to 2008 survey for parents/guardians, Winfield High School is a safe place for my children. 100% of parents were in agreement on this.</li> </ul>	<b>Weaknesses:</b> <ul style="list-style-type: none"> <li>According to 2008 survey for parents/guardians, Winfield High School needs to engage parents or parent groups in school improvement planning.</li> <li>* According to survey for parents/guardians, Winfield High School needs to make parents a part of the decision making process.</li> </ul>
<b>School Perception Information related to student PRIDE data.</b>	

<b>Strengths:</b> <i>According to 2009 PRIDE data, fighting incidents have decreased over the past year. 2007-2008 records indicate that there were 3 fights at Winfield City High School. 2008-2009 records indicate there was one fight at Winfield City High School.</i>	<b>Weaknesses:</b> <i>According to PRIDE data, there have been 2 threats at Winfield City High School for the 2008-2009 school year.</i>
<b>School Process Information related to an analysis of existing curricula focused on helping English Language Learners (ELLs) work toward attaining proficiency in annual measurable academic objectives (AMAOs).</b>	
<b>Strength:</b> <i>NA</i>	<b>Weaknesses:</b> <i>NA</i>
<b>School Process Information related to an analysis of existing personnel focused on helping English Language Learners (ELLs) work toward attaining proficiency in annual measurable academic objectives (AMAOs).</b>	
<b>Strengths:</b> <i>NA</i>	<b>Weaknesses:</b> <i>NA</i>
<b>School Process Information uncovered by an analysis of curriculum alignment, instructional materials, instructional strategies, reform strategies, and/or extended learning opportunities.</b>	
<b>Strengths:</b> <i>Intervention Summer School is offered. 53 students were eligible to come.</i>	<b>Weaknesses:</b> <i>Not all students choose to participate. 48 individuals took advantage of the intervention summer school.</i>

**Part II - GOAL 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 Goal format to address areas of need.**

**CONTINUOUS IMPROVEMENT GOAL (SHOULD ADDRESS IDENTIFIED WEAKNESSES AND GAPS):**  
 1. Reading skills of all general education, 10<sup>th</sup> grade students will improve from 80% passing the reading portion of the AHSGE in 2008-2009 to 85% passing during the 2009-2010 school year. 2. Reading skills of ELL 10<sup>th</sup> grade students will increase by 5% from 2008-2009 AHSGE data.  
 3.. Mathematic skills of all general education, 10<sup>th</sup> grade students will improve from 87% passing the mathematics portion of the AHSGE to 90% passing during the 2009-2010 school year.

**Data Results on which goal is based:**  
 During the 2008-2009 school year, 71% of the special needs 10<sup>th</sup> grade students subgroup did not pass the reading portion or the mathematics portion of the AHSGE and 50% of the ELL 10<sup>th</sup> grade students subgroup did not pass the reading portion of the AHSGE.

<b>TARGET GRADE LEVEL(S):</b>  10	<b>TARGET CONTENT AREA(S): Circle One</b> <u>Reading</u> Math Science Other	<b>AHSGE:</b> <u>Reading</u> Math Science Social Studies Language	<b>Additional Academic Indicators:</b> Graduation Rate	<b>TARGET STUDENT SUBGROUP(S):</b> 10 <sup>th</sup> Grade Special Needs, 10 <sup>th</sup> grade ELL students
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COURSES OF STUDY	REFORM STRATEGIES	BENCHMARKS		INTERVENTIONS	RESOURCES	CONTINUOUS LEA REVIEW AND SUPPORT OF THE PLAN (+,-, N/A)
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 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)	WHAT IS THE TIMELINE FOR REVIEW OF IMPLEMENTATION?
2003 Reading Addendum Grade 10, Standard 4  2003 Mathematics Addendum Grade 10, Standard 2	Incorporate content area reading strategies into the total curriculum. <ul style="list-style-type: none"> <li>Implement explicit, intensive instruction through the use of small groups/cooperative learning in a tutorial setting. The Title 1 aide and student tutors will be utilized. The focus will be on item specifications related to the AHSGE reading and mathematics portion.</li> </ul>	Alabama High School Graduation Examination; Pathways for learning., Administered quarterly.	2.5% increase quarterly at 85% mastery.	Diagnose reading deficiencies in non-mastery students and provide non-proficiency readers with intensive ,small group reading instruction by a HQT reading teacher. Diagnose mathematics deficiencies in non-mastery students and provide non-proficiency individuals with intensive, small group mathematic instruction by a HQT mathematics teacher.	Tutors \$2,000 Skills Tutor \$30,000.00	Monthly Sept – March, 09-10.
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**Part III - GOAL TO ADDRESS ENGLISH PROFICIENCY NEEDS – Note: Refer to the ELL Data Compilation Form as part of the needs assessment in forming goals. ONLY schools not meeting Annual Measurable Achievement Objectives (AMAOs) must complete Parts I, II, III, and V. Submit the plan to your system’s E-GAP Document Library no later than November 26, 2009.**

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

**Data Results on which goal is based:**  
NA

<b>TARGET GRADE LEVEL(S)</b>	<b>TARGET ELP LANGUAGE DOMAIN(S):</b>
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WIDA ENGLISH LANGUAGE PROFICIENCY STANDARDS	REFORM STRATEGIES	BENCHMARKS		INTERVENTIONS	RESOURCES	CONTINUOUS LEA REVIEW AND SUPPORT OF THE PLAN (+, -, N/A)
		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?			
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?	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?	WHAT IS THE TIMELINE FOR REVIEW OF IMPLEMENTATION?

**Part IV - STRATEGIES TO ADDRESS SCHOOL SAFETY, CLASSROOM MANAGEMENT/DISCIPLINE, AND BUILDING SUPPORTIVE LEARNING ENVIRONMENTS (Section formerly known as Culture)**

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). Note: What is the school planning to do **differently** to address challenges, not what is already being done?

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 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 MONITORING RESULTS

<p><i>Teacher attendance rate in grades nine-twelve was 96% for the school year 2008-2009.</i></p>	<p><i>Enforce teacher ownership. All teachers have ownership of all students in their classes and have responsibility for them passing all standardized tests.</i></p>	<p><i>Stress why we are here. We as educators, must realize that we are here for the students and to aide in their reaching their full potential. Broaden our contact with parents. By using the high school blog, electronic sign, radio, and web site.</i></p>	
<p><i>Attendance records revealed five drop-outs during the 2008-2009 school year.</i></p>	<p><i>Use Positive Behavior Support strategies to develop the most positive and effective learning atmosphere possible.</i></p> <p><i>Supplemental math and reading programs to give each student the best chance to be successful in school and passing all parts of the Alabama High School Graduation Examination.</i></p>	<p><i>Purchase a secondary scientifically research based intervention reading program.</i></p>	
<p><i>Data indicated two alcohol related incidents in the past four years.</i></p>	<p><i>We will stress the consequences of choices. Drug test all student drivers and extra curricular activity individuals. In the past, we have tested football and all student drivers at the first of school. We will test all athletes and student drivers throughout the year, randomly.</i></p>	<p><i>Provide drug/alcohol awareness programs.</i></p>	

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**Part V – Additional Components To Be Addressed to Satisfy Federal Requirements Related to Targeted Assistance Schools:**

<p><b>1. Availability of Plan: Describe how the plan will be made available to the LEA, parents, and the public.</b></p> <p><i>Copies of the Continuous Improvement Plan are available for parents in the Tanner Colby Smith Media Center, principal's office, guidance office, website, presented at meetings, and at the Winfield City Board of Education. Our Title I A copies available for Title I parents. Title I parents are encouraged to be active participants in their child's education.</i></p>
<p><b>2. Multiple Criteria: Describe the multiple criteria and weighted point value used to identify students for Title I Targeted Assistance services. (Note: Include the cut-off score for the eligibility list.)</b></p>

After reviewing the summary of data, the CIP committee decided what grades and subjects the Title I aide would serve based on greatest need. The aide in the grades served has been given a list of students that did not pass the math or reading part of the Alabama High School Graduation Examination. Also, a student may be looked at as far as attendance, overall grades, and BBSST referrals. These assessments will be used to justify service for Title I students. The senior students who have not passed the AHSGE will receive more instruction than the juniors that have not passed the AHSGE. The justification for this is, senior students will take the AHSGE two times before the juniors will. The Title I aide must serve students in rank order of greatest need. The regular program teacher serves the students that do not meet the cut off score on the eligibility list.

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

The eligibility list described in item 2 is created at the beginning of the school year; however, as teachers work with students throughout the year they will identify students who are struggling in the areas of reading and/or math. Teachers are encouraged to complete a multiple criteria form any time a student is in need of extra academic instruction. Then the student is placed on the eligibility list in rank order according to the score of the multiple criteria form. If the student falls within the range of students being served by the Title I aide, the student will be provided additional instruction by the Title I aide.

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

The regular program teacher must teach all Title I students in the regular classroom during the instructional day, then the Title I aide will deliver the over and beyond instruction.

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

When a Title I student is being considered for exiting the program, a meeting is held with the student's math/reading teacher. Upon passing the proper portion of the AHSGE, the student will exit the Title I tutoring program.

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

Winfield City High School will use the multiple criteria form to determine decisions regarding the eligibility of Title I students. Teachers and the Title I Aide will administer assessments to determine if students have mastered objectives taught. The AHSGE assessments are used to determine if further instruction can continue or if intervention 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 high school instructional leaders, guidance counselor, regular education teacher, and Title I Aide collaboratively study the disaggregated data and results of the state assessment.
- 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.
- Informal grade level and subject area 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 (when applicable), policy committees, textbook selection committees, and school calendar committees. This voice allows teachers to be involved in all areas of overall instruction and testing.

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

Title I resources are used to supplement existing reading and math program materials. The regular classroom has basic reading/math books and workbooks. Title I funds will provide additional reading and mathematics intervention programs. In the absence of Title I funds, students would use current existing programs independently. Title I resources have enabled Winfield City High School to hire a Title I Aide to facilitate maximum learning experiences. This individual is used to tutor eligible candidates in reading and mathematics.

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

Just as regular program teachers have input in professional development activities, so does the Title I Aide. In addition, the Title I Aide participates in professional development activities provided for regular program teachers.

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

NA

**Part VI – Additional Components To Be Addressed to Satisfy Federal Requirements Related to Targeted Assistance Schools:**

**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, Winfield City High School holds its annual meeting for all parents of participating children.. Parents are notified of the meeting through (1) notices sent home by students, (2) high school blog, and (3) the electronic sign outside the school. To assist in providing the opportunity for all parents to attend, the meeting is offered at two separate times—once on August 25<sup>th</sup>, 2009 at 5:30 p.m. The other meeting on September 23, 2009 at 5:00. Items that will be discussed:*

- *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*

*2. Winfield City High School will offer a third meeting date on October 12, 2009. This meeting will take place in conjunction with our Parenting Day. The parents are invited to visit the school between 1:00 to 7:00. This will enable some to visit that did not have the opportunity earlier. Winfield City High School has tried to offer parent meetings on a flexible schedule.*

*3. Winfield City High School believes in involving parents in all aspects of its Title I programs. We have two parent representatives on our CIP committee who were active participants in the development of the plan. In addition, all parents were given the opportunity to review the plan and offer their input before the plan was approved. All input from parents is taken into consideration. This information is reviewed by the CIP committee in determining needed changes.*

*4.*

**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, Winfield City High School will hold a general meeting where information will be presented about its Title I program, the curriculum, and forms of academic assessment used. Parents will learn about the following subjects taught: reading and math. 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. At the meeting, all participants will be able to relay information in a question/answer session.*

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

*Winfield City High School developed its school-parent compact in August of 2009. The Parental Involvement Plan was reviewed by all members of the team and all other parents that were in attendance at the first Title I meeting. The compact was developed through a coordinated effort by school staff members and our school's Parent Advisory Committee. All parents will be given a copy of the School-Parent Compact at the annual parents meeting. This meeting has been coordinated with our Parenting Day on October 12, 2009. The meeting will take place at 5:00 in the Tanner Colby Smith Library. The compact will be explained to parents, and they will be asked to sign the compacts signifying their commitment to working in partnership with the school and their child in ensuring that their child is successful in school. The compacts will be discussed with teachers at faculty meetings. The principal will have the responsibility to explain the compact to the students and obtain the students' signatures.*

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

*In August of 2009, Winfield City High School developed its Title I Continuous Improvement Plan. There are two parents on the Committee who represent all the parents of the school. During the process, all parents were notified of the development through notices sent home. The notices made parents aware that the plan was under construction, that a copy of the plan is available for review in the library, and the principal's office and that parents have the right to give input regarding 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 voice their concerns to the school, and the school will review their concerns. All committee members will make the final decision to what will be the next step.*

**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.**

*Winfield City High School will accomplish much of this through its annual parents' meeting held at the beginning of the school year. At that time, parents will receive an overview of the state academic content standards, academic achievement standards, assessments, diploma tracks, and other information that pertains to high school students. In addition, an explanation will be given regarding Title I, what services will be offered, and how parents have the right to be involved in their children's education. Winfield will also offer an Open House after the general Title I meeting wherein parents will be given the opportunity to meet their child's teachers and learn about individual class assessments and what their role will be in helping their child succeed.*

**(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.**

*Winfield City High School's CIP Committee works diligently to ensure that all parent materials and training is closely aligned with our schools identified goals. Winfield will house the CIP in multiple places. The Tanner Colby Smith Library will be open from 5:00 till 8:00 on days that the CIP Committee meets. This will enable parents to come and go at a timeframe that is comfortable for them. Discussion will center around how parents can help their child be successful. Throughout the year, parenting networking will be held on topics that address identified student needs. Specific topics will include motivation, helpful websites, and other ideas regarding student success.*

**(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.**

*Winfield City High School will continue to work with its teachers through inservices, faculty meetings, and other meetings in understanding the importance of parental involvement. Strong parental involvement will only enhance our student's success in school. Therefore, this year the principal will work closely with each teacher to ensure that a parent involvement focus is addressed. The principal will emphasize the importance of encouraging all students to help get their parents to all applicable meetings.*

**(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.**

*Winfield City High School coordinates its parent involvement program for all parents. We presently have 3 ELL students and 20 students receiving Title I tutor services. In addition, our school presently works closely with Bevill State Community College in an Upward Bound student service program. This is a program for at risk students. They have a teacher that tutors them after school hours. We have received monetary donations from state senators and representatives. Alabama High School Graduation High Hopes money is used to help with student tutoring. All parents are informed of this information and are encouraged to provide feedback.*

**(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.**

*At the present time, Winfield City High School has 3 ELL students. Information on all school meetings, parent notices, etc., is sent to parents of these children. We have sent information home in the native language. However, there has not been a great need for this type of communication.. As the need arises, Winfield City High School will accommodate. In addition, Winfield has two teachers who are bilingual that assist in verbally communicating with Spanish speaking parents as needed.*

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

*Winfield City High School has made an effort to work with parents in meeting their requests as related to their involvement in their children's education. For example, at the first Title I meeting the parents requested to continue to meet throughout the year and collaborate about student progress. Therefore, a new meeting date and time will be appointed at each Title I meeting.*

**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.**

*Winfield City High School provides opportunities for the participation of parents with limited English proficiency and parents with disabilities. All parents are encouraged to be involved with their child's education. Winfield has ELL students. These students communicate in English. We have sent notifications home in the native language. In addition, we have two bilingual teachers who are available to assist in verbal communications with Spanish speaking parents. At this time, Winfield has no migrant students. Every effort is made to accommodate parents with disabilities. Winfield City High School is a handicapped-accessible building.*

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

Does the plan provide opportunities for professional development activities that are high-quality, effective, and research-based? YES  NO

Does the plan include opportunities for teachers, principals, paraprofessionals, other staff, and parents? 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](http://www.alsde.edu), Sections, Technology Initiatives, Publications).

WHAT WEAKNESS OR NEEDS IDENTIFIED IN ACADEMIC, ELL, AMAOS OR SCHOOL CULTURE GOALS WILL THE PROFESSIONAL LEARNING ADDRESS?	WHAT TYPES OF PROFESSIONAL LEARNING WILL BE OFFERED?	WHEN WILL THE SESSION BE DELIVERED? (Please list dates of future PD sessions, not those that have already taken place.)	WHAT ARE THE EXPECTED OUTCOMES OF PROFESSIONAL LEARNING? (Following the professional learning, how will academic or cultural challenges be impacted – what does it look like?)	HOW WILL PARTICIPANTS BE HELD ACCOUNTABLE FOR SUCCESSFUL IMPLEMENTATION AND IN WHAT WAYS WILL EVIDENCE BE COLLECTED TO SHOW EFFECTIVE ASSIMILATION/INTEGRATION OF STRATEGIES?	WHAT ARE THE FUNDING SOURCES, ESTIMATED EXPENSES, AND PROPOSED NAMES OF CONSULTANTS OR ENTITIES? Example: Title II, \$....00 Dr. Verry Goode	DOCUMENT CONTINUOUS LEA MONITORING RESULTS
<p>WCHS will use a newly purchased scientifically research based Reading/Math program to improve student achievement and also accelerate student achievement. WCS will purchase Skills Tutor to be used in the 2009-2010 school year and the following years also.</p>	<p><i>Teachers will receive Professional Development from the Skills Tutor staff</i></p>	<p><i>The initial training will be offered October 16, 2009. Additional PD will take place after teachers have had an opportunity to explore the program. There will be a minimum of three full days of PD during the 09/10 school year.</i></p>	<p><i>Students, along with teachers, will be afforded the opportunity to use technology to improve instruction and learning. Efforts will be made to ensure that students are offered the opportunity to learn with visual, tactile, kinesthetic, and auditory</i></p>	<p><i>Skills Tutor will offer data that will identify how much time the program is being used and what outcomes individual students are having.</i></p>	<p><i>Federal Funds will be used to purchase the Skills Tutor program.</i></p> <p><i>Cost of program, including three days of professional development, \$40,000. This will provide Winfield City High School (and the two other schools in the system) access to Skills Tutor for four years.</i></p> <p><i>Consultants – Tim Jones and Nellie Ellington</i></p>	

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DUPLICATE PAGES AS NEEDED

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

**Example:**

<b>I. State Foundation Funds:</b>		
<b>State Foundation Funds</b>	<b>TOTAL</b>	<b>\$1,559,840.00</b>
Teacher Assigned Units: classroom teachers:	TOTAL OF ALL SALARIES	\$1,112,477.00
Administrator Units:		
Assistant Principal:		
Counselor:		
Librarian:		
Instructional Supplies		\$5,902.00
Library Enhancement		\$
Technology		\$
Professional Development		\$
State ELL Funds		\$441,461.00
<b>II. Federal Funds:</b>		
<b>Title I: Part A: Improving the Academic Achievement of the Disadvantaged</b>	<b>TOTAL</b>	<b>\$198,877.00</b>
<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>		\$33,519.00
Used for: Title I staff salary and benefits, materials and supplies		\$
Professional Development (10% set-aside) (school allocation \$104,164.00)		\$
Parental Involvement (School's portion of Parental Involvement set-aside)		\$
<b>Title II: Professional Development Activities</b>	<b>TOTAL</b>	<b>\$254.00</b>
<i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</i>		
Used for: Class Size Reduction Unit and Benefits		\$
SUCCESS Mentoring Program Coordinator and Stipends		\$
Professional Development		\$

<b>Title III: For English Language Learners</b>	<b>TOTAL</b>	<b>\$</b>
<i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</i>		
<b>Title IV: For Safe and Drug-free Schools</b>	<b>TOTAL</b>	<b>\$</b>
<i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</i>		
<b>Title V: For 26 different uses; Also called "Innovative Programs"; Includes school improvement, gifted education, nurses, etc.</b>	<b>TOTAL</b>	
<i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</i>		
<b>Title VI: For Rural and Low-income Schools</b>	<b>TOTAL</b>	
<i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</i>		
<b>III. Local Funds ( if applicable)</b>		
<b>Local Funds</b>	<b>TOTAL</b>	<b>\$</b>
<i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</i>		
PTO		\$
Foundation Grant		\$
Wal Mart		\$
Service League		\$

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**Part IX – MONITORING/REVIEW DOCUMENTATION**

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

<p><b>REVIEW 6</b> <span style="float: right;"><b>Target Date: March</b></span>  <b>Purpose: IMPLEMENTATION - Provide documentation/evidence of improvement.</b></p> <p>Date _____</p> <p>Principal Initials _____</p> <p>LEA initials _____ Other _____</p> <p>COMMENTS*</p> <p>*Use additional pages, if needed</p>	<p><b>REVIEW 7</b> <span style="float: right;"><b>Target Date: May</b></span>  <b>Purpose: REFLECTIONS/PROJECTIONS – Evaluate each goal, strategy, and action for continuation, revision, or removal.</b></p> <p>Date _____</p> <p>Principal Initials _____</p> <p>LEA initials _____ Other _____</p> <p>COMMENTS*</p> <p>*Use additional pages, if needed</p>	<p>Use information from Reviews to Evaluate the plan and to update the plan for the coming year.</p>
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