

## 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 established a Continuous Improvement Plan committee. A system-wide CIP committee met beginning in August 2011 to discuss the requirements of the plan for each school. Parents are involved through the PTO Officers and at the two annual Title I Parent Meetings [August 11, 2011 and January 9, 2012]. The CIP will also be emailed to parents as an attachment upon request with a statement included requesting comments, questions, and suggestions. Several sources of data have been analyzed to improve the instructional program. The Leadership Team and faculty review any suggestions made by the CIP committee. The finalized CIP will be sent to the Opelika City Schools Board of Education for approval and signature. The Continuous Improvement Plan (CIP) Team reviewed data as it was made available throughout the spring and summer months of April, May, June, July, & August 2010. Data from DIBELS, Stanford 10 Achievement Test, Alabama Reading and Math Tests, and various stakeholder surveys were analyzed by all professional members of the staff, instructional support personnel, students, parents, and community. The full extent of implementation and results of the 2010-2011 CIP were assessed to determine success, failure, or continuance of strategies used to improve instructional planning that will meet the diverse needs and increase academic performance of all students. Student needs were identified and prioritized in the area of Reading, Math, Language Arts/Writing, Social Science, Science, Technology, School Culture, Professional Learning and Parental Involvement.

### 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)**

Mr. Mike McKee - Principal  
 Mrs. Laura Dunlap - Lead Teacher  
 Ms. Renae O'Mary - 3rd Grade Teacher  
 Mrs. Kristen Massey - 4th Grade Teacher  
 Ms. Melissa Cook - 5th Grade  
 Mrs. Krista Pigg - Reading Coach  
 Mrs. Denise Glenn - Media Specialist  
 Mrs. Deidre Fenn - Parent  
 Mrs. Monica Byrd - Parent

## 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).**

An analysis of Stanford Achievement Test (SAT 10), the Alabama Reading and Math Test (ARMT), and the Alabama Science Assessment data was completed by the principal. The principal collaborated with the principal advisory committee and teachers on the CIP committee to compile the data and review the analysis of the data. Scores on these assessments are discussed in grade level data meetings to determine strengths and weaknesses.

**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.**

Staff assignments consider each individual's areas of strength as well as certification and experience. Once needs and strengths of the school program, curriculum, students, staff, and resources are assessed, teaching assignments are made (or changed as necessary) to meet the prioritized needs of students. Each teacher and administrator meets Alabama State Department of Education requirements for certification, is fully certified and highly qualified, and is teaching in the area of certification.

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

Zero / 0%

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

Zero / 0%

**Alabama High School Graduation Exam (AHSGE):****Strengths:**

N/A

**Weaknesses:**

N/A

**Alabama Reading and Mathematics Test (ARMT):****Strengths:**

ARMT Reading scores appeared to be the area of strength for Northside School. The following shows the percentage by grade level of student meeting or exceeding the standard on the ARMT Reading

3rd grade: 83% [89% previous year] [48% exceeded the standard] {55% previous year}

4th Grade: 91% [91% previous year] [52% exceeded the standard] {65% previous year}

5th Grade: 95% [85% previous year] [73% exceeded the standard] {46% previous year}

**Weaknesses:**

The greatest weakness of the ARMT is in the math scores.

Below are the percentage rates by grade level of students partially meeting the standard.

3rd grade: 26%                      4th Grade: 25%                      5th Grade: 13%

Data Analysis / Probability had the lowest % correct responses in 3rd

Data Analysis / Probability had the lowest % correct responses in 4th

Measurement had the lowest % correct responses in 5th

**Alabama Science Assessment:****Strengths:**

82% of the 5th grade met or exceeded the standard on the Alabama Science Assessment. Earth and Space Science had the highest mean % correct (71%)

**Weaknesses:**

18% partially met the standard on the Alabama Science Assessment (1% Scored Level I Does Not Meet Standard). Life Science had the lowest mean % correct (55%)

**Stanford 10:****Strengths:**

SAT reading scores were slightly higher than math scores in 3rd & 5th grades with math & reading scoring the identical National PR-S 4th grade.

3rd Grade highest percentile: Reading Comprehension (62%tile) [63% previous year]

4th Grade highest percentile: Math Procedures (70%tile) [75% previous year]

5th Grade highest percentile: Reading Comprehension (70%tile) [59% previous year]

**Weaknesses:**

SAT math scores were slightly lower than reading scores in 3rd & 5th gr. Math & reading scored identical National PR-S 4th gr.

3rd Grade lowest percentile: Word Study Skills (47%tile)

4th Grade lowest percentile: Math Problem Solving (61%tile)

5th Grade lowest percentile: Reading Vocabulary, mathematics Problem Solving, and Mathematics Procedures (66%tile)

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

Based on end of 2010/2011

70% of 3rd grade benchmarked.

65% of 4th grade benchmarked.

85% of 5th grade benchmarked.

**Weaknesses:**

The primary weakness noted in the DIBELS assessments in all three grades at Northside School in a longitudinal study was that students have historically not made a consistent improvement in their DIBELS scores when comparing the Fall Assessment to the Spring Assessment. Only once has a grade successfully met the 85% benchmark score on the Spring Assessment (5th grade 2011).

**Part I (cont.) NEEDS ASSESSMENT- SUMMARY OF DATA****Alabama Direct Assessment of Writing (ADAW):****Strengths:**

Due to new testing guidelines by the Alabama State Department of Education for 2011, Northside did not participate in the ADAW.

**Weaknesses:**

N/A

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

**Strengths:**

One student was administered the ACCESS at Northside School during the 2010/2011 school year. That one student met the standard and exited the program.

**Weaknesses:**

N/A

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

Opelika City Schools do not administer the PEPE evaluation. However - reading instruction is a strength of Northside School as evidenced by ARI walkthroughs, data meetings, SAT/ARMT scores, and DIBELS results. These items indicate there is continuous progress in reading instruction.

**Weaknesses:**

There are no obvious areas of weakness noted that encompass the whole of Northside School. However – the primary focus noted in the DIBELS assessments in all three grades at Northside School in a longitudinal study have historically not made a consistent improvement in their DIBELS scores when comparing the Fall Assessment to the Spring Assessment. Only once has a grade successfully met the 85% benchmark score on the Spring Assessment (5th grade 2011).

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

Only 1 student was administered the AAA at Northside School during the 2010/2011 school year. That student met or exceeded each standard.

**Weaknesses:**

None

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

Northside School administers DIBELS to grades 3 - 5 exceeding the state requirement of grades K-3. The 3rd, 4th, and 5th grade teachers conduct an item analysis on the theme test of the Harcourt Reading Series.

3rd Grade: 85.6% of Theme 2; 80.6% of Theme 3; 82.7% of Theme 3 were answered correctly.

4th Grade: 81.7% of Theme 1; 81.2% of Theme 2; 82.7% of Theme 3; 79.9% of Theme 4 were answered correctly.

5th Grade: 82.7% of Theme 1 and 91.0% of Theme 2 were answered correctly.

The item analysis was expanded to include all theme tests in all grades in the 2009/2010 school year.

**Weaknesses:**

An item analysis of math benchmark tests began in the school year. Northside School uses that data to develop Tier II math groups for more intense math instruction. This is considered a weakness due to the lack of data currently available.

**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:**

All students recite the Pledge of Allegiance daily.  
Teachers implement classroom and school-wide behavior plans.

Infractions 2010-2011  
Third Grade 115 (44%)  
Fourth Grade 73 (28%)  
Fifth Grade 71 (27%)  
Total 259

BBSST/PST strategies were implemented for students with continual behavior problems.

**Weaknesses:**

There were 10 [compared to 17 in 2009/2010] assignments to Tier II [alternative school] during the 2010/2011 school year. Nineteen students were suspended during 2010/2011 (compared to thirteen in 2009/2010).

A full-time academic/guidance counselor is utilized at Northside School to assist with conflict resolutions. This is very beneficial in reducing the number of office referrals and reducing distractions caused by discipline related interruptions in the classroom. The guidance counselor provides assistance to students through individual/group counseling sessions to assist students in refocusing on academic achievement. The counselor also works with the school's parental involvement team.

**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:**

The faculty and staff at Northside school remained intact from the 2010-2011 school year to the 2011-2012 school year with the exception of one teacher retirement and a new principal. Only 5 teachers at Northside are not tenured. This demonstrates the stability of the faculty at Northside.

**Weaknesses:**

There were no weaknesses noted in teacher attendance as the number of teacher absences remains consistent each year.

**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:**

The latest information on the Alabama State Department of Education website indicates the percentage of average daily attendance for 2010-2011 was 97.07% [compared to 96.32% in 2009-2010].

**Weaknesses:**

Overall Northside had 1,738 total days of student absences. The number of tardies rose for 2,081 in 2009-2010 to 2,184 in 2010-2011. Some students are habitually tardy and absent despite the letters that are mailed to parents regarding their child's attendance. This problem is to be addressed by the Attendance Officer for Opelika City Schools through home visits, phone calls, etc. Also parents can be brought before Family Court concerning excessive absences.

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

**Strengths:**

N/A

**Weaknesses:**

N/A

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

**Strengths:**

NA

**Weaknesses:**

NA

**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 EL teacher provided by Opelika City Schools is very knowledgeable about EL instruction and assessment. The EL teacher works with the students and parents to provide for their needs. The EL teacher provides the faculty with updated guidance from the State and Federal level concerning interpretation of the ACCESS test data and how to incorporate and accommodate the WIDA standards into the core curriculum. Information sent to parents of EL students is translated EL teacher.

**Weaknesses:**

Lack of adequate collaboration time between the content teachers and the EL resource teacher so that each staff member understands how to interpret the ACCESS test data and incorporate the WIDA standards in the curriculum.

**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:**

Students are evaluated as soon as they enter the school. The EL teacher is very knowledgeable about ESL instruction and assessment. The EL teacher works with the students to improve reading and writing skills.

**Weaknesses:**

None

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

**Strengths:**

Major emphasis continued to be placed on reading instruction for the 2010/2011 school year. Members of the faculty of Northside School attended AMSTI training during 2011 to update and maintain their instructional qualifications. A math committee was developed for the purpose of aligning the state math curriculum with the Common Core Standards, to determine mastery for each of the objectives, etc. Math and science instruction continues to improve as a result of the training provided by AMSTI.

Committees have been established to create curriculum guides for math and reading. The use of a system-wide writing benchmark assessment and evaluation tool continues to be modified to improve instruction and assessment of the math curriculum.

**Weaknesses:**

The primary weakness in the curriculum is the lack of adequate social studies and Alabama History instruction due to the major emphasis that is placed on reading instruction.

## 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. To Increase student performance in Reading**

## Description:

\* To increase the percentage of third, fourth, and fifth grade students meeting or exceeding the 85% benchmark on the DIBELS Testing for 2011-2012 academic year. \* To meet the AYP proficiency goals in reading for the 2011-2012 school year for grades 3rd – 5th.

## Data Results on which goal is based:

\* Based on the 2011-2012 school year, the third grade (at 70% Oral Reading Fluency), fourth grade (at 65% Oral Reading Fluency), and fifth grade (at 85% Oral Reading Fluency) did not meet the 85% benchmark level identified by the Alabama Reading Initiative for DIBELS testing. \* A comparison of ARMT scores exhibited that of 83% third grade students met or exceeded the reading proficiency on the 2010-2011 ARMT in reading(88.5% must meeting or exceed the proficiency level for 2011-2012 ARMT), 91% of fourth grade students met or exceeded the reading proficiency on the 2010-2011 ARMT in reading (87.5% must meeting or exceed the proficiency level for 2011-2012 ARMT+),and 95% of fifth grade students met or exceeded the reading proficiency on the 2010-2011 ARMT in reading(87.5% must meeting or exceed the proficiency level for 2011-2012 ARMT+).

Target Grade Level(s): third through fifth grades

Target Content Area(s): Reading

ARMT: Reading

## Additional Academic Indicators:

N/A

## Target Student Subgroup(s):

Special education students – ELL students – Free/Reduced lunch students

**Courses of Study:**

Third Grade: Course of Study Standards 1-4 1. Apply advanced phonetic analysis to multiple-syllable words, including consonants, short vowels, blends, long vowel markers, and r-controlled vowels. 2. Demonstrate reading vocabulary knowledge of compound words. 3. Use a wide range of strategies, including using context clues and predicting outcomes, to comprehend third-grade recreational reading materials in a variety of genres. 4. Use a wide range of strategies and skills, including retelling information, using context clues, and making inferences to identify main idea, to comprehend third-grade informational and functional reading materials. Fourth Grade: Course of Study Standards 1-5 1. Demonstrate word recognition skills, including structural analysis. 2. Demonstrate reading vocabulary knowledge, including recognition of a variety of synonyms and antonyms. 3. Use a wide range of strategies, including distinguishing fiction from nonfiction and making inferences, to comprehend fourth-grade recreational reading materials in a variety of genres. 4. Identify literary elements and devices, including characters, important details, and similes, in fourth-grade recreational reading materials and details in fourth-grade informational reading materials. 5. Use a wide range of strategies and skills, including using sentence structure, locating information, and distinguishing fact from fiction, to comprehend fourth-grade informational and functional reading materials. Fifth Grade: Course of Study Standards 1-4 1. Demonstrate reading vocabulary knowledge, including recognition of multiple-meaning words. 2. Use a range of strategies, including drawing conclusions such as opinions about characters based on their actions and summarizing passages, to comprehend fifth-grade recreational reading materials in a variety of genres. 3. Recognize the use and effect of literary elements and devices, including setting, character traits, stated purpose, metaphors, and simple symbolism to gain information from various text formats, including tables and charts. 4. Use a wide range of strategies and skills, including using text features to gain meaning, summarizing passages, and drawing conclusions, to comprehend fifth-grade informational and functional reading materials.

**Strategies:****§1.1 Continue implementation of ARI Reading Model****Description:**

- 90 minutes of uninterrupted reading. - Tier 2 intervention block (20 Minutes) will be scheduled. - Inclusion will be used for the special education population with special education teachers going into the classroom sessions and pulling students for instruction when appropriate. - A reading coach/principal will monitor instruction during the 90 minute reading block for 3rd, 4th, and 5th grades. - During each monthly data meeting, an on going action plan will be created for struggling students. - The reading coach will provide model lessons and professional development to teachers to improve classroom instruction.

**Action Steps:****AS1.1.1 Maintain ninety minutes of uninterrupted reading****Description:**

Teacher will provide a ninety minute block each day devoted to the instruction of research based instructional strategies.

**Benchmarks:**

- DIBELS testing three times per year to identify benchmark status and progress monitoring checks. - Theme assessments: Formal benchmark test at prescribed times throughout the year, theme unit progress monitoring checks, daily assessment of student progress. - Monthly Data Meetings by grade levels with Reading Teacher and Principal. - Corrective Reading Daily assessments of teacher-created centers activities that supplement and reinforce whole-group instruction.

**AS1.1.2 Reading intervention****Description:**

- A Tier (Level) 2 intervention block (20 minute block) will be scheduled each day in addition to the reading block to work provide reading strategies for struggling readers. - Inclusion will be used for the special education population when appropriate with special education teachers going into the classroom sessions.

**Benchmarks:**

- DIBELS testing three times per year to identify benchmark status and progress monitoring checks. - In Story Town assessments: Formal benchmark

test at prescribed times throughout the year, theme unit progress monitoring checks, daily assessment of student progress. - Monthly Data Meetings by grade levels with Reading Teacher and Principal. - Corrective Reading Daily assessments of teacher-created centers activities that supplement and reinforce whole-group instruction.

**Interventions:**

- Teachers will be provided with training to increase their proficiency in delivering reading instruction. - Current data will be analyzed from formative assessments, daily reading assessments, DIBELS assessments, and centers-based assessments to determine specific needs, and then revise instructional plans as necessary. - Skill specific instruction is provided for struggling readers through data meetings and Tier 2 reflection. - Student will be referred to PST..

**Resources:**

Professional Development training for reading instruction - \$1615.20. Remediation Program - After School ARMT+ Blitz - \$2,640.74

**§1.2 Implement explicit, intensive instruction**

**Description:**

- Three DIBELS assessments during the year to track student progress. - Reading strategies will be implemented based on program guidelines. - Intervention strategies will be used for special education students, ELL students, and at risk students. - Theme tests provided by the textbook series will be administered and disaggregated as well as previous ARMT and SAT 10 student data to show student deficiencies and to provide areas for improved instruction.

**Action Steps:**

**AS1.2.1 Small Group Reading Instruction**

**Description:**

- Implementation of reading strategies form "The Daily Five". - Refining the instructional strategies during small group instruction. - Observation of loal schools implementing "The Daily Five".

**Benchmarks:**

-Observation by school administrator -Teacher Audits -Lesson plans -Benchmark Data from DIBELS assessments -ARMT+ reading assessments - Individual student progress monitoring \_Teacher evaluations -Grade Level Meetings

**Interventions:**

- Teachers will be provided with training to increase their proficiency in delivering reading instruction. - Current data will be analyzed from formative assessments, daily reading assessments, DIBELS assessments, and centers-based assessments to determine specific needs, and then revise instructional plans as necessary. - Skill specific instruction is provided for struggling readers through data meetings and Tier 2 reflection. - Student will be referred to PST.

**Resources:**

Professional Development training for reading instruction - \$1615.20

**§1.3 Improve parent understanding and involvement**

**Description:**

- Information for parents about testing will be placed in school office. - A parent meeting will be conducted during the year to present information on DIBELS scores, to explain the DIBELS testing formats, ARMT and SAT scores, and reading strategies to improve reading performance.

**Action Steps:**

**AS1.3.1 Educate and inform parents**

**Description:**

-Information about testing procedures will be placed on the school website. -A parent meeting will be conducted during the year to present information on DIBELS scores, to explain the DIBELS testing formats, and reading strategies to improve reading performance. -Parent conferences will be scheduled for targeted students to increase parent awareness of student progress and strategies to improve student reading skills. -Class and school newsletters and phone messaging will be sent home informing parents of student learning activities and progress.

**Benchmarks:**

-Parent attendance at PTO and other parent meetings. -Pride Surveys.

**Interventions:**

Parent feedback and surveys.

**Resources:**

\$.00

**S1.4 Data Analysis****Description:**

- Conduct monthly grade level meetings led by principal/teacher leaders to review and respond to data, instructional pacing, curriculum alignment, and current student progress. - Adjustments will be made to the instructional plan to address student progress will be implemented immediately.

**Action Steps:****AS1.4.1 Collaborative Data Meetings****Description:**

- Conduct monthly grade level meetings led by principal/teacher leaders to review and respond to data, instructional pacing, curriculum alignment, and current student progress. - Adjustments will be made to the instructional plan to address student progress will be implemented immediately.

**Benchmarks:**

- DIBELS testing three times per year to identify benchmark status and progress monitoring checks. - In Story Town assessments: theme unit progress monitoring checks, daily assessment of student progress. - Monthly Data Meetings by grade levels with Reading Teacher and Principal. - Quarterly teacher audits of student performance.

**Interventions:**

- DIBELS testing three times per year to identify benchmark status and progress monitoring checks. - In Story Town assessments: theme unit progress monitoring checks, daily assessment of student progress. - Monthly Data Meetings by grade levels with Reading Teacher and Principal. - Quarterly teacher audits of student performance.

**Resources:**

\$.00

**G2. To Increase student performance in Math****Description:**

To increase the performance of 3rd -5th grade students to meet or exceed the level of proficiency on the annual measurable objectives (AMO) on the math portion

of the ARMT+ for 2012.

Data Results on which goal is based:

The greatest weakness of the ARMT is the math scores. Below are the percentage rates by grade level of students partially meeting the standard. 3rd grade: 26%, 4th Grade: 25%, 5th Grade: 13%. Data Analysis / Probability had the lowest percent correct responses in 3rd grade, Data Analysis / Probability had the lowest % correct responses in 4th grade, and Measurement had the lowest % correct responses in 5th grade.

Target Grade Level(s): 3rd - 5th Grades

Target Content Area(s): Math

ARMT: Math

Additional Academic Indicators:

N/A

Target Student Subgroup(s):

Special education students – ELL students – Free/Reduced lunch students

Courses of Study:

Third Grade: Course of Study Standards 12-13 (Data Analysis and Probability) 12. Recognize data as either categorical or numerical. 13. Determine the likelihood of different outcomes in a simple experiment. Fourth Grade: Course of Study Standards 15-17 (Data Analysis and Probability) 15. Represent categorical data using tables and graphs, including bar graphs, line graphs, and line plots. 16. Determine if outcomes of simple events are likely, unlikely, certain, equally likely, or impossible. 17. Represent numerical data using tables and graphs, including bar graphs and line graphs. Fifth Grade: Course of Study Standards 11-13 (Measurement) 11. Estimate perimeter and area of irregular shapes using unit squares and grid paper. 12. Calculate the perimeter of rectangles from measured dimensions. 13. Convert a larger unit of measurement to a smaller unit of measurement within the same system (customary or metric).

**Strategies:**

**§2.1 Align the current curriculum**

Description:

- Review quarterly benchmark tests to identify students that fail to master concepts. - Conduct a review of past student state math assessment data. - Identify the least mastered standards from the data study. - Align the appropriate grade/content area materials to identified standards. - Alignment progress will be reviewed and placed as an agenda topic at grade level/content area planning or data meeting.

**Action Steps:**

**AS2.1.1 Explicit Math Instruction**

Description:

Teachers will identify strengths and weaknesses in math using data from the 2010 ARMT at the beginning of the school year. Teachers will model for students and provide concrete examples daily. Teachers will provide students with an opportunity to practice learned skills daily. Teachers will monitor progress using data from quarterly assessments. Regular classroom instruction daily (Scott Foresman and Investigations), Formative assessments (ongoing), Common assessment, Math benchmark (quarterly), Tier II critical skills assessment (pre & post-test), Small group math instruction (Tier II) at least three days per week

Benchmarks:

Formative assessments (ongoing) Common assessment Math benchmark (quarterly), and Tier II critical skills assessment (pre & post-test).

Interventions:

Share data information at monthly meetings on struggling students. - Intensive small group instruction on needed skills by the teacher. - Skill specific

instruction is provided for struggling students.

Resources:

Remediation Program - After School ARMT+ Blitz - \$2,640.74, Substitutes for PD - \$9,691.20

**S2.2 Educate and inform parents**

Description:

- Information for parents about testing will be placed in school office. - A parent meeting will be during the year to present information on DIBELS scores, to explain the ARMT and SAT scores and math strategies to improve performance.

**Action Steps:**

**AS2.2.1 Educate and inform parents**

Description:

-Information about testing procedures will be placed on the school website. -A parent meeting will be conducted during the year to present information on DIBELS scores, to explain the DIBELS testing formats, and reading strategies to improve reading performance. -Parent conferences will be scheduled for targeted students to increase parent awareness of student progress and strategies to improve student math skills. -Class and school newsletters and phone messaging will be sent home informing parents of student learning activities and progress.

Benchmarks:

-Parent attendance at PTO and other parent meetings. -Pride Surveys.

Interventions:

Parent feedback and surveys.

Resources:

\$.00

## 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. Score 4.8 or higher on each portion of ELPT**

Description:

Students will score 4.8 or higher on each portion of the ELPT test and a III on the ARMT+ administered in the spring of 2012.

Data Results on which goal is based:

A longitudinal review of ARMT and ACCESS for ELLs – English Language Proficiency Test

Target Grade Level(s): 3 - 5

Target ELP Language Domain(s): Reading

WIDA Standards: Writing

**Strategies:**

**1.1.1 Multiple Forms of Writing**

Description:

- Explain strategies or use of information in solving problems • Summarize content-based information • Author multiple forms of writing

**Action Steps:**

**AS1.1.1 Multiple Forms of Writing**

Description:

- Explain strategies or use of information in solving problems • Summarize content-based information • Author multiple forms of writing

Benchmarks:

- Unit tests • Daily assignments • Writing journals

Interventions:

- Pull out services with ELL teacher 2 days a week • Translator as needed

Resources:

- ELL teacher • Translators • TransAct • Harcourt supplementary materials for ELL students

**1.1.2 Score 4.8 or higher on each portion of ELPT**

Description:

- Find details that support main ideas • Differentiate between fact and opinion in narrative and expository text • Match graphic organizers to different texts • Draw conclusions from explicit and implicit text at or near grade level

**Action Steps:**

**AS1.1.2.1 Main Ideas / Fact-Opinion / etc.**

Description:

- Find details that support main ideas • Differentiate between fact and opinion in narrative and expository text • Match graphic organizers to different texts • Draw conclusions from explicit and implicit text at or near grade level

Benchmarks:

- Quarterly common assessments and curriculum audits

Interventions:

- Small group instruction • Frequent parent communication • Tutoring as needed with contract tutor

Resources:

- EL teacher • Translators • TransAct • Harcourt supplementary materials for ELL students

**G2. Reading**

## Description:

Students will score 4.8 or higher on each portion of the ELPT test and a III on the ARMT+ administered in the spring of 2012.

## Data Results on which goal is based:

A longitudinal review of ARMT and ACCESS for ELs – English Language Proficiency Test

Target Grade Level(s): 3 - 5

Target ELP Language Domain(s): Reading

WIDA Standards: Standard 2: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts

**Strategies:****S2.1 Listening Activities**

## Description:

Promethean Boards (visuals); Teacher read-aloud; Paired student reading; Listening Centers; Utilize assistance of EL teacher;

**Action Steps:****AS2.1.1 Explicit Instruction**

## Description:

Teachers will identify strengths and weaknesses in reading using data from the 2010 ARMT at the beginning of the school year. If ARMT data is unavailable, the reading coach administers various reading assessments for determination. Teachers will model for students and provide concrete examples daily. Teachers will provide students with an opportunity to practice learned skills daily. Focus on details that support main idea (ongoing). Differentiate between fact and opinion in narrative and expository text (ongoing). Match graphic organizers to different text (ongoing). Draw conclusions from explicit and implicit text (at or near grade level) (ongoing). Teachers will monitor progress using data from quarterly assessments. Regular classroom instruction daily (Harcourt). Formative assessments (ongoing) Quarterly common assessments and curriculum audits. DIBELS quarterly and weekly progress monitoring; Small group reading instruction daily; Tutoring as needed with contract tutors. Tier II daily in classroom; Differentiated instruction by ELL teacher and/or contracted tutors at least three days per week (one-on-one or maximum four students)

## Benchmarks:

2010 ARMT; Various reading assessments; Formative assessments; Common assessments; DIBELS; Unit tests; Weekly progress monitoring;

## Interventions:

Listening centers in classrooms; Pull-out one-on-one instruction with EL teacher; Classroom teacher and ELL teacher collaboration; Parent-Teacher conferences with classroom teacher and ELL teacher;

## Resources:

Recorded books in listening centers TransAct Harcourt EL Teacher (Title III expense)

## **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. Bullying**

### **Description:**

Recent surveys have indicated parents and students feel there may be a problem with bullies at our school. STRATEGY: "Second Step" – an anti-violence researched-based program that teaches skills in empathy training, impulse control, and anger management will be used. ACTION STEP: Character Education lessons will be taught weekly. Students referred by teachers will be trained on the Peer Mediation Process by the Lee County Judicial Volunteer Program and the Northside School Counselor.

### **Strategies:**

#### **S1.1 Second Step**

##### **Description:**

"Second Step" – an anti-violence researched-based program that teaches skills in empathy training, impulse control, and anger management will be used.

##### **Action Steps:**

#### **AS1.1.1 Implementation of "Second Step"**

##### **Description:**

Instruction by the trained guidance counselor will take place in all three grade levels at Northside School.

##### **Benchmarks:**

A baseline and post-test will be conducted at completion of program.

##### **Interventions:**

"Second Step" pre-test and post-test to determine student improvement in empathy training, impulse control and anger management. This will reduce the number of office referrals. School will implement a peer mediation program training both staff and students in this implementation. Students can be referred to this program for conflict resolution (Problem solving strategies).

##### **Resources:**

The continued support and involvement of the Lee County Judicial Volunteer System [No funds necessary]

## **G2. Parental Involvement**

### **Description:**

Improve parental involvement: The parents of many underachieving students are not involved in school activities and do not communicate with the school. Some fail to return communications and will not come in for conferences. A monthly PTO meeting will be conducted to provide an open channel of communication and to provide timely information.

### **Strategies:**

#### **S2.1 Parental Involvement**

##### **Description:**

A parental involvement initiative to include parents of the at-risk students will be implemented by the school counselor.

### Action Steps:

#### AS2.1.1 Increase Parental Involvement

##### Description:

Capacity building activities such as computer classes for parents (Two 5-week sessions one night per week for 2 hours; Taught by certified teachers); Reading Night (Certified teachers work with parents on specific reading skills); Math Night (Certified teachers work with parents on specific math skills);

##### Benchmarks:

Attendance, sign-in sheets, and evaluations; Improvement in student's homework assignments and overall academics; Participation on parent surveys;

##### Interventions:

Analyzing updated data (parent survey - 2012)

##### Resources:

1) Opelika City Schools website (parent survey), 2) Title I Parental Involvement funds, and 3) Additional classes for parents

## 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)**

Governor Bob Riley initiated a New Teacher Mentoring Program that pays \$1,000 to a veteran teacher willing to mentor a novice teacher for the entire school year. Mentors are responsible for maintaining a weekly time sheet and documentation of all meetings and methods of support for the new teacher. Mentors assist in training the novice teacher on the teacher evaluation process, computer programs, record keeping, classroom management, INow, and many other responsibilities.

### 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.**

Local and state funds are used for salaries of teachers at Northside School. The salaries for the Instructional Paraprofessionals and Intervention Tutors are provided by Title I funds. Opelika City Schools provides ARI Training for any teacher who has not received the initial training. Professional development needs are reflected upon monthly and training is provided to address instructional need of teachers and academic needs of students. Northside School faculty receives ongoing training in implementing and integrating various programs/assessments including: DIBELS/Progress Monitoring, PST, EL, ARMT+ Reading and Math Goals and Objectives, Alabama Reading Initiative [ARI], and Alabama Math, Science, & Technology Initiative [AMSTI]. Approximately 10% of Title I funds are used for staff development.

### 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.**

Northside School realizes students need support emotionally and academically during periods of transition from the primary to the intermediate school and from other schools into Northside School. Second grade students from Southview Primary School visit Northside School each year in May. Following the visitation / tour / classroom visits, the 2nd grade Awards Day program is held in the Northside School Activity Room. This allows for numerous parents of the 2nd grade students to visit Northside School. Fifth Grade Students attend an orientation at Opelika Middle School near the end of the academic year. The guidance counselor has a "Lunch Bunch" program to welcome students transferring into Northside School. The counselor has lunch 3 days with the students to provide information about Northside School or to answer any questions they may have. Transfer students are supported by the Guidance Counselor for as

long as needed. Parents / Students attend Registration Day before the first instructional day to meet their teacher and visit the library, computer lab, music, art, and P.E.

Fifth grade teachers make class recommendations for student moving to 6th grade. The 5th grade teachers also meet with the Opelika Middle School assistant principals and a 6th grade teacher.

### **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.**

Each teacher has received notification of their highly qualified status and the requirements as it pertains to No Child Left Behind (NCLB). All teachers have met the requirements to be deemed Highly Qualified. Several teachers obtain this status through additional college courses or the submission of the HOUSSSE application. 100% of the teachers at Northside School are highly qualified. Northside School is a top choice for internships from Auburn University, AUM, & Troy University. We receive several teacher resumes each year from prospective teachers so there is a large pool to interview if the need arises. All open positions are posted on the system website, the central office, and local schools. Applicants interview with our Elementary Curriculum Coordinator, the assistant superintendent, and the school principals. Only highly qualified certified teachers are recommended for employment.

### **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.**

##### **INVOLVE TEACHERS IN THE DECISIONS REGARDING THE ACADEMIC USE OF ASSESSMENTS**

Teachers will follow the assessment schedule set by the State Department of Education. The teacher uses ongoing assessments to provide individualized instruction for students to eliminate instructional gaps.

The following strategies are used to involve teachers in the assessment decisions:

Each grade level decides which additional assessments are most beneficial for that grade.

Teachers maintain a folder with samples of work, DIBELS data, SAT/ARMT results, and additional assessment information to identify student academic performance levels and areas that need improvement.

Assessment reports or templates have been developed by the principal.

Monthly Data Meetings are held for each grade level to discuss student progress and to ensure that current data is used to drive classroom instruction.

Weekly grade level meetings provide opportunities for staff to discuss, analyze and revise decisions regarding student assessment and make new recommendations.

Students are placed on their appropriate level to guide instruction by using the SAT-10, ARMT, & DIBELS assessments and to establish intervention groups.

Teachers prescribe strategies to address individual student weaknesses.

Teachers provided Intervention Tutors with current student data.

Teacher may decide to refer child to PST for additional support.

Assessment scores are reviewed with students and parents at the Report Card Conference held at the end of the 1st 9-week period.

High-quality, effective, research based activities are planned to enable all Northside students will meet the student academic achievement standards established by the State of Alabama.

### **Special Populations:**

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

Northside School is responsible for identifying and enrolling special population students according to the respective district level plan and policy (Title I, Special Education, EL, etc.); in addition, our school and central office staff collaborate to ensure students receive appropriate services. Any student who is identified as Special Education, Neglected or Delinquent, Limited English Proficient receives services that assist them with their particular needs, as Opelika City Schools has an established Special Education, Neglected and Delinquent, and core ESL

program in place. 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.**

Northside School provides timely assistance to all students through the following programs/activities:

The Northside School Extended Day Program assists students with homework.

Northside School provides small group reading instruction each day through the homeroom teacher, reading coach [for 3rd grade], and special education teachers.

Northside School provides special education services. Special education students are educated with students who are not disabled ["Inclusion Students"].

All classrooms have leveled libraries.

Monthly Data Meetings are held to discuss student progress

Homework Planners have been purchased for all students in the 3rd – 5th Grades to (increase parent communication).

DIBELS Progress Monitoring is conducted in a timely manner.

Areas of Weakness on SAT-10/ARMT are prepared by the principal.

An instructional paraprofessional is available if needed in the Computer Lab.

The assistance of the Reading Coach for coaching 3rd grade teachers and small group instruction is provided.

Education City

Success Maker

Easy Tech (Technology Curriculum)

Support of the School Counselor [Study Skills & Test Taking Tips]

Implement I-ELPs for EL students/EL Accommodation Grids

Building Based School Support Team / Problem Solving Team provides Academic and Behavioral Support [BBSST/PST]

## **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.**

The leadership and staff of Northside School have a strong belief in the importance of parental involvement and therefore have put measures in place to offer parent meetings on a flexible schedule. Our annual Title I meeting will be offered two times during the school year. The first meeting was held on Thursday September 7, 2011 for all parents of Northside Students. Parents are notified of these meetings through notices sent home by students, the school website, the public relations coordinator distributes the information to local television stations, and newspapers, the principal has developed an email distribution list of the parents to send this and other announcement to the parents, and a phone messaging service is used to contact parents. To assist in providing the opportunity for all parents to attend, the meeting is offered at two separate times – once during the school day and once in the evening during the spring. Topics to be discussed at this year's meeting are:

- ü An explanation of the school's reading curriculum – Northside School Reading Coach
- ü An explanation of the school's enrichment program – Northside School Enrichment Teacher
- ü An explanation of the school's counseling program – Northside School Counselor
- ü An explanation of the school's Continuous Improvement Plan – Northside School Principal
- ü Academic assessments used to measure students' progress and proficiency levels – Northside Principal

**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.**

Parental input is solicited during PTO officer meetings, annual Title I meeting, and surveys. The Continuous Improvement Plan is available on the school website and in the school office for easy accessibility and review.

At the annual meeting of parents, Northside School will hold a general meeting where information will be presented about the Title I programs, the curriculum, counseling, and forms of academic assessment used.

Northside School holds an Open House in August each year. Parents learn about instruction in reading, math, language, science, social studies, physical education, art, music, library, and computer. They also learn how to schedule parent-teacher conferences and how they can participate in decisions related to the education of their child.

Parents are given a copy of the parent/student handbook which includes more detailed information on these topics and a copy of the parental involvement plan. In addition, documents are provided, to the extent practicable, in Spanish, including report cards and handbooks.

**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.**

The principal has an "open door" policy and parents feel comfortable walking in to express concerns or dissatisfaction as well as compliments.

The CIP committee will review /revise the CIP plan at the end of the school year. Parents may make comments and/or suggestions to committee members or to the principal via email or during Parent/Teacher officer meetings.

Parents are notified of the review through notices sent home and emails from the principal to make parents aware that the plan is under review, that a copy of the plan is available for review in the school office, and that parents have the right to give input regarding the revision of the plan. The notice also states that after the plan is finalized and approved, if a parent finds the plan to be unsatisfactory, they have the right to submit their concerns in writing to the school principal. The school will submit their concerns to the LEA at the same time that the CIP is submitted.

Homework planners are part of the shared responsibility with parents. Teachers post assignments on the classroom board so students may copy them into their planner. Parents are asked to sign the planners daily to acknowledge those assignments. Teachers and parents use the planners as a means of communication. Teachers send home newsletters regarding classroom activities.

**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 Parent Compacts are produced for parents during registration and at a PTO officer meeting. They will be maintained in the students homeroom teacher and in the Cumulative Folder after obtaining the signatures of the parent, student, and teacher. Ongoing revisions are made to the Parent Compact by the Continuous Improvement Committee.

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

The principal has an "open door" policy and parents feel comfortable walking in to express concerns or dissatisfaction as well as compliments.

The CIP committee will review /revise the CIP plan at the end of the school year. Parents may make comments and/or suggestions to committee members or to the principal via email or during PTO officer meetings.

Parents are notified of the review through notices sent home and emails from the principal to make parents aware that the plan is under review, that a copy of the plan is available for review in the school office, and that parents have the right to give input regarding the revision of the plan. The notice also states that after the plan is finalized and approved, if a parent finds the plan to be unsatisfactory, they have the right to submit their concerns in writing to the school principal. The school will submit their concerns to the LEA at the same time that the CIP is submitted.

**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)**

Northside School will accomplish much of this through the annual parent meeting near the beginning of the school year. At that time, parents will receive an overview of the state academic content standards, academic achievement standards, and assessments. In addition, an explanation will be given regarding Title I, what services will be offered, and how parents can be involved in their child's education. Northside School will also offer an Open House wherein parents will be given the opportunity to meet their child's teachers and learn about individual class assessments and what their role will be in helping their child to succeed.

Planners and weekly graded folders help parents monitor student progress.

**(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)**

Northside School has parent resources that can be checked out from 7:45 a.m. until 3:00 p.m. on school days. These materials include, but are not limited to, information about reading with your child, creating a home learning environment, and working as a partner with your child's teacher.

**(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)**

Northside School will continue to work with the teachers through in-services, faculty meetings, and grade level meetings in understanding the importance of parental involvement. All parents are welcome in our school and our school counselor is available to work with them to meet the needs of their children. Newsletters and planners build ties between parents and teachers.

**(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)**

Northside School coordinates its parent involvement among our programs and all funding sources within our school. Every effort is made to ensure that this coordination of resources provides the best opportunities for all members of our parent community to fully participate in the education of their children.

Northside School has utilized an unused classroom that is now the Northside School Parenting Room. This room is used for parent conferences. It has numerous pamphlets available to parents regarding parenting skills and also has several DVD's available for check-out to parents on parenting skills.

**(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)**

Northside School currently has 4 Asian and 8 Hispanic students. Information about school meetings, parent notices, etc. can be sent to parents of these children in their language through

translation assistance of the EL teacher.

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

Northside School will make every effort to work with parents in meeting their requests as related to their involvement in their child's education.

**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.**

Northside School, to the extent practicable, provides opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory students. Northside School has 4 Asian and 8 Spanish-speaking students. Parent notifications are sent to parents of these children in their language. In addition, we have a translator who is available to assist in verbal communications with these parents. At this time, Northside School does not have any migrant students. Every effort is made to accommodate parents with disabilities. These efforts may include, but not limited to, phone calls, mailings, notes, emails, public postings, and the school website, as well as home visits. Northside School is a handicapped-accessible building.

Northside School ensures participation of parents with limited English proficiency by the following actions:

Parents are invited to participate in meetings to develop their child's educational program.

Parents are provided interpreters who speak native language for meetings, correspondence from teachers, administrators and health professionals.

Parents receive notifications and announcements in their native language.

Parents receive information regarding their child's test results and academic performance with the same frequency of the parents of students in the regular education program.

The school counselor provides assistance for social support as needed.

## 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?

- 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? (If LEA receives Title III funds)

- Yes
- No

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

**Learning Activities:**

**Refinement of Small Reading Group Instruction**

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

Based on a longitudinal review of DIBELS assessments comparing student benchmark scores from the beginning and end of each year, a pattern developed exhibiting minimal improvement in assisting students identified as strategic to reach benchmark status. One need for improvement was explicit instruction during small group instruction. Also, a need to extend and enhance student learning centers was identified to differentiate student instruction.

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

1) A book study by the faculty to implement "The Daily Five". 2) Staff visits to local schools to observe teachers currently utilizing strategies discussed in "The Daily Five". 3) Modeling of strategies that will improve implementation of small reading group instruction by the reading coach. 4) Professional development opportunities pertaining to small group instruction and "The Daily Five" strategies as available. 5) Collaborative discussions and training of small group instruction at grade level data meetings.

**When will the session be delivered?**

August 2011 to July 2012

**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?)**

1) An increase in fluency and comprehension in student reading. 2) A decrease in classroom discipline for off task behavior. 3) A movement of students from the strategic to benchmark level and continuance of students at the benchmark level.

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

\*Observation by school administrator \*Teacher Audits \*Lesson plans \*Benchmark Data from DIBELS assessments \*ARMT+ reading assessments \*Individual student progress monitoring \*Teacher evaluations \*Grade Level Meetings

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

Substitutes and Professional Development from Title I \$ 7,891.20

**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	17.99	17.99	879,591.84
Administrator Units	1.00	1.00	76,591.74
Assistant Principal	0	0	0
Counselor	.50	.50	27,188.50
Librarian	1.00	1.00	51,224.00
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	2,762
Library Enhancement	0
<b>Total of All Salaries:</b>	<b>\$1,037,358.0</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 Sal/Ben	\$ 1,000.29
At Risk Program - After School ARMT+ Blitz	\$ 2,640.74
Parenting Instructional Supplies	\$ 2,098.00
Substitutes and Professional Development	\$ 7,891.20
Elementary Classroom Supplies	\$ 4,106.79
Onstructional Aides Sal/Ben	\$ 84,589.90
Guidance Counselor (.5 FTE) Sal/Ben	\$ 36,279.43
Educational Media/Other Books & Periodicals	\$ 1,498.72

**Total :** 140,205.07

**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.**

Subs for Professional Development	\$ 1615.20
-----------------------------------	------------

**Total :** 1615.20

**Title III: For English Language Learners**

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

Prevention/Intervention (Reading & Math): (Includes summer tutoring, Classroom materials, software support & AV equipment)	\$ 5,836
Comprehensive Family Literacy Services: (English Classes for parents of LEP students)	\$ 1,483
Professional Development: (Includes travel to conferences by EL teachers, substitutes for workshops, and workshop materials)	\$4,940

**Total :** 12,259

**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	\$ 78,583.84
Non-Public	\$ 6,886.00

**Total :**