



**2009 - 2010
CONTINUOUS IMPROVEMENT PLAN
Title I Schoolwide Plan**

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



| | | | | |
|--|--|--|---|---|
| NAME OF SCHOOL: Morris Avenue Intermediate School | | | | |
| STREET ADDRESS: 8 Morris Avenue | | CITY: Opelika | STATE: Alabama | ZIP CODE: 36801 |
| CONTACT: | | TELEPHONE: 334)745-9734 or 9735 | E-MAIL: nino.mason@opelikaschools.org | |
| Identified for School Improvement? No <input type="checkbox"/> Yes <input type="checkbox"/> Delay Status <input type="checkbox"/> Year 1 <input type="checkbox"/> or Year 2 <input type="checkbox"/> *Submit to LEA for Board approval. Retain the original plan in the LEA. Submit the plan electronically to your system's e-GAP Document Library by November 3, 2009. | | | | |
| Year 3 <input type="checkbox"/> or Year 4 or more <input type="checkbox"/> Submit to LEA for Board approval. Scan <u>PAGE ONE</u> and <u>PAGE TWO</u> to indicate signatures. Submit the plan and signature pages electronically to your system's e-GAP Document Library by November 3, 2009. | | | | |
| Made AYP? YES <input type="checkbox"/> <input type="checkbox"/> NO <input type="checkbox"/> <input type="checkbox"/> | Made AMAOs (ELL)? YES <input type="checkbox"/> NO <input type="checkbox"/> N/A <input type="checkbox"/> | Career Tech Made AYP? YES <input type="checkbox"/> NO <input type="checkbox"/> N/A <input type="checkbox"/> | Are all federal resources (including Titles I, II, III, IV, V, and VI) used to coordinate and supplement existing services and not used to provide services that, in the absence of federal funds, would be provided by another fund source? YES <input type="checkbox"/> NO <input type="checkbox"/> | Describe how this plan will be made available to parents and other stakeholders, such as through parent meetings or on Web sites. NOTE: The Parental Involvement section of this plan <u>must</u> be distributed to all parents. |
| *Board Approval: Yes <input type="checkbox"/> No <input type="checkbox"/> Board approval received on _____, 2009. | | | | |
| Board Signature: | | | | |
| Superintendent Signature: | | | Date: | |
| Federal Programs Coordinator Signature: | | | Date: | |
| Principal Signature: | | | Date: | |

System:

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CONTINUOUS IMPROVEMENT PLAN DEVELOPMENT AND IMPLEMENTATION TEAM

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

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. Also, implement instructional goals 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, teacher and parent inventory surveys. Subcommittees were also 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..

| <p>Instructional Leadership Team Names (The Leadership Team must include the principal, faculty [including ELL resource lead teacher if applicable], staff, parents, community stakeholders, and/or students.)</p> | <p>Positions (Identify position held, e.g., Administration, Faculty, Staff, Grade Level and/or Subject Area, Parents and Community members.)</p> | <p>Signatures (Indicates participation in the development of the CIP)</p> |
|---|---|--|
| <p>Diane Burton Valerie Lawler Deborah Thornton Karen Atkins Dana Daniel Patricia Skelton Allison Haynie Paulette Woods Mary Ann Stoll Tiffany Pitts Billi Blaschke Kesha Langley</p> | <p>3rd grade Instructional Teacher 4th grade Instructional Teacher 4th grade Instructional teacher 5th grade Instructional Teacher 5th grade Instructional teacher 5th grade Instructional Teacher 5th grade Instructional Teacher Media Specialist Reading Coach PTO Parent PTO Parent PTO Parent</p> | |

System:

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

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

- Click on Accountability Reporting.
- Choose 2008-2009.
- 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.

179 Opelika City - 0045 Morris Avenue Intermediate School

This school met 17 goals out of 17(100%)

| 2009-2010 AYP Status | Made AYP | | | |
|--|----------------------------|--------------------|-----------------------------------|-----------------|
| | Not in School Improvement | | | |
| Reading | | | | |
| Made AYP | Percent | Met | Proficiency Index | Met Proficiency |
| Not in School Improvement | Participation Goal = 95% | Participation Goal | Goal = 6.00 | Goal |
| All Students | 100 | Yes | 12.22 | Yes |
| Special Education | 100 | N/A | 19.62 | N/A |
| American Indian / Alaska Native | No Data | No Data | No Data | No Data |
| Asian / Pacific Islander | -- | N/A | -- | N/A |
| Black | 100 | Yes | 9.08 | Yes |
| Hispanic | -- | N/A | -- | N/A |
| White | 100 | Yes | 17.40 | Yes |
| Limited English Proficient | -- | N/A | -- | N/A |
| Free / Reduced Meals | 100 | Yes | 6.03 | Yes |
| Mathematics | | | | |
| Made AYP | Percent | Met | Proficiency Index | Met Proficiency |
| Not in School Improvement | Participation Goal = 95% | Participation Goal | Goal = 6.00 | Goal |
| All Students | 100 | Yes | 12.67 | Yes |
| Special Education | 100 | N/A | 13.96 | N/A |
| American Indian / Alaska Native | No Data | No Data | No Data | No Data |
| Asian / Pacific Islander | -- | N/A | -- | N/A |
| Black | 100 | Yes | 7.82 | Yes |
| Hispanic | -- | N/A | -- | N/A |
| White | 100 | Yes | 20.55 | Yes |
| Limited English Proficient | -- | N/A | -- | N/A |
| Free / Reduced Meals | 100 | Yes | 6.04 | Yes |
| Additional Academic Indicator - Attendance Rate | | | | |
| Made AYP | Attendance Rate Goal = 95% | | Met Additional Academic Indicator | |
| Not in School Improvement | | | | |
| All Students | 95% | | Yes | |

Part I - continued –
ASSESSMENT-
System:

School:

**DIRECTIONS: NEEDS
SUMMARY OF DATA: Indicate data**

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sources used during planning by identifying strengths and weaknesses or program gaps. If your school did not review a particular data source, please write N/A. School improvement goals should address program gaps (weaknesses) as they relate to student achievement or AYP categories such as graduation rate or other academic indicators. Close attention should be given to the proficiency index. Please include all disaggregated subgroups including those with less than forty students.

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

Spring 2009 test results are always analyzed during grade level data meetings, as well as the School Leadership Team. From that standpoint, short/long term goals are developed as the action plan for 2009/2010 school Year. Data drives our instructional program for improvement as well as being consistent upon our strengths.

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 improve student achievement of all students. We hired a contract services tutor to provide tutoring for TIER III intervention students during the school year 2008/2009. By staying abreast of job embedded professional development will keep our teachers knowledgeable, creative, and competent to address the needs of all the various learning styles of students for the upcoming school year. The reading coach assists with our struggling readers by providing teachers with strategies, techniques to address the areas of reading deficiency. During grade level data meetings the reading coach collaborates, model lessons, review student data, and provide reading intervention skills to enhance student achievement.

Number and percentage of teachers Non-HQT:
0%

Number and percentage of Classes Taught by Non-HQT:
0%

Alabama High School Graduation Exam (AHSGE):

N/A

Weaknesses:
N/A

Alabama Reading and Mathematics Test (ARMT):

Strengths:
3rd grade analysis of the ARMT 2009 Reading: According to the results, one third grader, scored at Level I. However, sixteen third graders scored at Level II, and 40 students scored at Level III. We celebrate fact that 46 students scored at Level IV. **Free/Reduce Lunch students in Reading:** Level I- 1 student; Level II- 7 students; Level III- 21 students; Level IV- 22 students. **Special Education students in Reading:** Level II- 6 students; Level III- one student. **3rd grade analysis of the ARMT 2009 Mathematics:** The analysis of the ARMT 2009 test scores show the following: 10 students scored at Level I, 21 students scored at Level II, 42 students scored at Level III, and 30 students scored at Level-IV. **Free/Reduce Lunch students in Mathematics:** Level I- 5 students; Level II- 12 students; Level III- 27students; Level IV- 8 students. **Special Education students in Mathematics:** Level I- one student; Level II- 4 students; Level III- 2 students.
4th grade analysis of the ARMT 2009 Reading: We have concluded the following outcomes: Level I- one student, and only 9 students ranked at Level II. Respectively, 27 students’ ranks in Levels III, and 50 students scored in Level IV. **Free/Reduce Lunch students in Reading:** Level II- 8 students, Level III- 20 students, Level IV-24 students. **Special Education students in Reading:** Level I- one student, Level II-5 students
4th grade analysis of the ARMT 2009 Mathematics: The results of the test suggest that one student scored in Level I, 17 students ranked at Level II, 21 students scored at Level III, and the majority of the 5th graders, 48, excelled Level IV. **Free/Reduce Lunch students in Mathematics:** Level I- one student, Level II-11students, Level III- 16 students, and Level IV- 24 students. **Special Education students in Mathematics:** Level I-one student, Level II- 5 students, and Level III- one student.
5th grade analysis of the ARMT 2009 Reading: The 2009 results that no fifth graders scored at Level I. Other information that was concluded suggests that 18 fifth graders partially meets the state’s standards at Level II, and 39 fifth graders do meet the standards at Level III. The fifth grade teachers proclaim excellence in the fact that 38 fifth graders exceed the standards provided by the State of Alabama. **Free/Reduce Lunch students in Reading:** Level II- 18 students, Level III- 28 students, and Level IV- 9 students. **Special Education students in Reading:** Level II- 8 students and Level III- 2 students. **5th grade analysis of the ARMT 2009 Mathematics:** The results of School 2009 suggest that 2, fifth graders ranked in Level I, 24 students ranked at level II, 36 students scored Level III, and 33 students achieved Level IV. **Free/Reduce Lunch students in Mathematics:** Level I-2 students, Level II- 21 students, Level III- 24 students, and Level IV- 8 students. **Special Education students in Mathematics:** Level I- one student, Level II- 6 students, and Level III- 3 students.

Weaknesses:
3rd grade ARMT Reading needs to increase student achievement for students scoring in Level III and Level IV. Decrease the number of students scoring in Level II. Also, in ARMT Reading, we need to increase the mean percent score correct to 70% correct in the following content standards: Applying advance phonetic analysis to multiple-syllable words, using strategies to comprehend literary/recreational materials and using strategies to comprehend functional and textual/informational materials.
ARMT-Mathematics
We need to increase student achievement for students scoring in Level III and Level IV. Secondly, we need to decrease the number of students scoring in Levels I and Level II. Finally, we need to increase the mean percent score correct to 70% correct in the content standards that scoring percent correct was below 70%.
4th grade ARMT Reading needs to increase student achievement for students scoring in Levels III and IV and decrease the number of students scoring in Level II. Also, increase the mean percent score correct to 70% in the following content standards: Identifying literary elements and devices in literary/recreational materials and identifying details in textual/informational materials. ARMT Mathematics needs to increase the number of students scoring in Levels III and IV, and decrease the number of students scoring in Level II. Also, increase the mean percent correct to 70% in the standards that scoring mean percent correct was below 70%.
5th grade ARMT Reading needs to increase student achievement for students scoring in Levels III and IV, and decrease the number of students scoring in Level II. Also, in ARMT Reading , we need to increase the mean percent score correct to 70% in the following content standards: Using strategies to comprehend literary/recreational materials, recognizing literary elements and devices from various text formats and using strategies to comprehend functional and textual/informational materials.
ARMT Mathematics needs to increase student achievement for students scoring in Levels III and IV. Also, increase the mean percent score correct to 70% in the content standards that scored below 70% in the area of mean percent correct.

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| Alabama Science Assessment: | |
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| <p>Strengths: 5th grade analysis of the Alabama Science test April 2009: According to the results, 33 students scored at Level IV (35%), 36 students scored at Level III (39%), 22 students scored at Level II (24%), 2 students scored at Level I (2%). Free/Reduce Lunch students scores indicate 7 students scored at Level IV, 27 students scored at Level III, 18 students scored at Level II, and 2 students scored at Level I. Special Education students scores indicate no student scored at level IV, 2 students scored at Level III, 6 students scored at Level II, and one students scored at Level I.</p> <p>Our strength in Physical Science is to compare gravitational force on Earth, on the moon, and within space. A strength in Life Science is to identify common parts of plants an animal cells, including the nucleus, cytoplasm, and cell membrane. A strength in Earth and Space Science is to compare the distances from the sun to planets in our Solar System.</p> | <p>Weaknesses: Two areas in Physical Science that need concentration are contrasting ways in which light rays are bent by concave and convex lenses and using everyday indicators to identify common acids and bases. One objective in Life Science is to describe the relationship of populations within a habitat to various communities and ecosystems.</p> |
| Stanford 10 | |
| <p>Strengths: 3rd grade: After April 2009, disaggregated test results indicated areas for celebration of student achievement. The instructional areas are reading comprehension, thinking skills, and phonetic analysis. We identified students that scored in the 1-4stanine, for continuous improvement, 7 students were Special Education students, and 52 students were Free/Reduce Lunch students. Reading Comprehension scores indicated 17% of all 3rd grader's scored in the stanine 1-3, 64% of students scored in stanine 5-9, and 28% of students scored in stanine 7-9. Vocabulary scores indicated, 25% of all 3rd grader's scored in the stanine of 1-3, 56% of students scored in 5-9 stanine, and 14% of students scored in stanine 7-9. Language scores indicated, 32% of all 3rd grader's scored in the stanine 1-3, 54% of students scored in stanine 5-9, and 18% of students scored in stanine 7-9. Math scores indicated, 25% of all 3rd grader's scored in stanine 1-3, 52% of students scored in stanine 5-9, and 17% scored in stanine 7-9. This upcoming school year we will hire a contract services tutor to assist students with 4/5 stanines to increase student performance.</p> <p>4thgrade: After April 2009, disaggregated test results indicated areas for celebration of student achievement. The instructional areas are fractions, reading vocabulary, and reading comprehension. We identified students that scored in the 1-4 stanine, for continuous improvement 8 students were Special Education students , and 21 students were Free/Reduce Lunch students. Reading Comprehensions scores indicated, 9% of all 4th grader's scored in the stanine 1-3, 76% of students scored in stanine 5-9, and 39% of students scored in stanine 7-9. Vocabulary scores indicated, 9% of all 4th grader's scored in the stanine 1-3, 78% of students scored in stanine 5-9, and 18% of students scored in stanine 7-9. Language scores indicated, 9% of all 4th grader's scored in the stanine of 1-3, 78% of students scored in stanine 5-9, and 39% of students scored in stanine 7-9. Math scores indicated, 9% of all 4th grader's scored in the stanine 1-3, 79% of students scored in stanine 5-9, and 40% of students scored in stanine 7-9. This upcoming school year, we will hire a contract service tutor to assist with students 4/5 stainines to increase student performance.</p> | <p>Weaknesses: 3rd grade: Focused areas for improved student achievement are word study, math problem solving, computation with decimals, and number sense operations. Also, according to the State Stanford-10 proficiency rate, we did not meet the state score in the following categories: Reading Comprehension- (stanines 1-3) we scored 17% at-risk/ state score 16% with a difference of +1%, (stanines 5-9) we scored 64%/ state score 70% with a difference of -6%, (stanines 7-9) we scored 28%/ state score 29% with a difference of -1%. Vocabulary-(stanines 1-3) we scored 25% at-risk students/ state score 23% with a difference of +2%, (stanines 5-9) we scored 56%/ state score 60% with a difference of -4%, (stanines 7-9) we scored 14% state score 19% with a difference of -5%. Language-(stanines 1-3) we scored 32% at risk students/ state score 23%, with a difference of +9%, (stanine 5-9) we scored 54%/ state score 61% with a difference of -7%, (stanines 7-9) we scored 18%/ state score 25% with a difference of -7%. Mathematics-(stanines 1-3) we scored 25% at-risk students/ state score 21% with a difference +4%, (stanines 5-9) we scored 52%/ state score 65% with a difference of -13%, (stanines 7-9) we scored 17%/ state score 32% with a difference of -15%. There is a need to reduce the number of at-risk students. We will hire a contract services tutor to assist with students scoring in the stanines 5-9 and 7-9 to increase student achievement.</p> <p>4th grade: Focused areas for improved student achievement are multiple meaning words, patterns/relationships/algebra, and estimation.</p> |

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| <p>5th grade: After April 2009, disaggregated test results indicated areas for celebration of student achievement. The instructional areas are reading initial understanding, multiple meanings, math communication/representation, patterns/relationships/algebra, and computation with decimals. We identified students that scored in the 1-4 stanine for continuous improvement, 9 students were Special Education students, and 42 were Free/Reduce Lunch students. Reading Comprehension scores indicated, 20% of all 5th grader's scored in the stanine 1-3, 63% of students scored in stanine 5-9, and 24% of students scored in stanine 7-9. Vocabulary scores indicated, 24% of all 5th grader's scored in the stanine 1-3, 57% of students scored in stanine 5-9, and 18% of students scored in stanine 7-9. Language scores indicated, 29% of all 5th grader's scored in the stanine 1-3, 60% of students scored in stanine 5-9, and 22% of students scored in stanine 7-9. Math scores indicated, 18% of all 5th grader's scored in the stanine of 1-3, 63% of students scored in 5-9 stanine, 27% of students scored in stanine 7-9. This upcoming school year, we will hire a contract services tutor to assist students with 4/5 stanines to increase student performance.</p> | <p>5th grade: Focused areas for improved student achievement are synonyms, thinking skills, context clues, math number sense/operations, and math computation in context. Also, according to the State Stanford-10 proficiency rate, we did not meet the state score in the following categories: Reading Comprehension- (stanines 1-3) we scored 20% at-risk students /state score 16% with a difference of +4%, (stanines 5-9) we scored 63%/ state score 69% with a difference of -6%, (stanines 7-9) we scored 24%/ state score 32% with a difference of -8%. Vocabulary- (stanines 1-3)we scored 24% at-risk students state score 16% with a difference of +8%, (stanines 5-9) we scored 57%/ state score 68% with a difference of -11%, (stanines 7-9) we scored 18%/ state score 23% with a difference of -5%. Language- stanines 1-3) we scored 29% at-risk students/ state score 17% with a difference of +12%.(stanines 5-9)we scored 60%/ state score 68%with a difference of -8%, (stanines 7-9) we scored 22%/ state score 31% with a difference of -9%. Mathematics- we scored (stanines 5-9) we scored 63%/ state score 65% with a difference of -2%, (stanines 7-9) we scored 27%/ state score 31% with a difference of -4%. There is a need to reduce the number of at-risk students. We will hire a math contract services tutor to assist with students scoring in the stanines 5-9 and 7-9 to increase student achievement.</p> |

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Dynamic Indicators of Basic Early Literacy Skills (DIBELS):

Strengths:

DIBELS report in April 2008 indicated an increase in benchmarks across all three grade levels. August 2008, third grade school year began with 55% Benchmark students with 15% At-Risk students. April 2009, third grade end of the year results indicated 57% Benchmark students and At-Risk students decreased to 10%. August 2008, fourth grade school year began with 64% Benchmark students and with 17% At-Risk students. April 2009, fourth grade end of year results indicated 79% Benchmark students At-Risk students decreased to 7%. August 2008, fifth grade school year began with 66% Benchmark students with 13% At-Risk students. April 2009, Fifth grade end of the year results indicated 75% Benchmark students and 13% At-Risk students. It appears fluency is an area of strength across all three grade levels. During the school year 2008-2009, we had approximately 37 students in/out of TIER III reading intervention program. The contract services tutor worked regularly with 20 of the 37 students. All students made substantial progress in DIBELS scoring, reading fluency, and retell.

Weaknesses:

Reading comprehension retell scores across all three grade levels indicates a decline. It is our goal to maintain, or improve retell scores to 50% of words read by students. Teachers will implement comprehension strategies to enhance student ability to recall, or retell what was read from a selection or story.

Part I - Continued:

Alabama Direct Assessment of Writing (ADAW):

Strengths: The Alabama Direct Assessment of Writing (ADAW) results have been analyzed. As a result, current adjustments to language arts instruction have been implemented to provide a writing block to support improvement in next year test scores. 3rd/4th grade teachers have implemented a writing block to promote writing literacy. The 2009 writing results indicate 10 students scored at Level IV (11%), 54 students scored at Level III (57%), 30 students scored at Level II (32%), and one student scored at Level I (1%). **Free/Reduce Lunch students** scores indicate one student scored Level IV, 27 students scored at Level III, 24 students scored at Level II, and one student scored at Level I. **Special Education students** scores indicate that no fifth graders scored at Level IV, 5 students scored at Level III, students scored at Level II, and one student scored at Level I. We concluded that continued improvement in the areas of narrative an expository writing modes.

Weaknesses: After analyzing the data from this assessment, descriptive writing, writing mechanics, sentence structure, grammar and usage need improvement. We need to become more consistent with implementing writing skills across the three grade levels.

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| 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, an English Language Learners. All students, despite academic achievement receive school- wide Enrichment differentiating instruction three times every semester per teacher. However, those noted as high potential learners receive more challenging, in-depth research, and rigorous instruction through our Talent Pool Program weekly. | Weaknesses: We will continue to use TRANS ACT to communicate with parents that don't speak English as their first language at home. Also, continue to provide an ELL teacher to assist students that identified as Limited English speaking students. |
| Professional Education Personnel Evaluation (PEPE) School Profile Information: | |
| Strengths: The certified faculty of Morris Avenue School are evaluated based on the standards of Opelika City Schools evaluation process. | Weaknesses: Our goal is to continue with job embedded professional development every year to address the areas of concern for improvement as an instructional teacher. Also, adhere to the individual's PDP plan. |
| Additional Data Sources: (e.g., Alabama Alternate Assessment [AAA], School Technology Plan Data) | |
| Strengths: To become more efficient in using the Promethean Board during classroom instruction. To encourage daily teacher/student interaction with the Promethean Board. Also, we 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. |
| Local Data (e.g., LEA, school, and grade-level assessments, surveys, program-specific assessments): | |
| Strengths: This past school year, we piloted the Discovery Education Reading/Math A/B assessments in 4 th /5 th grades. The tests were very informative for teacher use of analyzing strength/weaknesses of students. Also, we will implement the new OCS: Pacing Guides, and Quarterly Benchmarks for testing. | Weaknesses: We will continue to improve in all areas identified as weaknesses from state yearly testing. Also, monitor transfer-in students from outside the school system. |
| Career and Technical Education Program Improvement Plan: | |
| Strengths: N/A | Weaknesses: N/A |

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| Part I – Continued (CULTURE RELATED 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 an increase in students referrals compared to the previous school year. The number of repeat offenders had increased. We realized, there is a need for a full time academic/guidance counselor to help strengthen the relationship from school to home. Also, the counselor can help mediate an encourage social interaction with students. | Weaknesses: A need for a full time academic/guidance counselor to assist students through individual/group counseling sessions. Also, the counselor could inform parents of community resources available that could assist them with areas of difficulty. |
| 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: There is no high ratio of teacher turnover. There is only one inexperienced teacher hired this school year. | Weaknesses: We realized that some absences cannot be avoided. |
| 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, monthly student attendance at Morris Avenue 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 are encouraged to attend school, and parents receive written notification of absences and tardies. If needed, OCS Attendance and Community Affairs Officer are contacted for truancy purposes. |
| School Perception Information related to parent perceptions and parent needs including information about literacy and education levels. | |
| Strengths: OCS 2009 Parent Surveys areas of strength: A majority of parents were aware of parental involvement activities at the school. A majority of parents had no problems knowing school policies or getting in to see a child's teacher. A majority of parents believed that the Title I funds used for small group and individual instruction helped the student. Parent/teacher conferences were the overwhelming preference for communication, followed by teacher newsletter, school monthly calendar, open-house and grade-level orientation sessions. | Weaknesses: OCS 2009 Parent Survey areas for improvement: Parents wanted more help in improving math and reading. Parents needed help in teaching study habits, teaching responsibility, and assisting with homework. |
| School Perception Information related to student PRIDE data. | |
| Strengths: N/A | Weaknesses: N/A |
| School Process Information related to an analysis of existing <u>curricula</u> focused on helping English Language Learners (ELLs) work toward attaining proficiency in annual measurable academic objectives (AMAOs) | |
| Strengths: Opelika City Schools System employs full time ELL instructors to serve all nine schools. Translators are available through contract services if needed. We hired a translator contract services tutor during the 2008/2009 school year to assist a Spanish speaking student with translation of Spanish to English. | Weaknesses: Utilize more community resources to assist with the service of ELL students making the transition to an all English speaking environment of learning. |
| School Process Information related to an analysis of existing <u>personnel</u> focused on helping English Language Learners (ELLs) work toward attaining proficiency in annual measurable academic objectives (AMAOs) | |
| Strengths: OCS: employs an ELL resource teacher to assist with ELL students in all schools daily. | Weaknesses: Having enough certified personnel trained to accommodate the increase of ELL students. |
| 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 having an abundance of instructional resources to expand the learning opportunities. | Weaknesses: Successfully implement the OCS Pacing Guides and Curriculum Alignment for |

System:

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Part II - GOAL TO ADDRESS ACADEMIC NEEDS – All components to support improving academic achievement, **INCLUDING SCHOOL CULTURE CONSIDERATIONS**, should be related to the weaknesses identified in the data summary. *DUPLICATE PAGES AS NEEDED TO ADDRESS TOP PRIORITIZED GOALS INCLUDING SACS DISTRICT GOALS, IF APPLICABLE.* Use the SMART Goals format to address areas of need.

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| <p>CONTINUOUS IMPROVEMENT GOAL (SHOULD ADDRESS IDENTIFIED WEAKNESSES AND GAPS): Our goal is to increase the number of students scoring at and exceeding the Proficiency Level of the Alabama Direct Assessment (ADAW) to 100% of students meeting the proficiency level.</p> |
| <p>Data Results on which goal is based: We have analyzed the 2008-2009 Alabama Direct Assessment of Writing results and have set our goals school-wide.</p> |

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| TARGET GRADE LEVEL(S): | TARGET CONTENT AREA(S): Circle One Reading Math Science (Other) <i>Writing</i> | AHSGE: Reading Math Science Social Studies Language | ADDITIONAL ACADEMIC INDICATORS: | TARGET STUDENT SUBGROUP(S): |
|-------------------------------|--|---|--|------------------------------------|

| COURSES OF STUDY | REFORM STRATEGIES | BENCHMARKS | INTERVENTIONS | RESOURCES |
|---|---|--|--|--|
| WHICH COURSE OF STUDY STANDARDS, AHSGE STANDARDS/OBJECTIVES, ELIGIBLE CONTENT, OR WIDA* STANDARDS ARE LINKED TO EACH STRATEGY? | WHAT RESEARCH-BASED STRATEGIES/ACTIONS WILL BE USED TO IMPROVE STUDENT ACADEMIC PERFORMANCE? (Give specific strategies, not just programs or program names.) | HOW WILL PROGRESS FOR EACH ACTION STEP BE MEASURED? (PERFORMANCE DATA, LISTS, SURVEYS, ETC) | HOW WILL THE SCHOOL PROVIDE TIMELY ASSISTANCE IF STRATEGIES DO NOT CHANGE PERFORMANCE? | WHAT RESOURCES AND SPECIFIC EXPENDITURES WILL BE NEEDED FOR SUCCESSFUL IMPLEMENTATION? (Ex: 6 Classroom Libraries, \$.....00) |
| Alabama Course of Study: Language Arts Standards (all) | <p>STRATEGY: The teachers will continue to increase opportunities for writing within the classroom setting.</p> <p>ACTION STEP: 5th grade ADAW test results. Quarterly School wide Prompts and Student Writing journals. Grade-level prompts of the four modes of writing. Following the prompt/topic</p> | <p>Quarterly writing prompts for grades 3-5.</p> <p>Weekly walk throughs by administrator.</p> | <p>Analyze multiple measures of data to discover other barriers of writing.</p> <p>Assess Grade-level Writing Prompts for mastery.</p> | <p>Writing Instruction Binders</p> <p>Student portfolios</p> <p>Cindy Miller handouts (writing presenter)</p> |
| | <p>STRATEGY: The teachers will continue to provide intense writing instruction, including mechanics and types of writing daily into Language Arts instruction.</p> <p>ACTION STEP:</p> | <p>Harcourt reading series writing prompts.</p> | <p>Diagnose writing deficiencies in non- mastery students and provide non-proficiency writers with intensive, small group writing instruction by classroom teacher. Writing journals</p> | <p>Student portfolio</p> |
| | <p>STRATEGY:</p> <p>ACTION STEP:</p> | | | |

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Part II - GOAL TO ADDRESS ACADEMIC NEEDS – All components to support improving academic achievement, **INCLUDING SCHOOL CULTURE CONSIDERATIONS**, should be related to the weaknesses identified in the data summary. *DUPLICATE PAGES AS NEEDED TO ADDRESS TOP PRIORITIZED GOALS INCLUDING SACS DISTRICT GOALS, IF APPLICABLE.* Use the SMART Goals format to address areas of need.

CONTINUOUS IMPROVEMENT GOAL (SHOULD ADDRESS IDENTIFIED WEAKNESSES AND GAPS):
 Our goal is to utilize and implement strategies and concepts from the Alabama Reading Initiative(ARI), Comprehensive 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 2008-2009 Stanford Achievement (SAT-10) and Alabama Reading and Mathematics Test (ARMT) results. We will plan our short/long term goals to focus on students that were not proficient in levels I & II on the ARMT tests. Also, we will focus on the students that scored in the 4th stanine and below on the SAT-10 test. Also, we will increase student performance of students scoring at proficiency Level III and exceeding at Level IV.

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|-------------------------------|---|--|--|------------------------------------|
| TARGET GRADE LEVEL(S): | TARGET CONTENT AREA(S): Circle One <i>Reading</i> Math Science Other | AHSGE: Reading Math Science Social Studies Language | ADDITIONAL ACADEMIC INDICATORS: | TARGET STUDENT SUBGROUP(S): |
|-------------------------------|---|--|--|------------------------------------|

| COURSES OF STUDY | REFORM STRATEGIES | BENCHMARKS | INTERVENTIONS | RESOURCES |
|---|---|---|---|---|
| WHICH COURSE OF STUDY STANDARDS, AHSGE STANDARDS/OBJECTIVES, ELIGIBLE CONTENT, OR WIDA* STANDARDS ARE LINKED TO EACH STRATEGY? | WHAT RESEARCH-BASED STRATEGIES/ACTIONS WILL BE USED TO IMPROVE STUDENT ACADEMIC PERFORMANCE? (Give specific strategies, not just programs or program names.) | HOW WILL PROGRESS FOR EACH ACTION STEP BE MEASURED? (PERFORMANCE DATA, LISTS, SURVEYS, ETC) | HOW WILL THE SCHOOL PROVIDE TIMELY ASSISTANCE IF STRATEGIES DO NOT CHANGE PERFORMANCE? | WHAT RESOURCES AND SPECIFIC EXPENDITURES WILL BE NEEDED FOR SUCCESSFUL IMPLEMENTATION? (Ex: 6 Classroom Libraries, \$.....00) |
| Alabama Course of Study: Language Arts Standards (1-13, 16-19) | <p>STRATEGY: Teacher will continue to increase amount of small group instruction during the school- wide reading block.</p> <p>ACTION STEP: Implement explicit, instruction through the use of small groups/cooperative learning in every classroom for 30 minutes focusing on reading and higher order thinking.</p> | <p>Teachers will monitor and make necessary adjustments to the instructional schedule.</p> <p>Quarterly review of the theme unit and end of the year Harcourt assessments.</p> | <p>Diagnose reading deficiencies in non mastery students and provide non proficiency readers with intensive, small group reading instruction by Reading Coach or Grade-Level Teacher.</p> <p>Teachers will integrate reading into other areas through learning centers and cooperative learning groups.</p> | <p>Harcourt Teacher edition Leveled readers Phonics Activities Novels Trade Books DIBELS Materials Toolkit (3rd grade)</p> |
| | <p>STRATEGY: Teachers will continue to provide intense reading instruction to TIER II, and TIER III intensive readers.</p> <p>ACTION STEP:</p> | <p>Grade level data meetings Lesson plan review Teacher observations Phonics based reading test (PRT) Harcourt assessments DIBELS testing DIBELS Progress Monitoring Reading Coach/ Principal walk- throughs</p> | <p>The teacher will provide more learning opportunities to practice and apply skills taught in TIER 2/3.</p> | |

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Part II - GOAL TO ADDRESS ACADEMIC NEEDS – All components to support improving academic achievement, **INCLUDING SCHOOL CULTURE CONSIDERATIONS**, should be related to the weaknesses identified in the data summary. *DUPLICATE PAGES AS NEEDED TO ADDRESS TOP PRIORITIZED GOALS INCLUDING SACS DISTRICT GOALS, IF APPLICABLE.* Use the SMART Goals format to address areas of need.

| |
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| <p>CONTINUOUS IMPROVEMENT GOAL (SHOULD ADDRESS IDENTIFIED WEAKNESSES AND GAPS): Our goal is to utilize an implement TEAMMTH strategies, concepts an investigations as apart of our efforts to improve student achievement in mathematics for grades 3-5.</p> |
| <p>Data Results on which goal is based: We will plan our short/long term goals to focus on students that were not proficient in Levels I and Level II on the ARMT tests. Also, we will identify students that scored in the 4th stanine and below on the SAT-10 test. Also, we will increase student performance of students scoring at proficiency Level III and exceeding at Level IV.</p> |

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|-------------------------------|---|---|--|------------------------------------|
| TARGET GRADE LEVEL(S): | TARGET CONTENT AREA(S): Circle One Reading <u>Math</u> Science Other | AHSGE: Reading Math Science Social Studies Language | ADDITIONAL ACADEMIC INDICATORS: | TARGET STUDENT SUBGROUP(S): |
|-------------------------------|---|---|--|------------------------------------|

| COURSES OF STUDY | REFORM STRATEGIES | BENCHMARKS | INTERVENTIONS | RESOURCES |
|--|---|---|---|--|
| WHICH COURSE OF STUDY STANDARDS, AHSGE STANDARDS/OBJECTIVES, ELIGIBLE CONTENT, OR WIDA* STANDARDS ARE LINKED TO EACH STRATEGY? | WHAT RESEARCH-BASED STRATEGIES/ACTIONS WILL BE USED TO IMPROVE STUDENT ACADEMIC PERFORMANCE? (Give specific strategies, not just programs or program names.) | HOW WILL PROGRESS FOR EACH ACTION STEP BE MEASURED? (PERFORMANCE DATA, LISTS, SURVEYS, ETC) | HOW WILL THE SCHOOL PROVIDE TIMELY ASSISTANCE IF STRATEGIES DO NOT CHANGE PERFORMANCE? | WHAT RESOURCES AND SPECIFIC EXPENDITURES WILL BE NEEDED FOR SUCCESSFUL IMPLEMENTATION? (Ex: 6 Classroom Libraries, \$.....00) |
| | <p>STRATEGY: Teachers will continue to integrate TEAMMATH investigations into mathematics instruction.</p> <p>ACTION STEP: Use assessment data from the ARMT and SAT-10 student reports. Use manipulatives to reinforce skills previously taught. Pre teach skills to students experiencing difficulties. Conduct quarterly grade-level Benchmark data meetings. Adjustments to instructional plan will be implemented immediately.</p> | OCS: System-wide pacing guide checklist and Quarterly Benchmark Testing at 3-5 grade-levels. This will help to identify weaknesses, and thus areas of intervention. | 3-5 teachers will: Analyze multiple measures of data to discover other barriers to learning. Teacher will offer math stations and learning centers in classroom setting. Teachers will continue to integrate other subject areas into mathematics instruction. | OCS: Pacing guides Manipulatives Additional investigation Units Benchmark/Chapter Test Literature Books Teammath pacing guide |
| | <p>STRATEGY: Focus instruction on individual student needs.</p> <p>ACTION STEP: Increase amount of small group instruction during mathematics block. Hire a contract services tutor to assist.</p> | Data Meetings Lesson Plan review Quarterly walk through | 3-5 teachers will: Analyze multiple measures of data to discover other barriers to learning. Teachers will offer math stations and learning centers in classroom settings. Teachers will continue to integrate other subject areas into mathematics instruction. | OCS: Pacing guide Manipulatives Additional investigation Units Benchmark/ Chapter Tests |

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| | STRATEGY: | | | |
| | ACTION STEP: | | | |

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Part III - GOAL TO ADDRESS ANNUAL MEASURABLE ACHIEVEMENT OBJECTIVES (AMAOs) AND ENGLISH PROFICIENCY NEEDS – Note: Refer to the ELL Data Compilation as part of the needs assessment in forming goals. If any ELL student did not make AMAOs complete this page.

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| ENGLISH PROFICIENCY GOAL (SHOULD ADDRESS IDENTIFIED WEAKNESSES AND GAPS): Beginning LEP students will advance one level in speaking and listening. LEP-2 students will advance one proficiency level in English, Reading, and Writing domains. |
| Data on which goal is based: ACCESS Test (Spring 2009): 5 th grade at Morris Avenue: Reading level 2 & 3; Writing level 2 & 3 2 nd Grade at Jeter Primary: Writing level 3 & 4 WAPT (August 2008): Level I 4 th grade (all) |
| |

| | | | | | | |
|-------------------------------|---|----------------|----------------|------------------|-----------------|----------------------|
| TARGET GRADE LEVEL(S): | TARGET ELP LANGUAGE DOMAIN(S): Circle all that apply. | Reading | Writing | Listening | Speaking | Comprehension |
|-------------------------------|---|----------------|----------------|------------------|-----------------|----------------------|

| WIDA ENGLISH LANGUAGE PROFICIENCY STANDARDS | REFORM STRATEGIES | BENCHMARKS | INTERVENTIONS | RESOURCES |
|---|---|--|---|--|
| WHICH WIDA* ENGLISH LANGUAGE PROFICIENCY STANDARDS OR DOMAINS ARE LINKED TO EACH STRATEGY? | WHAT RESEARCH-BASED STRATEGIES/ACTIONS WILL BE USED TO IMPROVE STUDENT ACADEMIC PERFORMANCE? (Give specific strategies, not just programs or program names.) | HOW WILL PROGRESS FOR EACH ACTION STEP BE MEASURED? (PERFORMANCE DATA, LISTS, SURVEYS, ETC) | HOW WILL THE SCHOOL PROVIDE TIMELY ASSISTANCE IF STRATEGIES DO NOT CHANGE PERFORMANCE? | WHAT RESOURCES AND SPECIFIC EXPENDITURES WILL BE NEEDED FOR SUCCESSFUL IMPLEMENTATION? (Ex: 6 Classroom Libraries, \$.....00) |
| Speaking and Listening | STRATEGY: Systematic explicit vocabulary and syntax instruction. (Language for Learning) ACTION STEP: Mastery of successive levels of Language for proficiency. | Language for learning assessments | Extra time with intervention teacher. ELL teacher | Learning for learning kits. Picture dictionary Easy text |
| Reading and Writing | STRATEGY: Systematic explicit vocabulary and syntax instruction. (Harcourt) ACTION STEP: Mastery of weekly theme tests of Harcourt. | Harcourt vocabulary and writing assessments. | Remediation w/ELL teacher | Harcourt Reading Program |
| | STRATEGY: ACTION STEP: | | | |

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

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Part IV - STRATEGIES TO ADDRESS SCHOOL SAFETY, CLASSROOM MANAGEMENT/DISCIPLINE, AND BUILDING SUPPORTIVE LEARNING ENVIRONMENTS Strategies developed to address improving school safety, classroom management /discipline, and building supportive learning environments should be related to the weaknesses or program gaps identified in the data summary (e.g., parental/community involvement, teacher collaboration, student/teacher motivation). The LEA and school must develop a timeline for multiple reviews of continuous improvement efforts.

| CULTURE (REFER TO CULTURAL DATA IN NEEDS ASSESSMENT) | REFORM STRATEGIES | BENCHMARKS | INTERVENTIONS | RESOURCES |
|---|---|--|---|---|
| WHAT CHALLENGES RELATED TO SCHOOL, SAFETY, CLASSROOM MANAGEMENT/DISCIPLINE, AND SUPPORTIVE LEARNING ENVIRONMENTS HAVE BEEN IDENTIFIED THROUGH THE REVIEW OF SCHOOL DEMOGRAPHIC, PERCEPTION, AND PROCESS DATA? | WHAT RESEARCH-BASED STRATEGIES/ACTIONS WILL BE USED TO IMPROVE CULTURAL BARRIERS IMPACTING STUDENT ACADEMIC PERFORMANCE? (Give specific strategies, not just programs or program names.) | HOW WILL PROGRESS FOR EACH ACTION STEP BE MEASURED? (PERFORMANCE DATA, LISTS, SURVEYS, ETC) | HOW WILL THE SCHOOL PROVIDE TIMELY ADJUSTMENT IF STRATEGIES DO NOT CHANGE PERFORMANCE? | WHAT RESOURCES AND SPECIFIC EXPENDITURES WILL BE NEEDED FOR SUCCESSFUL IMPLEMENTATION? (Ex: Teacher Incentives, Title II \$.....00, Supplies for Mentors/Mentees, etc) |
| Alabama Teacher Mentor Program | <p>STRATEGY: To increase the knowledge of the 1st year instructional teacher in the areas of curriculum, school-wide procedures, recording student data, hosting parent conferences, and analyzing test results.</p> <p>ACTION STEP: The mentor/ mentee will have common planning everyday during the week. During this time the mentee can observe other styles of teaching within the school if there is a need.</p> | <p>Principal walk throughs Reading coach observation of implementing reading series. Evaluations Student data Teacher Audits</p> | Request additional professional development and allot time for improvement. | Additional instructional resources and professional development if needed. |
| Second Step | <p>STRATEGY: To encourage students to instill good morales and values and try to become good decision makers.</p> <p>ACTION STEP: The counselor will host a 40 minute class with all teachers weekly to inform by modeling to the students the various character traits.</p> | We will review our office referrals by the end of each grading period or by the end of each semester for every grade-level. | We will review the program to see if additional information needs to be added according to each grade-level. | The program kit |
| Parent TEAMMATH Night | <p>STRATEGY: To provide parents with hands-on instruction in mathematical problem solving and critical thinking skills will be provided to both the students and parents.</p> <p>ACTION STEP: The parents and students will rotate school-wide to the various math stations to observe a different math concept being taught.</p> | <p>Hopefully, our math scores will increase in Levels III and IV on the ARMT and SAT-10. Parents will be more knowledgeable about how to assist with math homework and reinforce skills at home.</p> <p>Grade level Data meetings TEAMMATH summer quarterly meetings</p> | Review our ARMT/SAT-10 scores at the end of the school year. Maybe offer more educational parent workshops so parents will have a better understanding of how math skills build upon one another. | Manipulatives |

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Part IV - STRATEGIES TO ADDRESS SCHOOL SAFETY, CLASSROOM MANAGEMENT/DISCIPLINE, AND BUILDING SUPPORTIVE LEARNING ENVIRONMENTS Strategies developed to address improving school safety, classroom management /discipline, and building supportive learning environments should be related to the weaknesses or program gaps identified in the data summary (e.g., parental/community involvement, teacher collaboration, student/teacher motivation). The LEA and school must develop a timeline for multiple reviews of continuous improvement efforts.

| CULTURE (REFER TO CULTURAL DATA IN NEEDS ASSESSMENT) | REFORM STRATEGIES | BENCHMARKS | INTERVENTIONS | RESOURCES |
|---|--|---|---|---|
| WHAT CHALLENGES RELATED TO SCHOOL, SAFETY, CLASSROOM MANAGEMENT/DISCIPLINE, AND SUPPORTIVE LEARNING ENVIRONMENTS HAVE BEEN IDENTIFIED THROUGH THE REVIEW OF SCHOOL DEMOGRAPHIC, PERCEPTION, AND PROCESS DATA? | WHAT RESEARCH-BASED STRATEGIES/ACTIONS WILL BE USED TO IMPROVE CULTURAL BARRIERS IMPACTING STUDENT ACADEMIC PERFORMANCE? (Give specific strategies, not just programs or program names.) | HOW WILL PROGRESS FOR EACH ACTION STEP BE MEASURED? (PERFORMANCE DATA, LISTS, SURVEYS, ETC) | HOW WILL THE SCHOOL PROVIDE TIMELY ADJUSTMENT IF STRATEGIES DO NOT CHANGE PERFORMANCE? | WHAT RESOURCES AND SPECIFIC EXPENDITURES WILL BE NEEDED FOR SUCCESSFUL IMPLEMENTATION? (Ex: Teacher Incentives, Title II \$.....00, Supplies for Mentors/Mentees, etc) |
| Peer Mediation | <p>STRATEGY: Peer Mediation teaches 4th and 5th graders how to resolve conflict between other students. Twenty peer mediators are trained once per year with adult volunteers from the Lee County Court System.</p> <p>ACTION STEP: The peer mediators will meet every other week with guidance from the school counselor observing how to resolve minor conflict or disagreements between two or more students. The counselor will model and make suggestions during the session.</p> | The counselor will keep documentation on how many students have attended a session with the peer mediators and how many students that have required more than two or more sessions. Also, we will monitor the number of office referrals per each grade level for minor offenses. | We monitor the program throughout the year and will solicit recommendations from teachers and students. | Incentives/rewards for peer mediators for being responsible and reliable. |
| 5 th grade D.A.R.E Program | <p>STRATEGY: To provide current 5th graders with information about illegal drugs, drug use, and alcohol.</p> <p>ACTION STEP: A local Opelika City D.A.R.E. police officer will host classes once /week with every 5th grade teacher for 40minutes. During this time he will model, show videos, present information on how to stay drug free and how to respond to your peers if you are introduced to the various types of drugs.</p> | Monitor student behavior and the number of students that will graduate from the program. | Teacher recommendations and observations of the class presentations by the D.A.R.E. officer to make sure they are grade appropriate for the message it's conveying. | Program kit Additional Drug Free videos |

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| <p>Community Enrichment Spark Program</p> | <p>STRATEGY: To fully integrate the arts in reaching across social barriers in order to gain insight into other cultures and their historical values.</p> <p>ACTION STEP: University of Alabama Birmingham On-Site Performances. Morris Avenue talent pool student production of original one-act plays for grades 4th /5th. A school-wide DECADE Day to celebrate American history through song and dance. Auburn University Raptor Education on-site Environmental Program.</p> | <p>Faculty/Grade level meetings for planning for the school-wide calendar to collaborate if the activity was beneficial to the students interest.</p> | <p>We will try to cultivate our students to new performances an activities every year and continue activities that are remarkable with the student body.</p> | <p>On site performances fees vary pending on the performance.</p> |
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Part V - Additional Components To Be Addressed to Satisfy Federal Requirements

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| 1. Teacher Mentoring: Describe teacher mentoring activities. For example, are new or inexperienced teachers given support from an assigned master teacher and what does that support look like? (Section 1116) |
| Inexperienced teachers are assigned mentors to ease the transition of following school procedures, implementing the requirements of the state courses of study, an assessing student data, etc. The mentor/mentee will have common instructional planning together. |
| 2. Budget: Describe the coordination of all federal, state, and local programs. (Note: NCLB Section 1116 requires that each year <u>Title I schools identified for improvement</u> must reserve the equivalent of 10% of the school-level allocation made available to the school under Section 1113 specifically for <u>professional development</u> 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. |
| 3. Transition: Describe strategies to assist students in transitioning from previous school to the current school and/or from the current school to the next school, including, for example, how preschool children might be prepared for entry into kindergarten or how eighth grade students are prepared for high school. |
| Early April, upcoming second graders from Jeter Primary, our feeder school, participate in an orientation program for the students to become more familiar with our school. Students receive guided tours, question/answer session, and listen to current 3 rd grader's speak about their experiences at Morris Avenue School. |
| 4. Highly Qualified Teachers: Describe the qualifications of teachers in the school with regard to their being highly qualified and what strategies the school, with the support of the LEA, uses to attract and retain highly qualified teachers. |
| 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.. |
| 5. Assessments and Teacher Involvement: Describe how teachers in the school meet to collaborate regarding the use of academic assessments to provide information on and improve the achievement of individual students and the overall instructional program. |
| During the school year, we host grade level data meetings to discuss academic areas for improvement that will increase student achievement. We let data drive our instructional program to achieve our short/long term goals. |
| 6. Special Populations: Describe procedures used for each group of Migrant, English Language Learners, Economically Disadvantaged, Special Education, Neglected and/or Delinquent, and Homeless students. |
| N/A |
| 7. Extended Learning Opportunities: Describe how the school provides opportunities for the most academically needy students to receive support and reinforcement of academic skills beyond the regular school day. |
| OCS:Extended Day Programs " CARES" Children's Adventures in Recreation Enrichment and Study, students are provided assistance with homework, small group tutoring and hands-on creative activities. Also, students 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. |

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Part VI –School Parental Involvement Plan as required by Section 1118 of NCLB [Note: This section of the CIP (Part VI) must be distributed to Parents]:

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| <p>A. 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.</p> |
| <p>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 one after school hours for parent convenience. During the meeting the principal will present a power-point presentation with item specifics and general information about how Title I is implemented at Morris Avenue School. Also, during the course of the meeting we will collaborate about parent involvement and how it’s an important role in every child’s education in order to help bridge the communication between school and home.</p> |
| <p>B. Parental Involvement: 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 <u>all</u> 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.</p> |
| <p>Morris Avenue School hosts it’s annual meeting 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 public posting in English and Spanish. Topics to be discussed are:</p> <ul style="list-style-type: none"> • Continuous Improvement Plan • Parental Involvement Section of the CIP • School -Parent Compact letter • Parenting Information Center located in the front office. <p>2. The leadership team at Morris Avenue have a strong belief in the importance of parental involvement and offer parent meetings during flexible times.</p> <p>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 next 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.</p> |
| <p>C. 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.</p> |
| <p>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.</p> |
| <p>D. Parental Involvement: 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).</p> |
| <p>Morris Avenue School revised its school-parent compact letter to clearly define our expectations, mission and beliefs. Upon review of the parental involvement plan, it was decided that the compact needed to include the student’s responsibility. All parents and students will be administered a new copy of the compact letter and their signatures required in partnership with the school. Each stakeholder shares a responsibility in the learning process. The compact encourages a working relationship with all stakeholders. When the compact is signed, all parties are in agreement.</p> |
| <p>.</p> |

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E. Parental Involvement: 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 the student's 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 have submit their concerns in writing to the school, and the school will submit their concerns to OCS administration when the CIP is submitted. Parents are always encouraged to voice concerns. In the event such a concern occurs, parents can state opinions to the School Leadership Committee as well as the building principal. Efforts are made to accommodate parents.

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

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

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

Morris Avenue School accomplishes this through parent report card conference during the first grading period. The teacher will review the student's academic achievement standards from the spring SAT/ARMT testing with parent. Also, 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 work diligently to ensure that all parent materials and training is closely aligned with our school 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 child to be successful. Throughout the year, we host programs such as TEAMMATH Parent Night.

- (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 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 meet 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 etc.

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(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 are sent home regarding all parent programs, meetings, and activities. In addition, parents are provided with a monthly school calendar of special activities and cafeteria menu incase a parent wish to jin their child for lunch. 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 is 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.

G. 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.

OCS provides ELL teachers assigned to all schools within the school system. Also, we provide tutors to address multiple languages and Trans Act is used to format academic and behavioral supports in all languages that parents cannot understand.

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

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

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

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| WHAT WEAKNESS OR NEED IDENTIFIED IN ACADEMIC, INCLUDING ELL AMAOs OR SCHOOL CULTURE GOALS WILL THE PROFESSIONAL LEARNING ADDRESS? | WHAT TYPES OF PROFESSIONAL LEARNING WILL BE OFFERED? | WHEN WILL THE SESSION BE DELIVERED? (Please list dates of future PD sessions, not those that have already taken place.) | WHAT ARE THE EXPECTED OUTCOMES OF PROFESSIONAL LEARNING? (Following the professional learning, how will academic or cultural challenges be impacted – what does it look like?) | HOW WILL PARTICIPANTS BE HELD ACCOUNTABLE FOR SUCCESSFUL IMPLEMENTATION AND IN WHAT WAYS WILL EVIDENCE BE COLLECTED TO SHOW EFFECTIVE ASSIMILATION/INTEGRATION OF STRATEGIES? | WHAT ARE THE FUNDING SOURCES, ESTIMATED EXPENSES, AND PROPOSED NAMES OF CONSULTANTS OR ENTITIES? Example: Title II, \$....00 Dr. Verry Goode | DOCUMENT CONTINUOUS LEA REVIEW AND SUPPORT RESULTS |
|--|---|---|--|--|---|---|
| | | | | | | |
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DUPLICATE PAGES AS NEEDED

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Part VIII - Coordination of Resources/Comprehensive Budget

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

Example:

| I. State Foundation Funds: | | |
|--|---|------------------|
| State Foundation Funds | TOTAL | 1,226,904 |
| Teacher Assigned Units: 16 SALARIES | classroom teachers: 21.6 TOTAL OF ALL | 1,148,674 |
| Administrator Units: 1 | | |
| Assistant Principal: 0 | | |
| Counselor: .5 | | |
| Librarian: 1 | | |
| Instructional Supplies | | 0 |
| Library Enhancement | | 0 |
| Technology | | 0 |
| Professional Development | | 0 |
| State ELL Funds | | 0 |
| II. Federal Funds: | | |
| Title I: Part A: Improving the Academic Achievement of the Disadvantaged | TOTAL | 111,133 |
| <p><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></p> <p><u>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</u> Media Books \$1,000 Consultants \$1,000 Salaries/Benefits for ½ Counselor, contracted tutors, substitutes, and paraprofessional \$106,752 Parenting workshop/activities \$1,481 Summer media Program \$900</p> | | |
| ARRA FUNDS | TOTAL | 31,905 |
| <p><u>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</u> Parenting Workshop/Activities \$930 Salaries/Benefits for paraprofessional, contracted tutors: \$30,384 Classroom Instr. Supplies \$591</p> | | |

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| Title II: Professional Development Activities | TOTAL | 107,469 |
| <i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</i> Two class size reduction teachers and substitutes (salaries/benefits) \$107,469 | | |
| Title III: For English Language Learners | TOTAL | 0 |
| <i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</i> System-wide ELL teacher System-wide Resources | | |
| Title IV: For Safe and Drug-free Schools | TOTAL | 0 |
| <i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</i> System-wide School Resource Officers System-wide Red Ribbon Week Resources System-wide Character Ed. Resources | | |
| Title VI: For Rural and Low-income Schools | TOTAL | N/A |
| <i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</i> | | |
| III. Local Funds (if applicable) | | |
| Local Funds | TOTAL | 95,386 |
| <i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</i> | | |

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Part IX – MONITORING/REVIEW DOCUMENTATION

| | | |
|--|--|---|
| <p>INITIAL REVIEW /DEVELOPMENT Target Date: August Purpose: Review assessment data to develop plan or make plan adjustments to existing plan.</p> <p>Date July 31, 2009 _____ Aug. 19, 2009 *Dist. CIP Training _____</p> <p>Principal Initials _____</p> <p>LEA initials _____ Other _____</p> <p>COMMENTS* Review previous year test scores on the SAT-10/ARMT tests for grades 3-5, Alabama Science and Alabama Direct Assessment of Writing tests for 5th grade. The faculty will analyze and celebrate areas of strength and analyze areas of weakness to develop a plan of action for improvement.</p> <p>*Use additional pages, if needed</p> | <p>REVIEW 1 Target Date: September Purpose: AMENDMENT - Incorporate recommendations from school, LEA and/or SDE.</p> <p>Date ___Sept. 10, 2009 _____</p> <p>Principal Initials _____</p> <p>LEA initials _____ Other _____</p> <p>COMMENTS* OCS Administration, Reading Coach and Principal meeting on the implementation of the new Harcourt reading series. Also, review DIBELS test scores of the fall benchmark.</p> <p>*Use additional pages, if needed</p> | <p>REVIEW 2 Target Date: October Purpose: IMPLEMENTATION - Provide documentation/evidence of improvement.</p> <p>Date __October 6, 2009 _____</p> <p>Principal Initials _____</p> <p>LEA initials _____ Other _____</p> <p>COMMENTS* Walkthroughs with OCS Elementary Coordinator during the reading block to observe TIER II intervention for targeted students.</p> <p>*Use additional pages, if needed</p> |
| <p>REVIEW 3 Target Date: November Purpose: IMPLEMENTATION – Provide documentation/evidence of improvement.</p> <p>Date _November 7-10, 2009 _____</p> <p>Principal Initials _____</p> <p>LEA initials _____ Other: _____</p> <p>COMMENTS* Hosted grade level Data Meetings for 3rd-5th grade to ensure increased students achievement. The administration and faculty will collaborate and coordinate strategies/concepts for the purpose of ensuring that every child achieves maximum growth in the course of one year.</p> <p>*Use additional pages, if needed</p> | <p>REVIEW 4 Target Date: January Purpose: IMPLEMENTATION - Provide documentation/evidence of improvement.</p> <p>Date __January 12-14, 2010 _____</p> <p>Principal Initials _____</p> <p>LEA initials _____ Other _____</p> <p>COMMENTS*OCS Administration visits DIBELS Data meeting to review classroom summary sheets to analyze students progress from TIER II and TIER III intervention groups for improvement.</p> <p>*Use additional pages, if needed</p> | <p>REVIEW 5 Target Date: February Purpose: IMPLEMENTATION - Provide documentation/evidence of improvement.</p> <p>Date ____February 4, 2010 _____</p> <p>Principal Initials _____</p> <p>LEA initials _____ Other _____</p> <p>COMMENTS* OCS: Reading Committee meeting discuss the pros/cons of implementing new Harcourt reading Series. Also, emphasize teaching the program to fidelity and how to incorporate additional strategies to improve student achievement.</p> <p>*Use additional pages, if needed</p> |
| <p>REVIEW 6 Target Date: March Purpose: IMPLEMENTATION - Provide documentation/evidence of improvement.</p> <p>Date ____March 23-27, 2010 _____</p> <p>Principal Initials _____</p> <p>LEA initials _____ Other _____</p> <p>COMMENTS* Review the status of the 37 TIER III students progress monitoring booklets, and student achievement since working with the Contract Services tutor.</p> <p>*Use additional pages, if needed</p> | <p>REVIEW 7 Target Date: April - May Purpose: REFLECTIONS/PROJECTIONS – Evaluate each goal, strategy, and action for continuation, revision, or removal.</p> <p>Date __May 8-15, 2010 _____</p> <p>Principal Initials _____</p> <p>LEA initials _____ Other _____</p> <p>COMMENTS* End of the year DIBELS Data Meeting : We discussed identified TIER II, TIER III, students to measure progress or grade level benchmark for the year.</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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