

**SAMPLE SF**  
**SF PLAN 2009-2010 School Year**  
**ARRA Goals and Priorities– expand sections as appropriate**

<b>Funding source:</b> Specific Federal Title program proposed activity is allowed under and/or guidance that support identified use.					
ARRA Goals / Priorities →  Funding Sources ↓	(1)Adopting rigorous college- and career-ready standards and high-quality assessments	(2)Establishing data systems and using data for improvement;	(3)Increasing teacher effectiveness and equitable distribution of effective teachers;	(4)Turning around the lowest-performing schools	5) Improving results for all students, including early learning, extended learning time, use of technology, preparation for college, and school modernization.
Carl D. Perkins Career and Technical Education Act (Perkins)	<ul style="list-style-type: none"> <li>- Align curriculum for CTE program to strengthen the academic and technical skills of students, provide related sustained professional development for teachers, and adopt third-party, valid and reliable assessments.</li> <li>- Align secondary curriculum with needs of postsecondary program to eliminate future remediation needs.</li> </ul> Pilot “Math in CTE”, an effective research-based model ( <a href="http://136.165.122.102/mambo/">http://136.165.122.102/mambo/</a> ) that teaches math in a CTE context.	<ul style="list-style-type: none"> <li>. Track the number and percentage of students by school who graduate high school and go on to complete a employer-valued certificate, credential or degree or completed a year of apprenticeship training. Use the information to strengthen high school programs and increase the percentage of students going on to postsecondary education.</li> </ul>	<ul style="list-style-type: none"> <li>Support new teachers in their first two years on the job through induction programs that include structured mentoring, teacher networks, and extensive professional development</li> <li>- Provide sustained, teacher-preparation pathway for industry experts who choose to become effective teachers through alternative delivery methods.</li> </ul> Provide sustained professional development for CTE teachers and faculty to meet new and emerging technical requirements, and align secondary and postsecondary programs.	<ul style="list-style-type: none"> <li>- Purchase and implement Career Ready 101 from KeyTrain</li> <li>- Provide opportunities for additional academic-related practice with the WIN for WorkKeys and KeyTrain curricula</li> <li>- Expand scope and sequence of career exploration opportunities for students to provide relevance to related education, e.g. structured observations, job shadows, internships</li> </ul> Provide CTE opportunities combined with academic and social support in “intensive” models for students – similar to ANCEP model	<ul style="list-style-type: none"> <li>Develop district-wide career guidance programs and train all staff in how to integrate into their classroom</li> <li>- Modernize CTE facilities to enable updated program implementation; i.e. wiring, air circulation, lighting in shops and computer labs, and bandwidth and equipment upgrades overall.</li> </ul>

Adult Education and Family Literacy Act (AEFLA)					
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No Child Left Behind Act (NCLB)

**TIID Guidance:** Increase student participation in rigorous advanced courses such as Advanced Placement, International Baccalaureate, and dual enrollment in postsecondary credit-bearing courses and provide professional development for teachers and counselors to make the expansion possible.  
- Intensively train all teachers in effectively using the curriculum with their students.  
**TIII guidance:** -Develop or adopt formative and interim assessments that are valid and reliable for all students, especially English language learners  
-Instructional materials appropriate for English language learners and students with disabilities  
**TIB Reading First:** Purchase or adapt a high-quality reading curriculum aligned with standards with embedded assessments.

**TIA SI 1003 (a):** Train principals, teachers, guidance counselors, and other staff to use data to identify the specific help students need to succeed, to adjust classroom instruction to better address student strengths and weaknesses, and to target professional development and other resources on student and teacher needs  
**TIA SI 1003 (a):** Link districts’ multiple data systems (including student, financial, and personnel) and use resulting information for analyses and reports that enable community, district, and school leaders to better understand the educational and cost effectiveness + of district programs and strategies and allocate resources accordingly

**TIID Guidance:** PD for teachers about their performance based on objective measures of student achievement outcomes and multiple classroom observations, that gives guidance for improving instructional practices, and that is used to inform teacher professional development and advancement  
- Attract effective teachers into high-poverty schools and hard-to-staff subject areas by restructuring personnel operations to increase the pool of high-quality applicants  
- Redesign teacher professional development and school schedules to ensure that teacher learning opportunities are sustained, job-embedded, collaborative, data-driven, and focused on student instructional needs. Help teachers master relevant content knowledge, teachers in hard-to-staff subject areas, such as math and science. Provide intense professional development over two years and additional training to highly effective teachers who will be able to serve as expert instructional leaders and coaches in the future.  
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Establish and implement a fair and reliable teacher evaluation system that provides ongoing feedback to teachers about their performance based on objective measures of student achievement outcomes and multiple classroom observations, that gives guidance for improving instructional practices, and that is used to inform teacher professional development and advancement.  
-Attract effective teachers into high-poverty schools and hard-to-staff subject areas by restructuring  
-. Fill shortage areas by supporting teachers in obtaining dual certification in special education or English language acquisition. Redesign teacher professional development and school schedules to ensure that teacher learning opportunities are sustained, job-embedded, collaborative, data-driven, and focused on student instructional needs. Help teachers master relevant content knowledge, especially for middle and high school teachers in hard-to-staff subject areas, such as math and science.

*Strengthen early learning.* Align a district preschool program with state early learning guidelines and K-3 standards and support credentialing and intensive training for staff working with high poverty children and families. Provide comprehensive screenings to identify at-risk children and connect with vision, health, and other services  
**21CCLC Guidance:** *Extend learning time for students.* Expand after-school and summer learning programs for two years in conjunction with existing community providers to provide more time for learning, including one-on-one and small group instruction, opportunities for service, internships, the arts, and other activities that both enrich the curriculum and address the specific needs of low-performing students  
**TIII** family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children;

<p>Individuals with Disabilities Education Act (IDEA)</p>	<p>Develop or adopt formative and interim assessments that are valid and reliable for all students, especially students with disabilities -Instructional materials appropriate for students with disabilities</p>	<p>Launch an easy-to-use online Individualized Education Program (IEP) system for students with disabilities that is aligned with state academic standards and can be used by educators to create content-rich IEPs that are aligned with the general education curriculum</p>			
<p>Impact Aid</p>					<p><i>Modernize school facilities.</i> Modernize schools to be open to the community, accessible and energy efficient, and to have up-to-date science labs and technology that enhance learning. Include early learning facilities that are safe and appropriate for the youngest children.</p>