

## Assurances

The Instructional Leadership Team members that must be present include the principal, guidance counselor, district school improvement specialist (or other designee), appropriate content-area teachers, parent representatives, and student representatives (as appropriate). Depending on the data, additional members may include special population representatives (Technology Coordinator, Special Education, ELL, etc.), district federal programs coordinator, district chief school financial officer, community stakeholders, or any other member as appropriate. Documentation will be maintained on site.

Upon submission of the Continuous Improvement Plan, the LEA assures that the plan has been properly reviewed and approved by the local Board of Education. Documentation will be maintained on site.

Ⓟ Indicates LEA Principal Approval based on Assurances listed above.

## Part I NEEDS ASSESSMENT- SUMMARY OF DATA

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

The principal selected a strategic planning committee. This committee was composed of school administration, teachers, and parents. Teachers analyzed state assessment results from the previous school year to improve student achievement, curricula, instructional methods, and resources to set short/long term goals. Instructional goals were also implemented that will enable all students including those identified as Title I, to meet the state standards and grade level proficiency. Input from the stakeholders was encouraged through the use of student data, as well as through teacher and parent inventory surveys. Subcommittees were formed to develop individual components of the Title I Plan. Data was collected over a course of several weeks to input the proper information for the plan.

### Instructional Leadership Team Names and Positions

- **The Leadership Team must include the principal, faculty [including ELL resource lead teacher if applicable], staff, parents, community stakeholders, and/or students.**
- **Identify position held, e.g., Administration, Faculty, Staff, Grade Level and/or Subject Area, Parents and Community members)**

Diane Burton - 3rd Grade Instructional Teacher  
 Janice Green - 3rd Grade Instructional Teacher  
 Ansley Hall - 3rd Grade Instructional Teacher  
 Chibukia Pete - 3rd Grade Instructional Teacher  
 Leslie Voss - 3rd Grade Instructional Teacher  
 Valerie Lawler - 4th Grade Instructional Teacher  
 Deborah Thornton - 4th Grade Instructional Teacher  
 Jessica Battle - 4th Grade Instructional Teacher  
 Heather Clark - 4th Grade Instructional Teacher  
 Amanda Boswell - 5th Grade Instructional Teacher  
 Virginia Conerly - 5th Grade Instructional Teacher  
 Ellaine Corbett - 5th Grade Instructional Teacher  
 Dana Daniel - 5th Grade Instructional Teacher  
 Patricia Skelton - 5th Grade Instructional Teacher  
 Becky Hendrix - Enrichment Teacher  
 Billy Mitchell - Physical Education Teacher  
 Karen Atkins - Resource Teacher  
 Teresa Swann - Resource Teacher

Allison Haynie - Media Specialist  
 Mary Ann Stoll - Reading Coach  
 Amy Parker - Parent  
 Lori Rogers - Parent  
 Marshall Norrell - Community  
 Nino Mason - Principal

## Part I (cont.) NEEDS ASSESSMENT- SUMMARY OF DATA

### SUMMARY OF NEEDS BASED ON A COMPREHENSIVE REVIEW OF DATA

I have reviewed the [Annual Accountability Results Report](#)

## Part I (cont.) NEEDS ASSESSMENT- SUMMARY OF DATA

### Briefly describe the process your faculty used to conduct the needs assessment (analysis of all data).

Spring 2011 test results are thoroughly analyzed during grade level data meetings, as well as by the School Leadership Team. From that standpoint, short/long term goals are developed as the action plan for 2011/2012 school year. Student data drives our academic instructional program for improvement and increase of student achievement during the course of this school year. Additionally, consistence of strengths continues to drive academic instruction.

### Highly Qualified Teachers (HQT): Describe how staffing decisions ensure that highly qualified, well-trained teachers provide instruction and how their assignments most effectively address identified academic needs.

Our teachers are dedicated to improving student achievement in all academic areas for all students. A contract services tutor has been hired to assist in reading by tutoring for TIER III intervention students during the school year 2011-2012. Staying abreast of job-embedded professional development will continue to keep our teachers knowledgeable, creative, and competent to address the needs of all learning styles of all students for the upcoming school year. The reading coach assists with our struggling readers by providing teachers with strategies and techniques to address the areas of reading deficiency. During grade level data meetings, the reading coach collaborates, models lessons, reviews student data, and provides reading intervention skills to enhance student achievement.

### Number and percentage of teachers Non-HQT:

### Number and percentage of Classes Taught by Non-HQT:

### Alabama High School Graduation Exam (AHSGE):

#### Strengths:

N/A

#### Weaknesses:

N/A

### Alabama Reading and Mathematics Test (ARMT):

#### Strengths:

**Strengths:**

3rd grade analysis: ARMT 2011 Reading: According to the results, 10 students scored at Level II, 27 at Level III, and 60 at Level IV.  
Free/Reduced Lunch students (53 total) in Reading: Level II- 10 students; Level III- 21 students; Level IV- 22 students.  
Special Education students (8 total) in Reading: Level II- 3 students; Level III- 2 students; Level IV - 3 students.

3rd grade analysis: ARMT 2011 Mathematics: Analysis of the ARMT 2011 test scores reveal that 9 students scored at Level II, 30 at Level III, and 58 at Level-IV.  
Free/Reduced Lunch students (53 total) in Mathematics: Level I- 1 student; Level II- 8 students; Level III- 22 students; Level IV- 22 students.  
Special Education students (8 total) in Mathematics: Level I- 1 student; Level III- 4 students; Level IV- 3 students.

4th grade analysis: ARMT 2011 Reading: We have concluded the following outcomes: 8 students scored in Level II, 40 in Level III; and 67 in Level IV.  
Free/Reduced Lunch students (67 total): Level II- 7 students; Level III- 30 students; Level IV-30 students.  
Special Education students (7 total): Level II-4 students; Level III-3 students.

4th grade analysis: ARMT 2011 Mathematics: The results conclude that 1 students scored in Level I, 25 in Level II, 29 at Level III, and the majority, 60, excelled at Level IV.  
Free/Reduced Lunch students(67 total): Level I- 1 student, Level II-18 students, Level III- 22 students,and Level IV- 26 students.  
Special Education students (7 total): Level II- 3 students, and Level III- 4 students.

5th grade analysis of the ARMT 2011 Reading: The 2011 results show that 8 students scored in Level II, 34 at Level III, and 58 at Level IV.  
Free/Reduced Lunch students (69 total): 7 students scored in Level II ; Level III- 29 students; and Level IV- 33 students.  
Special Education students (13 total): Level II- 5 students and Level III- 6 students ; Level IV - 2 students

5th grade analysis of the ARMT 2011 Mathematics: The results of the 2011 assessment suggest that 5 students scored in Level II, 15 in Level III, and an astounding 80 students excelled in Level IV.  
Free/Reduced Lunch students (69 total): Level II- 5 students; Level III- 13 students, and Level IV- 51 students.  
Special Education students (13 total): Level II- 1 student; Level III-4; Level IV - 8.

There are several students in all grade levels who are the focus of our school's Problem Solving Team. Intense intervention is in place for these students and will continue throughout the PST process and into the next school year.

Grade-level scoring of students in the PST process follows:

Reading ARMT:

3rd Grade (6 students): Level II- 3, III- 2, IV- 1,

4th Grade:(13 students): Level II- 3, Level III- 8, Level IV 2

5th Grade:(7 students): Level II- 1, Level III- 6

Math ARMT:

3rd Grade (6 students): Level II-3, III-1, IV-II,

4th Grade:(13 students): Level I-1, Level II-7, Level III-5

5th Grade:(7 students):

**Weaknesses:**

The goal to achieving 100% proficiency for all students across grade-levels is to minimize the number of students scoring in Levels I & II and maximize the number scoring in Levels III & IV. According to 2011 ARMT scores, we decreased the number of students scoring in Levels I & II, and increased the number scoring in Levels III & IV to meet/exceed the standards.

3rd Grade

Alabama Reading Test 2011: Level II (- 7 students); Level III (- 9 ). Level IV (+ 5).

Free/Reduce Lunch: Level II (- 14 students); Level III (+ 2); Level IV (- 1).

Special Education: Level II (- 4 students); Level III(+ 1); Level IV (+ 3).

Alabama Math Test 2011: Level I (- 10 students); Level II (- 31); Level III (-30); Level IV (+ 24).

Free/Reduce Lunch: Level I (- 9 students); Level II (-17); Level III (+ 3); Level IV (+10).

Special Education: Level I (- 1 student); Level III (+4); Level IV (+3).

4th Grade

Alabama Reading Test 2011: Level II (- 1 student); Level III (- 3); Level IV (+10).

Free/Reduce Lunch: Level II (-7 students); Level III (-2); Level IV (-1).

Special Education: Level II (-2 students); Level III (-3).

Alabama Math Test 2011: Level I (-1 student); Level II (+11); Level III (-7); Level IV (+3).

Free/Reduce Lunch: Level I (-1 student); Level II (+8); Level III (-7); Level IV (-3).

Special Education: Level II (-1 student); Level III (-1).

#### 5th Grade

Alabama Reading Test 2011: Level I (-1 student); Level II (-3); Level III (-3); Level IV (+22).

Free/Reduce Lunch: Level I (-1 student); Level II (-1); Level III (+1); Level IV (+22).

Special Education: Level I (-1 student); Level II (-2); Level III (+4); Level IV (+2).

Alabama Math Test 2011: Level II (-25 students); Level III (-16); Level IV (+56).

Free/Reduce Lunch: Level II (-15 students); Level III (-1); Level IV (+42).

Special Education: Level II (-9 students); Level III(+4); Level IV (+8).

#### 3rd Grade

Emphasis will be placed on instruction of applying advanced phonetic analysis (multi-syllable words), using strategies to comprehend literary/recreational materials and to comprehension of functional and textual/informational materials.

#### 4th Grade

We will continue to increase levels of scoring for all students. We aim to increase the mean percent score to 70% in identifying literary elements and devices in literary/recreational materials and identifying details in textual/informational materials.

#### 5th Grade

We need to increase the mean percent score to 70% in the following content standards: using strategies to comprehend literary/recreational materials, recognize literary elements, comprehension of functional/textual/informational materials, demonstration of properties of addition and multiplication of whole numbers, writing number sentences, identifying parts of a circle, converting units of measure, and analyzing data.

#### All Grade Levels:

We will continue to use the services of a hired contract services teacher to work with Tier 3 reading intervention students.

## Alabama Science Assessment:

### Strengths:

#### Strengths:

5th grade analysis of the Alabama Science test April 2011: According to the overall results, 62 students scored at Level IV (62%), 28 students scored at Level III (28%), and 10 students scored at Level II (10%).

Free/Reduced Lunch Students (69 students): Our scores indicate 10 students scored at Level II; 25 students scored at Level III; 34 students scored at Level IV.

Special Education Students (13 students): Our scores indicate that 4 students scored at level IV, 6 students scored at Level III, and 3 students scored at Level II.

Our strength in Physical Science is for students to identify evidence of chemical changes through color, gas formation, solid formation, and temperature changes.

A strength in Life Science is for students to identify major body systems and their functions, including the circulatory system, respiratory system, excretory system, and reproductive system.

### Weaknesses:

Two areas in Physical Science that need concentration are contrasting ways in which light rays are bent by concave and convex lenses as well as defining mass, volume, and density.

One objective in Life Science which requires more focus is describing the relationship of populations within a habitat to various communities and ecosystems.

**Stanford 10:****Strengths:****3rd Grade**

April 2011 test results indicated areas for celebration of achievement. Instructional strength areas are reading comprehension, thinking skills, and phonetic analysis. We identified students in stanines 1-4 for continuous improvement. 8 were Special Education students and 53 were Free/Reduced lunch students.

Reading Comprehension Scores: 22% of 3rd graders scored in stanines 1-3, 45% in stanines 4-6, and 33% in stanines 7-9.

Vocabulary Scores: 19% of 3rd graders scored in stanines 1-3, 60% in stanines 4-6, and 20% in stanines 7-9.

Math Problem Solving Scores: 31% of 3rd graders scored in stanines 1-3, 47% in stanines 4-6, and 21% in stanines 7-9.

Mathematics Procedures Scores: 31% of students - stanines 1-3, 42% of students - stanines 4-6, 26% of students - stanines 7-9.

**4th grade:**

April 2011 test results indicated areas of student success and instructional areas of strength including fractions, mathematics procedures/problem solving, reading vocabulary thinking skills and interpretation. We identified students that scored in stanines 1-4 for continuous improvement. 7 were Special Education students and 67 were Free/Reduced Lunch students.

Reading Comprehension scores indicated that 9% scored in stanines 1-3, 46%- stanines 4-6, and 45%- stanines 7-9.

Vocabulary scores show that 6% scored in stanines 1-3, 63%- stanines 4-6, and 30%- stanines 7-9.

Math Problem Solving scores indicated that 9% of 4th graders scored in stanines 1-3, 50%- stanines 4-6, and 40%- in stanines 7-9.

Math Procedures scores indicate that 7% scored in stanines 1-3, 46%- stanines 4-6, and 47%- stanines 7-9.

**5th grade:**

April 2011 test results indicated areas for celebration of student achievement. Instructional areas include reading initial understanding, multiple meanings, math communication/representation, patterns/relationships/algebra, and computation with decimals. Students in stanines 1-4 were targeted for continuous improvement. 13 were Special Education students, and 69 were Free/Reduced Lunch students.

Reading Comprehension scores indicate 12% scored in stanines 1-3, 60% in stanines 4-6, and 28% in stanines 7-9.

Vocabulary scores show that 14% scored in stanines 1-3, 70% - stanines 4-6, and 16% - stanines 7-9.

Math Problem Solving scores show 15% scored in stanines 1-3, 59% in stanines 4-6, and 26% in stanines 7-9.

Math Procedures scores show that 5% scored in stanines 1-3, 34% in stanines 4-6, and 61% in stanines 7-9.

**All Grade Levels:**

This year, we will hire a contract services tutor to work with TIER III reading

intervention students to correct reading interferences and to assist students scoring in stanines 4-5 to increase student performance. We will also host individual/small group math and reading instruction for resource and free/reduced lunch students to increase student achievement and provide support for all children who are struggling.

**Weaknesses:**

According to our Weighted Non Proficiency (WNP) from the Alabama State Dept. of Education (ALSDE), we increased the number of students that scored in stanines 4-6, and 7-9. Also, we decreased the number of students that scored in Stanine 1-3 in the following content areas.

**3rd Grade SAT-10**

Reading Comprehension: stanines 1-3 decreased from 22% to 5%; stanines 4-6 increased from 65% to 75%; stanines 7-9 increased from 33% to 38%.

Vocabulary: stanines 1-3 decreased from 19%-16%; stanines 4-6 increased 60%-65%; stanines 7-9 increased from 20% to 21%.

Total Reading: stanines 1-3 decreased from 25%-11%; stanines 4-6 increased from

61%-73%; stanines 7-9 increased from 29%-32%.

Math: stanines 1-3 decreased from 32% to 13%; stanines 4-6 increased from 55% to 68%; stanines 7-9 increased from 25%-40%.

**4th Grade SAT-10:**

Reading Comprehension: stanines 1-3 decreased from 10% to 9%. stanines 4-6 increased from 69% to 79%. stanines 7-9 increased from 30% to 45%.

Vocabulary: stanines 1-3 decreased from 10% to 6%; stanines 4-6 increased from

71% to 85%; stanines 7-9 increased from 25% to 31%.

Total Reading: stanines 1-3 decreased from 12% to 9%; stanines 4-6 increased from 67% to 78%; stanines 7-9 increased from 29% to 43%

Math: stanines 1-3 decreased from 10% to 6%; stanines 4-6 stayed the same 81%; stanines 7-9 increased from 39% to 47%.

**5th Grade SAT-10:**

Reading Comprehension: stanines 1-3 decreased 20% to 12%; stanines 4-6 increased 67% to 70%; stanines 7-9 stayed the same 28%.

Vocabulary: stanines 1-3 decreased from 20% to 14%; stanines 4-6 increased from 61% to 68%; stanines 7-9 increased from 15% to 16%.

Total Reading: stanines 1-3 decreased 20% to 13%; stanines 4-6 increased 62% to 67%; stanines 7-9 increased from 28% to 27%.

Math: stanines 1-3 decreased from 24% to 9%; stanines 4-6 increased from 55% to 82%; stanines 7-9 increased from 28% to 44%.

Our priority continues to be to achieve school wide short/long term goals to increase student achievement during the course of this school year. A plan of action was developed and continues to be revised to improve all students' academic performance across all grade-levels. Further adjustments to instruction will be implemented to make adequate yearly progress in all content areas tested.

Third Grade: Focused areas for improved student achievement in Reading include comprehension and vocabulary. Areas of focus in Math include problem solving.

Fourth Grade: Focused areas for improved student achievement in mathematics include estimation, patterns, relationships, and algebra, as well as computation with decimals. Focused areas for improved student achievement in reading include initial understanding, synonyms, antonyms, multiple meaning words, and context clues.

Fifth Grade: Focused areas for improved student achievement include Reading vocabulary thinking skills, mathematical number sense and operations, and mathematical reasoning and problem solving.

### **Dynamic Indicators of Basic Early Literacy Skills (DIBELS):**

#### **Strengths:**

Incoming new 3rd graders from our feeder school, Jeter Primary, continue to amaze us. These students are coming in already aware of the basic components of reading and are very familiar with the DIBELS assessment. Students who are already within our system are also at an advantage. For the last two years, we have hired a contract Tier 3 Reading teacher. She worked only with all grade level struggling readers in the past. This year, however, she is only working at 3rd grade level as it has been research-proven that the earlier intervention can take place, the smaller the gap between the struggler and his/her classmates.

Looking overall at third grade for the past two years, in 2010, 3rd came in with a beginning score of 10% Intensive, 17% Strategic, and 72% at Benchmark. This group ended the school year in May 2011 with 5% Intensive, 16% Strategic, and 79% Benchmark. This school year, 2011, 3rd came in with 7% of students categorized as Intensive. We are looking again at a decrease by the end of the year.

Looking overall at fourth grade for the past two years, in 2010, 4th came in with a beginning score of 10% Intensive, 31% Strategic, and 58% at Benchmark. This group ended the school year in May 2011 with 10% Intensive, 23% Strategic, and 68% Benchmark. This year, 4th grade came with 7% of students categorized as Intensive.

Looking overall at fifth grade for the past two years, in 2010, 5th came in with a beginning score of 14% Intensive, 13% Strategic, and 73% at Benchmark. This group ended the school year in May 2011 with 15% Intensive, 14% Strategic, and 71% Benchmark. This school year, 2011, 5th came in beginning with 10% of students categorized as Intensive.

Those children who worked intensively with our classroom teachers and with our Tier 3 Reading teacher also went up dramatically in the ARMT Reading and the SAT Total Reading. Once child went up from a 2 in ARMT Reading to a 4, while also jumping from a 10-2 Total Reading to a 68-6. We had several children jump from a 2 in ARMT Reading to a 3 and some also had Total Reading stanines jump from a 2 to a 5, a 3 to a 4, and a 4 to a 6.

#### **Weaknesses:**

We have many transfer students during the school year. Many come from different systems or different states, and several from different countries. Teachers find that many of these children are having interferences with their reading, and it is up to us to try to help them. Not only can language be a barrier, but routines factor in. Retell is a big part of our DIBELS. Children who are not used to telling the teacher what has been read are at a loss when doing this. We will continue to work so that our weaknesses can turn into strengths. We are continually working with these students to become more familiar with what is being measured through the administration of the DIBELS assessment. It has also been noted that our 5th grade students do not make great strides on the DIBELS assessment during the school year. After talking to other teachers of 5th graders, it seems that a major interference to reading is simply the lack of motivation. We have been working to address this issue and will continue to encourage all students to become fluent readers and to comprehend what is read.

## **Part I (cont.) NEEDS ASSESSMENT- SUMMARY OF DATA**

**Alabama Direct Assessment of Writing (ADAW):****Strengths:**

N/A - Did not administer in 2010-2011

**Weaknesses:**

N/A - Did not administer in 2010-2011

**ACCESS for English Language Learners (ELLs):****Strengths:**

We have incorporated a plan of action to serve the needs of all students including migrant, homeless, delinquent, economically disadvantaged, and English Language Learners. All students, despite academic achievement receive school-wide enrichment that offers differentiated instruction bi-monthly in all classrooms. Those noted as high potential learners receive more challenging and rigorous instruction through our Talent Pool Program weekly. These students conduct and participate in in-depth research on self-selected/group-selected topics of interest.

**Weaknesses:**

We will continue to use TRANS ACT to communicate with parents that do not speak English as a primary home language. We will also continue to provide an ELL teacher to assist students that are identified as Limited English speaking.

**EducateAL or other Professional Evaluation Profile Information:****Strengths:**

All certified faculty members of Morris Avenue School are observed based on the standards of the Opelika City Schools' evaluation process that is aligned with Educate Alabama's (ALSDE) new observation instrument.

**Weaknesses:**

Our goal is to continue to provide job embedded professional development every year to address the areas of concern for improvement of instructional teachers. We will continue to adhere to each individual teacher's professional learning plan that is developed each year in conjunction with the school principal.

**Additional Data Sources: (e.g., Alabama Alternate Assessment [AAA], School Technology Plan Data)****Strengths:**

Teachers and students have become more proficient and efficient in using the Promethean Board during classroom instruction and learning. Teachers continue to encourage daily student/teacher interaction with the Promethean Board, ActivSlates, and ActivVotes. Teachers will continue to utilize the ELMO document camera during instruction.

**Weaknesses:**

As a school, it is vital to integrate technology use daily across all subject areas and grade levels. Teachers will continue to attend professional development in the area of technology.

**Local Data (e.g., LEA, school, and grade-level assessments, surveys, program-specific assessments, other Rtl data):****Strengths:**

This school year, we will administer the Discovery Education Reading/Math assessments in 3rd grade and math assessment in 5th grade. The tests are very informative for teachers in analyzing strengths and weaknesses of students. We will continue to assess students with the Opelika City Schools' Pacing Guides and Quarterly Benchmarks for testing.

**Weaknesses:**

We will continue to improve in all areas identified as weaknesses from ARMT/SAT-10 state yearly testing. We will closely monitor students transferring in from outside of our school system.

### **Career and Technical Education Program Data Reports:**

#### **Strengths:**

N/A

#### **Weaknesses:**

N/A

## **Part I (cont.) NEEDS ASSESSMENT- SUMMARY OF DATA**

### **School Demographic Information related to student discipline (e.g. total office referrals, long- and short-term suspensions, expulsions, alternative school placements, School Incidence Report (SIR) data, or student attendance).**

#### **Strengths:**

There has been a reduction in student referrals compared to the previous school year. The number of repeat offenders, however, increased. We realized that hiring a full time academic counselor has assisted in mediating some of the less serious office referrals and has encouraged social interaction with students. Also, the full time counselor has helped to strengthen the relationship from school to home.

Employment of a school attendance officer has helped with student delinquency and other issues stemming from student home-life.

#### **Weaknesses:**

Due to a large number of social/emotional challenges students face everyday, there is a need for more parenting programs to inform parents of community resources available. Our school system is addressing this concern. It is on-going from year to year depending on student and parental needs.

### **School Demographic Information related to drop-out information and graduation rate data.**

#### **Strengths:**

N/A

#### **Weaknesses:**

N/A

### **School Demographic Information related to teacher attendance, teacher turnover, or challenges associated with a high percent of new and/or inexperienced faculty.**

#### **Strengths:**

This year, we have experienced teacher turnover. This is partially due to the loss of a third and fourth grade teaching unit. One third grade teaching vacancy (teacher relocated to another school within our system) was filled with a certified and highly qualified teacher transferring from within our system. One fifth grade teacher transferred to another school system and this unit was filled with a unit lost (teacher relocated from third grade). In addition, a fifth grade unit was added and filled with another highly qualified and certified teacher. Overall, only one teacher was hired from outside of our system.

#### **Weaknesses:**

We realize that some teacher absences cannot be avoided during the course of a school year and will continue to monitor teacher attendance while stressing the importance of a high rate of attendance..

**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:**

Overall, daily student attendance at Morris Avenue Intermediate School remains at a high percentage.

**Weaknesses:**

A concern remains with the large number of absences and tardies due to high numbers of transfers, and/or transiency students. Students are encouraged to attend school daily and parents receive written notification of absences and tardies. If needed, an OCS Attendance Officer is contacted for truancy purposes.

**School Perception Information related to parent perceptions and parent needs including information about literacy and education levels.****Strengths:**

OCS: Parent Survey

A majority of parents were aware of activities and programs at Morris Avenue. Individual classroom teachers use student planners which are signed and returned daily/nightly as well as newsletters concerning classroom activities. A monthly calendar is prepared and sent home with all school activities listed.

**Weaknesses:**

Morris Avenue is working to increase communication through email and teacher websites. In the upcoming school year, the school will use a phone-calling system to contact parents about absences, upcoming school events, and emergencies.

We will also work to plan meetings at various times to accommodate for working parents. Additionally, we will increase education sessions for parents such as computer training and math workshops to help with student study habits and the teaching of responsibility.

**School Perception Information related to student PRIDE data.****Strengths:**

N/A

**Weaknesses:**

N/A

**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).****Strengths:**

The Opelika City Schools System employs two full time ELL instructors who serve all nine schools. Two contracted translators are also available. A contract services tutor was hired at our school during the 2010-2011 school year to assist a Spanish speaking student with the translation of Spanish to English and vice versa.

**Weaknesses:**

We will work to utilize more community resources to assist ELL students in the transition to full time English speaking learning environments.

**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).****Strengths:**

The Opelika School System employs ELL resource teachers to assist with ELL students in all schools daily. The ELL teachers work closely with classroom teachers to help students

succeed by recommending instruction strategies, modeling, and by providing instructional support.

### **Weaknesses:**

With the steady increase in the number of English Language Learners in our school system, additional support (certified personnel trained to accommodate the needs of ELL students) may be needed.

### **School Process Information uncovered by an analysis of curriculum alignment, instructional materials, instructional strategies, reform strategies, and/or extended learning opportunities.**

### **Strengths:**

Teachers and students have an abundance of instructional resources to expand learning opportunities.  
We employ four paraprofessionals that work directly with the classroom teacher.

### **Weaknesses:**

Successful implementation of the OCS Pacing Guides and Curriculum Alignment for grades kindergarten through sixth is crucial for continued student success.

## **Part II - GOAL TO ADDRESS ACADEMIC NEEDS**

**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. Use the SMART Goals format to address areas of need.**

### **CONTINUOUS IMPROVEMENT GOALS (SHOULD ADDRESS IDENTIFIED WEAKNESSES AND GAPS):**

#### **G1. Investigational Mathematics**

##### **Description:**

Our goal is to utilize the many resources of TEAM MATH and implement strategies of instruction and learning gained through professional development opportunities. Mathematical concepts will be introduced and expanded through the use of student investigation. It is with these resources and learning opportunities that we will improve student achievement in mathematics for grades three through five.

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

Short and long term goals will be developed to focus on students identified as nonproficient in Levels I and II on the Alabama Reading and Math Tests. We will identify students scoring at and below the fourth stanine on the Stanford Achievement Test (SAT-10). Performance of students scoring at proficiency Level III and excellence Level IV will also increase.

Target Grade Level(s): 3rd, 4th, and 5th

Target Content Area(s): Math

ARMT: Math

##### **Additional Academic Indicators:**

N/A

##### **Target Student Subgroup(s):**

Students scoring in Stanines 1-4 (SAT-10); Students scoring in Levels I and II on the ARMT.

##### **Courses of Study:**

Alabama Course of Study, 2010, Mathematics - Grade 3: All course of study standards; Grade 4: All course of study standards; Grade 5: All course of study

standards

### Strategies:

#### §1.1 Investigational Integration

##### Description:

Teachers will continue to integrate TEAM-MATH investigations into the mathematics curriculum.

##### Action Steps:

#### AS1.1.1 Assessment Data and Instructional Planning

##### Description:

Teachers will use assessment data from the ARMT and SAT-10 student reports as well as from classroom assessments. Students will use manipulatives to investigate new concepts and to reinforce skills previously taught. Skills will be re-taught to students experiencing difficulties. Teachers will conduct grade-level benchmark data meetings. Adjustments to instructional practices will be implemented immediately.

##### Benchmarks:

Student strengths and weaknesses will be identified through administration of classroom assessments, system-wide pacing guide check lists, and quarterly benchmark tests in grades three through five. Specific areas of intervention will be identified based on these assessments as well as teacher observation of classroom performance.

##### Interventions:

Teachers of students in 3rd, 4th, and 5th grade will analyze multiple measures of data to discover barriers to learning. Teachers will implement math stations and learning centers within the classroom setting. Teachers will continue to integrate mathematics instruction into all subject areas.

##### Resources:

Opelika City Schools' pacing guides, mathematical manipulatives, additional Investigation units, Discovery Education assessments (3rd and 5th Grade), Benchmark and chapter tests, trade books, TEAM-MATH pacing guide (Title I, Elementary Classroom Instructional Supplies)

#### §1.2 Instructional Focus

##### Description:

Teachers will focus instruction on individual student needs.

##### Action Steps:

#### AS1.2.1 Small Group Instruction

##### Description:

Teachers will increase the amount of time allotted in the classroom for flexible small group instruction. Tier 2 Math instruction will be provided weekly for students with identified weaknesses.

##### Benchmarks:

Data meetings, classroom assessments, teacher observations, Benchmark and chapter tests, lesson plan reviews, quarterly walk-throughs (principal).

#### AS1.2.2 Walk to Math

##### Description:

Students will participate in flexible whole group math weekly. Students will be placed in identified skill groups where instruction is targeted to various levels.

**Benchmarks:**

Classroom assessments, teacher observations, Benchmark and chapter tests, lesson plan reviews, quarterly walk-throughs (principal).

**Interventions:**

Teachers of students in 3rd, 4th, and 5th grade will analyze multiple measures of data to discover barriers to learning. Teachers will offer math stations and learning centers within the classroom setting. Teachers will continue to integrate other subject areas into the instruction of mathematics. Successmaker - academic software Education City - Web-based academic program

**Resources:**

Opelika City Schools' math pacing guide, mathematical manipulatives, additional Investigation units, Benchmark, chapter, and classroom assessments, Critical Skills Screener (given at beginning and end of year). Central Office funding, AMSTI and TEAM-MATH allocation of materials

## **G2. School Wide Writing**

**Description:**

Our goal is to increase the number of students scoring at and exceeding the proficiency level of our school's yearly writing assessment to 100% of students meeting or exceeding the proficiency level.

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

We have analyzed the 2010-2011 results of our schools writing assessment. This assessment serves in place of the Alabama Direct Assessment of Writing. It is administered in the same manner and scored based on the same standards as the ADAW. After analyzing writing scores, we have set our goals school-wide.

Target Grade Level(s): 3rd, 4th, 5th

Target Content Area(s): Other - Writing

ARMT: Language

**Additional Academic Indicators:**

N/A

**Target Student Subgroup(s):**

All students

**Courses of Study:**

Alabama Course of Study 2007; Language Arts - 3rd Grade: Standards #9, #10 ; 4th Grade: Standards #8, #9, #10 ; 5th Grade: Standards #7, #8, #9, #10

**Strategies:**

### **S2.1 Increased Opportunity for Writing**

**Description:**

Teachers will continue to increase opportunities for writing within the classroom setting. School Wide Writing Assessment Results; Quarterly School-wide prompts and student writing journals. Grade-level instruction will follow pacing guides developed through vertical curriculum meetings.

**Action Steps:**

#### **AS2.1.1 Assessment Results**

**Description:**

Quarterly school-wide prompts will be given and student writing journals will be created and kept in cumulative files from kindergarten through sixth grade.

**Benchmarks:**

Quarterly writing prompts for grades 3-5, weekly walk-throughs by administrator, grade-level data meetings, School-Wide Writing Assessment (Feb and May).

**Interventions:**

New teachers will be provided with in-service professional development to learn writing instruction strategies and concepts throughout the year. Grade level assessments (school wide assessments and grade level benchmarks) will be assessed for mastery and interferences in the writing process. Quarterly in-service meetings will be arranged for all teachers if needed.

**Resources:**

Writing instruction binders and student portfolios - Title I, Elementary Classroom Materials and Supplies ; Cindy Miller Writing Framework (presenter) - Title I, Instructional Staff Development/Purch Serv/Consultants

**S2.2 Writing Instruction - All modes of writing****Description:**

Teachers will continue to provide intense writing instruction including mechanics and all modes of writing daily (5th grade) into Language Arts instruction (3rd/4th grades MWF-writing and TuTh-grammar/mechanics)

**Action Steps:****AS2.2.1 Explicit Instruction****Description:**

Teachers will provide explicit writing instruction covering all three modes of writing (narrative, descriptive, and expository). Whole group instruction will be used to introduce and review modes. Small group writing centers will be used if needed. Teachers will host individual writing conferences with each student to clarify/remediate concepts.

**Benchmarks:**

Students will be assessed during quarterly benchmark testing which includes specific writing prompts as well as during school-wide writing assessments (February and May). Teachers will analyze results and plan instruction/remediation based on student needs.

**Interventions:**

Teachers will diagnose writing deficiencies of non-mastery students and provide non-proficiency writers with intensive, small group writing instruction. Writing journals will be kept for each student.

**Resources:**

Student writing portfolios - Title I - Elementary Classroom Instructional Supplies

**G3. Increase of Student Reading Performance****Description:**

Our goal is to utilize and implement strategies and concepts from the Alabama Reading Initiative(ARI), Comprehension Toolkit, DIBELS test results, and progress monitoring, to assist in the areas of reading deficiency to increase student performance in reading to 100% of students reading at grade-level for grades 3-5.

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

We have analyzed 2011 Stanford Achievement (SAT-10) and Alabama Reading and Mathematics Test (ARMT) results. We will implement our short/long term goals to focus on students that were not proficient in Levels I & II on the ARMT assessments. Also, we will focus on the students that scored in the 4th stanine and below on the SAT-10 assessment. Additionally, we will increase performance of students scoring at proficiency Level III and exceeding at Level IV.

Target Grade Level(s): 3rd, 4th, 5th

Target Content Area(s): Reading

ARMT: Reading

**Additional Academic Indicators:**

N/A

**Target Student Subgroup(s):**

Students scoring in stanines 1-4; Students with scores of I and II on the Alabama Reading and Math Test

**Courses of Study:**

Alabama Course of Study: Language Arts 2007 - 3rd Grade: Standards #1, #2, #3, #4, #5, #6, #7, #8; 4th Grade: Standards #1, #2, #3, #4, #5, #6, #7; 5th Grade: Standards #1, #2, #3, #4, #5, #6

**Strategies:**

**3.1 Small Group Instruction**

**Description:**

Teachers will continue to increase the amount of time allotted for small group instruction during and in addition to the reading block.

**Action Steps:**

**AS3.1.1 Explicit Small Group Instruction**

**Description:**

Teachers will implement explicit instruction through the use of small groups and cooperative learning in all classrooms (grades 3-5) for a minimum of 45 minutes daily, focusing on reading fluency, comprehension, vocabulary, and higher order thinking. Teachers will integrate flexible reading groups within the classroom.

**Benchmarks:**

Teachers will monitor and make necessary adjustments to the instructional schedule. Weekly assessments will be given at the end of each week. Further instruction/remediation will be guided by these assessments. Thematic assessments will be given at the end of each theme in the Harcourt series and further instruction will be guided by these assessments.

**Interventions:**

Teachers will diagnose reading deficiencies in non-mastery students and will provide nonproficient readers with intensive, small group reading instruction. Instruction will be given by the reading coach or the grade level teacher. A Tier 3 Intervention will provide additional support to students who are identified as needing extra instruction.

**Resources:**

Harcourt StoryTown teacher's edition, leveled readers, Discovery Education quarterly assessments (3rd and 5th grade), phonics activities and lessons, small

group novels, trade books, DIBELS materials, Comprehension ToolKit. Title I - Elementary Classroom Instructional Supplies

**3.2 Tier 2 and Tier 3 Instruction**

Description:

Teachers will continue to provide intense reading instruction to Tier 2 and Tier 3 intensive readers.

**Action Steps:**

**AS3.2.1 Professional Development**

Description:

Certified personnel will continue to attend professional development designed to improve instructional strategies, and therefore, impact student learning.

Benchmarks:

Grade level data meetings, lesson plan review, teacher observations, Phonics-Based Reading Test (PRT), Harcourt assessments (weekly and theme), DIBELS testing, DIBELS progress monitoring, Reading Coach/Principal walk-throughs, Comprehension Tool-kit

Interventions:

Teachers will continue to provide instruction on targeted skills as well as provide for increased opportunities for students to practice and apply skills taught in Tier 2 and 3. Individual student academic deficiencies are addressed through the Response to Intervention program by the school's problem solving team (PST).

Resources:

Tier 2 and 3 Reading materials - Title I, Elementary Classroom Supplies

**Part III - GOAL TO ADDRESS ANNUAL MEASURABLE ACHIEVEMENT OBJECTIVES (AMAOs) AND ENGLISH PROFICIENCY NEEDS**

**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):**

**G1. N/A**

Description:

N/A

Data Results on which goal is based:

N/A

Target Grade Level(s): N/A

Target ELP Language Domain(s): Reading

WIDA Standards: N/A

**Strategies:**

**S1.1 N/A**

Description:  
N/A

**Action Steps:**

**AS1.1.1 N/A**

Description:  
N/A

Benchmarks:  
N/A

Interventions:  
N/A

Resources:  
N/A

## **Part IV - STRATEGIES TO ADDRESS SCHOOL SAFETY, CLASSROOM MANAGEMENT/DISCIPLINE, RtI FRAMEWORK AND BUILDING SUPPORTIVE LEARNING ENVIRONMENTS**

**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.

**G1. Alabama Teacher Mentor Program**

Description:

Beginning teachers are paired with seasoned teachers prior to the beginning of their first school year. The goal is to provide support to those new to the profession while pairing them with model teachers.

**Strategies:**

**S1.1 Increasing Knowledge of Beginning Teachers**

Description:

To increase the knowledge and provide support for first year teachers, a seasoned teacher is paired prior to the beginning of each new school year with each new teacher. Veteran teachers are readily available for support, curricular questions, information regarding school and system-wide procedures, assessments and analysis, student/parent/teacher relationships, guidance, and any other areas of need.

**Action Steps:**

**AS1.1.1 Mentor Availability**

**Description:**

Mentors and mentees will have common planning time every day during the week. Additional planning is available before students arrive and after dismissal. During the year, the mentor will offer support and guidance for the first-year teacher. Observation of other teachers will be offered and arranged if there is a need by the mentee or principal.

**Benchmarks:**

Principal walk-throughs, Reading coach observation of implementation of reading program, evaluations, student data, teacher audits.

**Interventions:**

Teachers may request additional professional development and allot time for improvement.

**Resources:**

Additional instructional resources and professional development if needed - Title II.

**G2. Second Step****Description:**

Second Step is a program implemented in our school by the school counselor and expanded on by the classroom teachers.

**Strategies:****S2.1 Student Encouragement and Behavior****Description:**

Second Step will be taught to all students with the goal of instilling good morals and values. Students will be taught strategies to become good decision makers.

**Action Steps:****AS2.1.1 Whole Group Counseling****Description:**

The school counselor will host 40 minute classes in each homeroom bi-monthly. Modeling will be used to illustrate various character traits and sound decision making strategies.

**Benchmarks:**

Office referrals and classroom behavior will be reviewed quarterly (or earlier as needed) to determine if students are benefitting from instruction.

**Interventions:**

We will review the program to see if additional information needs to be added/adjusted according to each grade level.

**Resources:**

Second Step Program Kit - Title I, Elementary Classroom Supplies

**G3. TEAM MATH Parent Night**

**Description:**

Parents will attend this event to learn specific instructional and learning strategies targeted on problem solving and critical thinking in the mathematics curriculum.

**Strategies:****S3.1 Parents Learn Hands-on Instructional Techniques****Description:**

Parents will be provided with hands-on instruction in mathematical problem solving and critical thinking. Teachers and students will model instruction and learning to parents and families through several rotational stations.

**Action Steps:****AS3.1.1 Math Skills Rotation****Description:**

Parents and students will rotate school-wide to various math stations to observe a multitude of math skills being taught.

**Benchmarks:**

It is our goal that scores in Math will increase in all levels the ARMT and SAT-10. Parents will be better equipped and more knowledgeable of skills and concepts covered in the curriculum and can more skillfully assist with math homework and reinforcement of skills at home. Grade-level data meetings TEAM MATH summer and quarterly meetings

**Interventions:**

SAT-10 and ARMT scores will be reviewed at the end of the school year. Additional parent workshops and math materials will be provided so that parents will have a better understanding of how math skills are taught and how the curriculum progresses from one grade-level to the next.

**Resources:**

Math manipulatives - AMSTI and TEAM-MATH material allocations, Title I Elementary Classroom Supplies

**G4. Peer Mediation****Description:**

Fourth and fifth graders will attend an intense training on Peer Mediation. After successfully completing training, students will be equipped with strategies to help their peers resolve conflicts.

**Strategies:****S4.1 Conflict Resolution/Peer Mediation****Description:**

Peer Mediation teaches 4th and 5th graders how to resolve conflict between other students. Twenty peer mediators are trained once a year by adult volunteers from the Lee County Court System.

**Action Steps:****AS4.1.1 Peer Mediation Meetings****Description:**

All peer mediators will meet every other week with guidance from the school counselor. These students will observe how to resolve minor conflict or

disagreements between two or more students. The counselor will model and make suggestions during the session. We use resources provided by the trainers from the Lee County Justice Center. Also, students have participated in a peer mediation summit/workshop over the summer.

**Benchmarks:**

The counselor will keep documentation on how many students have attended one mediation session with their peers. It will also note how many students have required two or more sessions. The number of office referrals will also be monitored.

**Interventions:**

The program will be monitored throughout the year and will solicit recommendations from teachers and students.

**Resources:**

Incentives/rewards for peer mediators for being reliable and responsible - Local funds, site based.

**G5. 5th Grade D.A.R.E. Program**

**Description:**

5th graders receive instruction regarding drugs from a local police officer for the D.A.R.E. Program.

**Strategies:**

**S5.1 Drug Use Prevention Instruction**

**Description:**

Fifth Grade students will be provided with information about illegal drugs, drug use, and alcohol.

**Action Steps:**

**AS5.1.1 5th Grade Whole Class Instruction**

**Description:**

A local Opelika City D.A.R.E. police officer will host 40 minute classes once a week in each fifth grade classroom. During this time, the officer will model, show videos, and present information on how to stay free and how to respond to peers if asked to try various drugs.

**Benchmarks:**

Student behavior will be monitored and the number of successful D.A.R.E. graduates will be noted.

**Interventions:**

Teachers will make recommendations after observing class presentations by the D.A.R.E. officer to ensure they are grade appropriate and that the message conveyed is accurate.

**Resources:**

D.A.R.E. program kit , additional drug-free videos - Title I, Elementary Classroom Supplies

**G6. Community Enrichment Spark Program**

**Description:**

The arts will be integrated by reaching across social barriers with the goal of gaining insight into other cultures and their values.

**Strategies:**

**§6.1 Arts Integration**

**Description:**

The arts will be fully integrated the arts by reaching across social barriers in order to gain insight into other cultures and their historical values.

**Action Steps:**

**AS6.1.1 On-Site and Student Performances**

**Description:**

University of Alabama Birmingham On-Site Performances. Morris Avenue Talent Pool student productions of original one-act plays for grades four and five. A school-wide Decades Day performance to celebrate American history through song and dance. Auburn University Raptor Education on-site Environmental Program

**Benchmarks:**

Faculty/Grade-level meetings will be arranged for planning the school-wide calendar and for collaborating if activities have been beneficial to the students' interests.

**Interventions:**

We will cultivate our students to new performances and activities every year and continue activities that are remarkable with the student body.

**Resources:**

On site performance fees vary pending on the performance - Local Funds, site based.

**§7. All Pro Dads**

**Description:**

All Pro Dads is a national program encouraging the importance of male role models.

**Strategies:**

**§7.1 Encouraging Male Role Modeling**

**Description:**

All Pro Dads is a national program encouraging an important male to spend time in a student's education and development.

**Action Steps:**

**AS7.1.1 Monthly All Pro Dads Breakfast**

**Description:**

The program and its' participants will meet once a month from 7-8 am for breakfast and program instruction/activities.

**Benchmarks:**

Attendance at each meeting will be monitored.

**Interventions:**

Attendance at school events (monthly breakfasts) sponsored by All Pro Dads will be monitored. New activities will then be planned based on participation.

**Resources:**

www.allprodads.com - Filled with a tremendous amount of information including program materials. Richard LaGrand and Marshall Norrell (two parents) have agreed to head this program. Local Funds, site based.

## **Part V - Additional Components To Be Addressed to Satisfy Federal Requirements**

### **Teacher Mentoring:**

**Describe teacher mentoring activities. For example, are new or inexperienced teachers given support from an assigned master teacher and what does that support look like? (Section 1116)**

Inexperienced teachers are assigned mentors to ease the transition of following school procedures, implementing the requirements of the state courses of study, and assessing student data, etc. The mentor/mentee will have common instructional planning.

### **Budget:**

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

Budget needs are very limited for the upcoming school year due to proration and no state allocations for schools. Nevertheless, materials/supplies, job embedded professional development and travel/training and all other funds available to enhance classroom instruction and student achievement are focused on the targeted areas of reading, mathematics, and writing in this plan.

### **Transition:**

**Describe strategies to assist students in transitioning from previous school to the current school and/or from the current school to the next school, including, for example, how preschool children might be prepared for entry into kindergarten or how eighth grade students are prepared for high school.**

Early each April, upcoming second graders from Jeter Primary, our feeder school, participate in an orientation program to become more familiar with our school. Students receive guided tours, participate in a question/answer session, and listen to current 3rd graders speak about their experiences at Morris Avenue School. In early May, 5th graders participate in a school tour and question and answer session provided by Opelika Middle School. Also, OMS hosts several nightly parent orientation meetings throughout the city of Opelika for upcoming 6th graders. This enhances the process of transition from elementary to middle school.

Parents are always welcome at our school and many individual tours are given by the school principal. This is especially helpful to second grade students making the transition to third grade and to students transferring from within and from outside of our school system.

### **Highly Qualified Teachers:**

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

All teachers are highly qualified at Morris Avenue and must attend job embedded professional development during the course of the school year to stay abreast of teaching strategies/techniques.

### **Assessments and Teacher Involvement:**

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

During the school year, grade level data meetings are hosted to discuss academic areas for improvement and instructional methods that will increase student achievement. Our school's data drives our instructional program and helps our teachers and students achieve both short and long term goals.

### **Special Populations:**

**Describe procedures used for each group of Migrant, English Learners, Economically Disadvantaged, Special Education, Neglected and/or Delinquent, and Homeless students.**

Morris Avenue is responsible for identifying and enrolling special population students according to the respective district level plan and policy (Title I, Special Education, EL, Homeless, etc.). In addition, our school and central office staff collaborate to ensure students receive appropriate services. All special population students participate in our standards-based core curriculum so they have the same opportunity to achieve academically and linguistically as the general student population.

### **Special Populations (as listed in the Carl D. Perkins Career and Technical Education Act 2006, Section 3):**

**Describe procedures used for each group of individuals with disabilities; individuals from economically disadvantaged families, including foster children; individuals preparing for non-traditional fields; single parents, including single pregnant women; displaced homemakers; and individuals with limited English proficiency.**

#### **Applies Only to Secondary Schools**

N/A

#### **Extended Learning Opportunities:**

**Describe how the school provides opportunities for the most academically needy students to receive support and reinforcement of academic skills beyond the regular school day.**

OCS:Extended Day Program "CARES" (Children's Adventures in Recreation Enrichment and Study) Students are provided assistance with homework, small group tutoring and hands-on creative activities. Students also participate in multi-subject enrichment programs that enhance classroom instruction. The classroom teacher/parent(s) collaboration is encouraged to assist with the academic needs of all students participating in the extended day program. Many students receive instruction from classroom teachers after normal school hours.

## **Part VI – School Parental Involvement Plan as required by Section 1118 of NCLB**

### **Parental Involvement:**

**Describe how the school will convene an annual meeting to inform parents of the school's participation in Title I and explain Title I requirements, including the 1% set-aside, and the right of parents to be involved.**

We will host two Title I meetings to educate parents on information about Morris Avenue and the Title I program. One meeting will be held during the school day and another after school hours for parent convenience. During the meeting, the counselor will present a PowerPoint presentation with item specifics and general information about how Title I funds are implemented at Morris Avenue School. Also, during the course of the meeting, we will collaborate about parent involvement and home/school communication and how both are integral parts in every child's education.

**Describe: 1) How there will be a flexible number and format of parent meetings offered; 2) How parents will be involved in the planning, review and improvement of the Title I Program (Note: State the school's process for how all Title I parents have the opportunity for involvement in decision-making.); and 3) How funds allocated for parent involvement are being used in the school.**

Morris Avenue School hosts annual meetings for all parents twice during the school year at two separate times, once during the school day and once during the evening. Parents are notified of the meeting through (1) notices sent home by students, (2) principal/teacher newsletters (3) monthly school calendar and (4) public posting in English and Spanish. Topics to be discussed are:

- Continuous Improvement Plan
- Parental Involvement Section of the CIP
- School -Parent Compact letter
- Parenting Information Center located in the front office.

2. The leadership team at Morris Avenue has a strong belief in the importance of parental involvement and offer parent meetings during flexible times. Letters are sent home with students asking parents which meeting times are most convenient.

3. Morris Avenue School believes in involving parents in all aspects of its Title I programs. We have parent representatives on our Leadership committee who are active participants in the development of the plan and were involved from the first meeting of the committee. In addition, all parents were given the opportunity to review the plan and offer their input before the plan was approved. For the Parental Involvement Plan, all parents were given surveys at the end of the school year seeking their input on activities, training, and materials that the school should offer to parents the following school year. Every school year, the Continuous Improvement Plan and Parental Involvement Plan are reviewed and evaluated. The results of the parent surveys are reviewed by the parent representatives and the Leadership Committee in determining needed changes.

**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.**

Morris Avenue hosts a general meeting where information will be presented about its Title I programs, school curriculum, and results of yearly state tests. Parents will learn information about how to schedule parent/teacher conferences, and how they can actively participate in decisions related to the education of their child. Parents will receive copies of the parent handbook, school parental involvement plan, PTO membership, and additional information on grade specific objectives at registration and throughout the course of the school year.

**Describe how parents, the school staff, and students share responsibility for improved student academic achievement for participating students (How the School-Parent Compact is jointly developed with Title I parents; how it is used, reviewed, and updated).**

The faculty at Morris Avenue School believes that a shared responsibility is critical for the successful education of every child. Our school-parent compact letter clearly defines our expectations, mission, and beliefs. Students, parents, and teachers are all included on our School-Parent Compact that is completed during registration at the beginning of each school year. Parent, student, and teacher signatures are required on this document, clearly showing the shared responsibility of each in the learning process. The compact encourages a working relationship with all stakeholders. When the compact is signed, all parties are in agreement.

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

There are many parents on the committee who represent all the parents of the school. During the review process, all parents are notified of the review through notices sent home in student weekly communication folders. The notices inform parents that the plan is being reviewed and a copy is located in the front office of the parent center. Parents have the right to review and add to the plan - even after finalization, if they find it unsatisfactory. Parents must submit their concerns in writing to the school, and the school will submit the concerns to OCS administration when the CIP is submitted. Parents are always encouraged to voice concerns. In the event such a concern arises, parents can state opinions to the School Leadership Committee as well as the building principal. Efforts are made to accommodate parents and their concerns.

**Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See NCLB Section 1118, requirements for building capacity in parental involvement.)**

**To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:**

**(1) Shall provide training for parents of participating children in understanding such topics as the State's academic content standards and State student academic achievement standards, State and local academic assessments, the requirements of Title I, and how to monitor their child's progress and work with teachers to improve the achievement of their children. (Describe)**

Morris Avenue School accomplishes this through parent report card conferences during the first grading period. Also, the teacher will host parent conferences throughout the school year to address academic or behavioral concerns. The teacher will review student academic achievement standards from the spring SAT/ARMT testing with parents. The SAT/ARMT parent report explains areas tested and indicates areas for improvement for the parent.

**(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)**

Our school counselor works diligently to ensure that all parent materials and training are closely aligned with our school's identified goals. Morris Avenue has a parent center located in the front office, equipped with pamphlets, and other resources to support positive interactions between parents and children. The parent center houses materials communicated through Trans Act for parents to help their children be successful. Throughout the school year, we host programs such as TEAMMATH Parent Night. The Opelika City Schools' Central Office hosts monthly parent meetings and workshops in conjunction with local agencies to make parents more aware of information available to them.

**(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)**

Morris Avenue will continue to educate its teachers through job embedded professional development opportunities, faculty meetings, OCS: system-wide vertical alignment meetings, and

grade-level data meetings in understanding the importance of parental involvement in a school. We always place emphasis on the need to ensure good rapport and communication of the school's short/long term academic goals with parents and through parental activities.

**(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)**

OCS: Parenting Club is a group of parents from all the schools within the school system that meets the second Tuesday of each month. Some of the responsibilities include partnering with local community agencies to address student and parent needs. A list of service providers are: Head Start, Department of Human Resources and East Alabama Mental Health.

**(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)**

Memorandums and teacher newsletters are sent home regarding all parent programs, meetings, and school activities. In addition, parents are provided with a monthly school calendar of special activities and a cafeteria menu. The Trans Act program is used when needed to translate information in other languages.

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

An open door policy and communication are encouraged by the administration and teachers with all parents. Parents are invited to visit classrooms, serve as volunteers, join the PTO, and coordinate special events that are aligned with the educational program.

**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.**

OCS provides ELL teachers that are assigned to all schools within the school system. We also provide contract tutors to address multiple languages. Trans Act is used to format academic and behavioral supports in all languages so that parents can understand and therefore, participate in activities/events and in the overall education of their child/children.

## Part VII- PROFESSIONAL LEARNING NEEDS RELATED TO ACADEMIC CHALLENGES

Does the plan provide opportunities for professional development activities that are high-quality, effective, and research-based?

- jn Yes
- jn No

Does the plan include opportunities for teachers, principals, paraprofessionals, other staff, and parents?

- jn Yes
- jn No

Does the plan include required district-wide training for English language acquisition? (If LEA receives Title III funds)

- jn Yes
- jn 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).

**Learning Activities:****Technology****What weakness or need identified in academic (including ell amaos) or school culture goals will the professional learning address?**

Use of technology for classroom instruction

**What types of professional learning will be offered?**

Promethean Board training, training for use of reading and math related technology programs, Promethean ActiVote training, STI-PD training, INOW training, Easy Tech training, ELMO use and training, Skype training, technology conferences

**When will the session be delivered?**

The majority of these training sessions will be offered during established teacher in-service days. Other sessions will be offered as requested by school staff when needed or during afternoon sessions.

**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?)**

Teachers will become more familiar and comfortable with the use of Promethean boards that are installed in all classrooms. We will become more familiar and comfortable with ActiVotes, ELMO document cameras, and Skype. Teachers will use new technology to deliver lessons and to encourage student interaction and enable student success. Teachers will use STIPD and INOW to prepare lesson plans, monitor student progress and track professional development.

**How will participants be held accountable for successful implementation and in what ways will evidence be collected to show effective assimilation/integration of strategies?**

Lesson plans will reflect the use of technology during lesson delivery. Teacher observations will target the use of technology and PD application of technology in the classroom.

**What are the funding sources, estimated expenses, and proposed names of consultants or entities? Example: Title II, \$....00**

Professional Development Funds provide substitute teachers for job-embedded professional development. We will also utilize technology directors and teachers within the system for instruction and in-services at each school site.

**Classroom/Behavior Management Training****What weakness or need identified in academic (including ell amaos) or school culture goals will the professional learning address?**

Classroom/Behavior Management Training

**What types of professional learning will be offered?**

Implementation of student behavior management techniques/programs, Multiple Intelligences training, Differentiated Instruction training

**When will the session be delivered?**

The majority of these training sessions will be offered during established teacher in-service days. Others will be addressed throughout the year during faculty/grade level meetings.

**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?)**

Teachers will implement behavior management techniques/programs in the classroom. Teachers will be able to design lessons that cater to all learning styles. As a result, there should be an observable decrease in the number of office referrals and discipline incidents.

**How will participants be held accountable for successful implementation and in what ways will evidence be collected to show effective**

**assimilation/integration of strategies?**

Administrative monitoring of teacher referrals will help determine if goal is reached. Teacher observations will target classroom atmosphere/environment.

**What are the funding sources, estimated expenses, and proposed names of consultants or entities? Example: Title II, \$....00**

Professional Development funds will provide substitute teachers for job-embedded professional development.

**Reading/Math/Science**

**What weakness or need identified in academic (including ell amaos) or school culture goals will the professional learning address?**

Reading (Storytown and Comprehension Toolkit), Math (TEAM MATH), and Science (AMSTI) Training

**What types of professional learning will be offered?**

On-going and job-embedded professional development in the areas of reading (Storytown and Comprehension Toolkit), Math (TEAM MATH), and Science (AMSTI).

**When will the session be delivered?**

The majority of these training sessions will be offered during established teacher in-service dates. Others will be addressed throughout the year during faculty/grade level meetings and during workshops scheduled during the school day. Many teachers will participate in training during the summer and at quarterly meetings.

**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?)**

Teachers will be exposed to instructional techniques that will allow them to to teach reading, math, and science to fidelity and in ways that will ensure student success. There should be an observable increase in reading and math scores on the ARMT and SAT 10 as well as an increase in science scores on the Alabama Science Assessment.

**How will participants be held accountable for successful implementation and in what ways will evidence be collected to show effective assimilation/integration of strategies?**

Lesson plans will reflect an adjustment to instruction based on identified needs. Teacher observations will target the continued implementation of Storytown, Comprehension Toolkit, TEAM MATH Investigations, and AMSTI Methods.

**What are the funding sources, estimated expenses, and proposed names of consultants or entities? Example: Title II, \$....00**

Professional Development funds provide substitute teachers for job-embedded professional development.

**Part VIII - Coordination of Resources/Comprehensive Budget**

**I. State Foundation Funds**

	<b>FTEs Earned</b>	<b>Units Placed</b>	<b>Total Salaries</b>
FTE Teacher Units	16.82	16.82	805,942.64
Administrator Units	1.00	1.00	79,699.00
Assistant Principal	0	0	0
Counselor	.50	.50	26,174.00
Librarian	1.00	1.00	45,704.00
Career and Technical Education Administrator	0	0	0

Career and Technical Education Counselor	0	0	0
Technology			0
Professional Development			0
State ELL Funds			0
Instructional Supplies			2,604.00
Library Enhancement			0
<b>Total of All Salaries:</b>			<b>\$960,123.64</b>

**II. Federal Funds**

**Title I: Improving the Academic Achievement of the Disadvantaged**

**Provide a brief explanation and a breakdown of expenses.**

- Summer Media Program Additional Pay: \$1,631.05
- Parenting Instructional Supplies: \$2,257.97
- Materials/Supplies (Inc. Software/Computer Equip): \$10,219.24
- Instructional Aide Sal/Ben: \$82,548.15
- Contracted Tutors Sal/Ben: 10,337.28
- Guidance Counselor: (.5 FTE) \$35,085.56
- Educational Media/Library Books: \$2,000.00

**Total :** 144,079.25

**Title I: ARRA Funds**

**Provide a brief explanation and a breakdown of expenses.**

N/A

**Total :** 0

**Title II: Professional Development Activities**

**Provide a brief explanation and a breakdown of expenses.**

1 CSR teacher and subs for PED - Salary and benefits \$53,397.65

**Total :** 53,397.65

**Title III: For English Language Learners**

**Provide a brief explanation and a breakdown of expenses.**

- Prevention/Intervention (Reading and Math): \$5836.00  
(Includes summer tutoring, classroom materials, software support, and AV equipment)
- Comprehensive Family Literacy Services: \$1483.00  
(English classes for parents of LEP students)
- Professional Development: \$4940.00  
(Includes travel to conferences by EL teachers, substitutes for workshops, and workshop materials)

**Total :** 12,259.00

**Title IV: For Safe and Drug-free Schools**

**Provide a brief explanation and a breakdown of expenses.**

N/A

**Total :**

**Title VI: For Rural and Low-income Schools**

**Provide a brief explanation and a breakdown of expenses.**

N/A

**Total :**

**Career and Technical Education-Perkins IV: Basic Grant (Title I)**

**Provide a brief explanation and a breakdown of expenses.**

N/A

**Total :**

**Career and Technical Education-Perkins IV: Tech Prep (Title II)**

**Provide a brief explanation and a breakdown of expenses.**

N/A

**Total :**

**Other: 21st Century, Learn and Serve, Even Start, School Improvement Grant**

**Provide a brief explanation and a breakdown of expenses.**

N/A

**Total :**

**III. Local Funds (if applicable)**

**Local Funds**

**Provide a brief explanation and a breakdown of expenses.**

Public: \$75,818.38

Non-public: \$7,975.00

**Total :**