



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



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

<b>NAME OF SCHOOL:</b> Northside Intermediate School				
<b>STREET ADDRESS:</b> 601 N 5 <sup>th</sup> Street		<b>CITY:</b> Opelika	<b>STATE:</b> Alabama	<b>ZIP CODE:</b> 36801
<b>CONTACT:</b> Dr. Chris Dark		<b>TELEPHONE:</b> 334-745-9731	<b>E-MAIL:</b> <a href="mailto:chris.dark@opelikaschools.org">chris.dark@opelikaschools.org</a>	
Identified for School Improvement? No <input checked="" 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 PAGE ONE and PAGE TWO to indicate signatures. Submit the plan and signature pages electronically to your system's e-GAP Document Library by November 3, 2009.				
<b>Made AYP?</b>	<b>Made AMAOs (ELL)?</b>	<b>Career Tech Made AYP?</b>	<b>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?</b>	<b>Describe how this plan will be made available to parents and other stakeholders, such as through parent meetings or on Web sites.</b> <b>NOTE: The Parental Involvement section of this plan <u>must</u> be distributed to all parents.</b>
YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>	YES <input checked="" type="checkbox"/> NO <input type="checkbox"/> N/A <input type="checkbox"/>	YES <input type="checkbox"/> NO <input type="checkbox"/> N/A <input checked="" type="checkbox"/>	YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>	<b>The Continuous Improvement Plan (CIP) for Northside Intermediate School will be available to parents and other stakeholders in the school office and on the school website (<a href="http://www.opelikaschools.org">www.opelikaschools.org</a>) as well as a formal presentation of the plan at the annual Title I parent meetings on October 20, 2009 &amp; January 25, 2010. It will also be emailed to parents as an attachment.</b>

\*Board Approval: Yes  No  Board approval received on \_\_\_\_\_, 2009.

Board Signature:

Superintendent Signature:		Date
Federal Programs Coordinator Signature:		Date
Principal Signature:		Date

**CONTINUOUS IMPROVEMENT PLAN DEVELOPMENT AND IMPLEMENTATION TEAM**

This plan was developed/or revised during the following time period **August 2009 - May 2010**

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 in August 2009 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 [October 20, 2009 & January 25, 2010]. The CIP will is also emailed to parents as an attachment 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 2009. Data from DIBELS, Alabama Direct Assessment of Writing [5<sup>th</sup> Grade], Stanford 10 Achievement Test, Alabama Reading and Math Tests, the Alabama Science Assessment, 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 2008-09 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

<b>Instructional Leadership Team Names</b> (The Leadership Team must include the principal, faculty [including ELL resource lead teacher if applicable], staff, parents, community stakeholders, and/or students.)	<b>Positions</b> (Identify position held, e.g., Administration, Faculty, Staff, Grade Level and/or Subject Area, Parents and Community members.)	<b>Signatures</b> (Indicates participation in the development of the CIP)
<p><b>Dr. Chris Dark</b></p> <p><b>Mrs. Laura Dunlap</b></p> <p><b>Ms. Renae O'Mary</b></p> <p><b>Mrs. Kristen Massey</b></p> <p><b>Ms. Melissa Cook</b></p> <p><b>Mrs. Krista Pigg</b></p> <p><b>Mrs. Denise Glenn</b></p> <p><b>Mrs. Debbie Karcher</b></p> <p><b>Mrs. June Woodham</b></p> <p><b>Mrs. Dana Jenkins</b></p> <p><b>Mrs. Lynette Strickland</b></p> <p><b>Mrs. Lynne Hudson</b></p>	<p><b>Principal</b></p> <p><b>Lead Teacher</b></p> <p><b>3<sup>rd</sup> Grade Teacher</b></p> <p><b>4<sup>th</sup> Grade Teacher</b></p> <p><b>5<sup>th</sup> Grade Teacher</b></p> <p><b>Reading Coach</b></p> <p><b>Media Specialist</b></p> <p><b>Counselor</b></p> <p><b>Parent</b></p> <p><b>Parent</b></p> <p><b>Parent</b></p> <p><b>Parent</b></p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

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

**179 Opelika City - 0010 Northside School**

<b>2009-2010 AYP Status</b>	This school met 17 goals out of 17 (100%).	
	<b>Made AYP</b>	
	Not in School Improvement	

<b>Reading</b>				
Made AYP	Percent Participation Goal = 95%	Met Participation Goal	Proficiency Index Goal = 0.00	Met Proficiency Goal
Not in School Improvement				
All Students	100	Yes	14.94	Yes
Special Education	100	N/A	-5.55	N/A
American Indian / Alaskan Native	No Data	No Data	No Data	No Data
Asian / Pacific Islander	~	N/A	~	N/A
Black	100	Yes	10.80	Yes
Hispanic	~	N/A	~	N/A
White	99	Yes	18.99	Yes
Limited English Proficient	~	N/A	~	N/A
Free / Reduced Meals	100	Yes	10.87	Yes

<b>Mathematics</b>				
Made AYP	Percent Participation Goal = 95%	Met Participation Goal	Proficiency Index Goal = 0.00	Met Proficiency Goal
Not in School Improvement				
All Students	100	Yes	14.71	Yes
Special Education	100	N/A	-11.36	N/A
American Indian / Alaskan Native	No Data	No Data	No Data	No Data
Asian / Pacific Islander	~	N/A	~	N/A
Black	99	Yes	7.01	Yes
Hispanic	~	N/A	~	N/A
White	100	Yes	21.58	Yes
Limited English Proficient	~	N/A	~	N/A
Free / Reduced Meals	99	Yes	8.92	Yes

<b>Additional Academic Indicator - Attendance Rate</b>		
Made AYP	Attendance Rate Goal = 95%	Met Additional Academic Indicator
Not in School Improvement		
All Students	97%	Yes

Part I - continued - DIRECTIONS: NEEDS ASSESSMENT- SUMMARY OF DATA: Indicate data sources used during planning by identifying strengths and weaknesses or program gaps. If your school did not review a particular data source, please write N/A. School improvement goals should address program gaps (weaknesses) as

they relate to student achievement or AYP categories such as graduation rate or other academic indicators. Close attention should be given to the proficiency index. Please include all disaggregated subgroups including those with less than forty students.

<b>Briefly describe the process your faculty used to conduct the needs assessment (analysis of all data).</b>	
An analysis of Stanford Achievement Test (SAT 10), the Alabama Reading and Math Test (ARMT), the Alabama Science Assessment, and the Alabama Direct Assessment of Writing (ADAW) 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.	
<b>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.</b>	
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.	
<b>Number and percentage of teachers Non-HQT</b> Zero / 0%	<b>Number and percentage of Classes Taught by Non-HQT:</b> Zero / 0%
<b>Alabama High School Graduation Exam (AHSGE):</b>	
<b>Strengths:</b> N/A	<b>Weaknesses:</b> N/A
<b>Alabama Reading and Mathematics Test (ARMT):</b>	
<b>Strengths:</b> 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 3 <sup>rd</sup> grade: 89% [91% previous year] [69% exceeded the standard] {59% previous year} 4 <sup>th</sup> Grade: 91% [92% previous year] [52% exceeded the standard] {59% previous year} 5 <sup>th</sup> Grade: 87% [86% previous year] [47% exceeded the standard] {47% previous year}	<b>Weaknesses:</b> 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. [6% of the 3 <sup>rd</sup> grade did <u>not</u> meet the standard.] 3 <sup>rd</sup> grade: 18%                      4 <sup>th</sup> Grade: 17%                      5 <sup>th</sup> Grade: 25% Geometry was the lowest % correct responses in 3 <sup>rd</sup> Data Analysis / Probability was the lowest % correct responses in 4 <sup>th</sup> Algebra was the lowest % correct responses in 5 <sup>th</sup>
<b>Alabama Science Assessment:</b>	
<b>Strengths:</b> 86% of the 5 <sup>th</sup> grade met or exceeded the standard on the Alabama Science Assessment (31% exceeded the standard). Earth and Space Science had the highest mean % correct (69%)	<b>Weaknesses:</b> 24% partially met the standard on the Alabama Science Assessment (0% Scored Level I Does Not Meet Standard). Physical Science had the highest mean % correct (54%)
<b>Stanford 10</b>	
<b>Strengths:</b> SAT reading scores were slightly higher than math scores in 3 <sup>rd</sup> & 5 <sup>th</sup> grades with math being slightly higher than reading in 4 <sup>th</sup> grade. 3 <sup>rd</sup> Grade highest percentile: Reading Comprehension (73%tile) 4 <sup>th</sup> Grade highest percentile: Language (73%tile) 5 <sup>th</sup> Grade highest percentile: Reading Comprehension (63%tile)	<b>Weaknesses:</b> SAT math scores were slightly lower than reading scores in 3 <sup>rd</sup> & 5 <sup>th</sup> grades with reading being slightly lower than math in 4 <sup>th</sup> grade 3 <sup>rd</sup> Grade lowest percentile: Language (50%tile) 4 <sup>th</sup> Grade lowest percentile: Science (54%tile) 5 <sup>th</sup> Grade lowest percentile: Math Procedures (53%tile)

Dynamic Indicators of Basic Early Literacy Skills (DIBELS):	
<p><b>Strengths:</b> An Order 6 Polynomial Trendline was calculated to determine if there was gain or loss of retell % as the rate of fluency increased. The trendline revealed a much lower % of retell among 4<sup>th</sup> grade than 3<sup>rd</sup> &amp; 5<sup>th</sup>. It was determined that the 4<sup>th</sup> grade passage for this assessment is more difficult than 3<sup>rd</sup> &amp; 5<sup>th</sup>.  37% of 3<sup>rd</sup> grade benchmarked / 22% had a retell rate of at least 50%.  28% of 4<sup>th</sup> grade benchmarked / 4% had a retell rate of at least 50%.  26% of 5<sup>th</sup> grade benchmarked / 18% had a retell rate of at least 50%.</p>	<p><b>Weaknesses:</b> An Order 6 Polynomial Trendline was calculated to determine if there was gain or loss of retell % as the rate of fluency increased. The trendline revealed a much lower % of retell among 4<sup>th</sup> grade than 3<sup>rd</sup> &amp; 5<sup>th</sup>. It was determined that the 4<sup>th</sup> grade passage for this assessment is more difficult than 3<sup>rd</sup> &amp; 5<sup>th</sup>.  37% of 3<sup>rd</sup> grade benchmarked / 22% had a retell rate of at least 50%.  28% of 4<sup>th</sup> grade benchmarked / 4% had a retell rate of at least 50%.  26% of 5<sup>th</sup> grade benchmarked / 18% had a retell rate of at least 50%.</p>

<b>Part I - Continued:</b>	
Alabama Direct Assessment of Writing (ADAW):	
<p><b>Strengths:</b> 81.6% of the students that were administered the narrative assessment of the ADAW met or exceeded the standard. ALL Northside students are administered a writing assessment on the same day the ADAW is administered.</p>	<p><b>Weaknesses:</b> The percentage of students meeting or exceeding the standard [59.1%] dropped from the previous year [59.5%]. Only 44.7% of the students that were administered the expository assessment of the ADAW met or exceeded the standard.</p>
ACCESS for English Language Learners (ELLs):	
<p><b>Strengths:</b> Two students were administered the ACCESS at Northside School during the 2008/2009 school year. One student met the standard.</p>	<p><b>Weaknesses:</b> One student did not meet the standard of the ACCESS. This student missed his goal by 1/10.</p>
Professional Education Personnel Evaluation (PEPE) School Profile Information:	
<p><b>Strengths:</b> 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</p>	<p><b>Weaknesses:</b> There are no obvious areas of weakness noted that encompass the whole of Northside School. However - the amount of instructional time is often noted during teacher audits with the principal. Teachers often indicate their desire to have additional time for instruction</p>
Additional Data Sources: (e.g., Alabama Alternate Assessment [AAA], School Technology Plan Data)	
<p><b>Strengths:</b> Only 3 students were administered the AAA at Northside School during the 2008/2009 school year. All students met the standard.</p>	<p><b>Weaknesses:</b> None</p>
Local Data (e.g., LEA, school, and grade-level assessments, surveys, program-specific assessments):	
<p><b>Strengths:</b> Northside School administers DIBELS to grades 3 - 5 exceeding the state requirement of grades K-3. The 3<sup>rd</sup> grade teachers conducted an item analysis on the final theme test of the Harcourt Reading Series. 81.4% of the items were answered correctly. The item analysis will be expanded to include all theme test in all grades beginning in the 2009/2010 school year.</p>	<p><b>Weaknesses:</b> The item analysis conducted for reading theme tests has not been expanded to include other areas of the curriculum [math is the next preference].</p>
Career and Technical Education Program Improvement Plan:	
<p><b>Strengths:</b> NA</p>	<p><b>Weaknesses:</b> NA</p>

**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:** All students recite the school pledge daily in order to foster school pride  
 Zero students were suspended from the bus  
 Teachers implement classroom and school-wide behavior plans  
 No students were expelled during the 2008/2009 school year  
 The number of incidents requiring a student to be assigned to ISS dropped from 135 the previous year to 124 in 2008/2009.  
 BBSST strategies were implemented for students with continual behavior problems

**Weaknesses:** There were approximately 124 [compared to 135 in 2007/2008] incidents requiring a student to be assigned to in-school suspension [ISS]. There were 17 [compared to 16 in 2008/2009] assignments to Opelika Learning Center [alternative school] during the 2008/2009 school year. Six students were suspended during 2008/2009. Tuesdays [24.9% of all referrals] & Thursdays [22.0% of all referrals] had the highest percentage of referrals. Mondays had 14.8% of all referrals  
 A full-time academic/guidance counselor is needed at Northside School to assist with conflict resolutions. This would also be very beneficial to reduce the number of office referrals and reduce distractions caused by discipline related interruptions in the classroom. The guidance counselor will provide assistance to students through individual/group counseling sessions to assist students in refocusing on academic achievement. The counselor will also work with the school's parental involvement team.

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

**Strengths:** NA

**Weaknesses:** NA

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

**Strengths:** There were only two new teachers at Northside School for the 2008/2009 school year [1 resource & 1 3<sup>rd</sup> grade]  
 There were a total of 386.5 [compared to 352.5 in 2007/2008] days of employee absence during the 2008/2009 school year. 29% of the days were due to a maternity leave.

**Weaknesses:** The increase in total days can be attributed to two maternity leaves. [29% of total days absent]

152.5	51.5	59.5	11.0	112.0	352.5	TOTAL
39.5%	13.3%	15.4%	2.8%	29.0%		
Sick	Personal	Prof.	Vacation	Maternity		

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 an ADM of 325.8 in 2007/2008 [compared to 312.1 in 2006/2007]. There are currently 355 students enrolled at Northside School. The number of student transfers to and from Northside School remains small. Of the 4 <sup>th</sup> & 5 <sup>th</sup> grades - 83.7% of the students attended Northside School during the previous year.	Weaknesses: Some students are habitually tardy. Of the 4 <sup>th</sup> & 5 <sup>th</sup> grades - 15.9% of the students are new to Northside School.
School Perception Information related to parent perceptions and parent needs including information about literacy and education levels.	
Strengths: 97% of the 94 parent responses on the 2008/2009 survey indicated they feel welcome to visit the school during the school day. 94% of 94 parent responses indicated they are well informed of their child's progress at school. 96% of 93 parent responses indicated they feel comfortable initiating a parent-teacher conference. 94% of 94 parent responses indicated they feel their child is safe at school.	Weaknesses: Regarding areas of content parents would like to see offered to parents, "improving math" and "study habits" received the most responses. 75% of the 92 parent responses indicated they would NOT like to serve on a school or school system committee.
School Perception Information related to student PRIDE data.	
Strengths: NA	Weaknesses: NA
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: The ELL translator provided by Opelika City Schools is very knowledgeable about ELL instruction and assessment. The translator works with the students and parents to provide for their needs. The ELL 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 ELL students is translated into their language using TransAct.	Weaknesses: Lack of adequate collaboration time between the content teachers and the ELL 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 <u>personnel</u> 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 ELL teacher is very knowledgeable about ESL instruction and assessment. The ELL teacher works with the students to improve reading and writing skills.	Weaknesses: ??????
School Process Information uncovered by an analysis of curriculum alignment, instructional materials, instructional strategies, reform strategies, and/or extended learning opportunities.	
Strengths: Major emphasis was placed on reading instruction for the 2008/2009 school year due to the implementation of a new reading series [Harcourt]. The faculty of Northside School attended 2 weeks of AMSTI training during the summer of 2008 and another week of training during the summer of 2009. A math committee was developed for the purpose of aligning the math curriculum, to determine mastery for each of the objectives, etc.	Weaknesses: The primary weakness experienced during the 2008/2009 school year was the unfamiliarity of the newly adopted reading series.

**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):**  
**In 2009-2010 - Northside School 3<sup>rd</sup> grade students will increase the ARMT reading scores from 89% meeting standards to 90% meeting standards.**  
**Data Results on which goal is based:**  
**In 2008/2009, 89% of Northside 3<sup>rd</sup> grade students met the standard for the reading portion of the ARMT. This percentage had dropped by 2% from the previous year's data.**

TARGET GRADE LEVEL(S): <b>3<sup>rd</sup> grade</b>	TARGET CONTENT AREA(S): Circle One <b>Reading</b> Math Science Other	AHSGE: <b>Reading</b> Math Science Social Studies Language	ADDITIONAL ACADEMIC INDICATORS <b>Participation rate</b>	TARGET STUDENT SUBGROUP(S): <b>Special education students - ELL students - Free/Reduced lunch students</b>	TARGET
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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)
<b>Interpret passages in print material</b>	STRATEGY: <b>Target textual, informational, and functional reading passages in class</b>  ACTION STEP:  <b>1. All teachers will determine strengths and weaknesses in reading using data from the 2009 ARMT.</b> <b>2. Teachers will use direct and explicit instruction</b> <b>3. Beginning in August, all teachers will monitor progress using weekly and theme tests.</b>	<b>Administer weekly tests</b>  <b>Administer theme tests every six weeks</b>  <b>All 3<sup>rd</sup> grade students will take the ARMT in Spring 2010.</b>	<b>Use small groups for reading intervention</b>  <b>Teachers may refer struggling students through BBSST</b>	<b>Reading Coach</b>  <b>BBSST referral forms</b>

COURSES OF STUDY	REFORM STRATEGIES	BENCHMARKS	INTERVENTIONS	RESOURCES
<p>Demonstrate literal understanding of print material</p>	<p>STRATEGY:            Improve reading instruction for students needing intervention by using the ARI reading model: 90 minutes of uninterrupted reading with additional 30 minutes of intervention</p> <p>ACTION STEP:</p> <ol style="list-style-type: none"> <li>1. All teachers will determine strengths and weaknesses in reading using data from the 2009 ARMT.</li> <li>2. Teachers will use direct and explicit instruction</li> <li>3. Skill specific instruction will be provided for struggling readers</li> <li>4. Teachers will monitor progress using weekly and theme tests.</li> <li>5. Teachers will use data from data meetings to use in driving their instruction</li> </ol>	<p>Administer weekly tests</p> <p>Administer theme tests every six weeks</p> <p>All 3<sup>rd</sup> grade students will take the ARMT in Spring 2010.</p>	<p>Information will be shared at grade level data meetings</p> <p>Intensive small group instruction on needed skills</p> <p>Teachers may refer struggling students through BBSST</p>	<p>Reading Coach</p> <p>BBSST referral forms</p>

**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):**  
**In 2009-2010 - Northside School 3<sup>rd</sup> grade students will increase the ARMT math scores. In 2008/2009, 6% of 3<sup>rd</sup> grade did not meet the standards. We will reduce the percentage from 65 to 4% in 2009/2010. Our focus will be Geometry as was determined to be the weakest area**

TARGET GRADE LEVEL(S): <b>3<sup>rd</sup> grade</b>	TARGET CONTENT AREA(S): Circle One Reading <b>Math</b> Science Other	AHSGE: Reading <b>Math</b> Science Social Studies Language	ADDITIONAL ACADEMIC INDICATORS <b>Participation rate</b>	TARGET STUDENT SUBGROUP(S): <b>Special education students - ELL students - Free/Reduced lunch students</b>	TARGET
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**Data Results on which goal is based:**  
**In 2008/2009 math portion of the ARMT, 18% of Northside 3<sup>rd</sup> grade students partially met the standards and 6% did not meet the standards.**

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><b>Complete a geometric pattern</b></p> <p><b>Identify geometric representations of points, lines, perpendicular lines, parallel lines, rays, and angles</b></p>	<p>STRATEGY:  <b>Students will employ problem solving strategies in math</b></p> <p>ACTION STEP:</p> <ol style="list-style-type: none"> <li><b>Teachers will identify strengths and weaknesses in math using data from the 2009 ARMT.</b></li> <li><b>Teachers will model for students and provide concrete examples</b></li> <li><b>Teachers will provide students with an opportunity to practice learned skills</b></li> <li><b>Teachers will monitor progress using data from quarterly math assessments</b></li> <li><b>Progress will be monitored using data from SuccessMaker software</b></li> </ol>	<p><b>Math assessments are given quarterly to determine progress</b></p> <p><b>All 3<sup>rd</sup> grade students will take the ARMT in Spring 2010.</b></p>	<p><b>Small groups will be formed for additional instruction</b></p> <p><b>Peer Helpers in class</b></p> <p><b>Teachers may refer students to the BBSST</b></p>	<p><b>Peer tutors</b></p> <p><b>BBSST referral forms</b></p>

COURSES OF STUDY	REFORM STRATEGIES	BENCHMARKS	INTERVENTIONS	RESOURCES
<p>Complete a geometric pattern</p> <p>Identify geometric representations of points, lines, perpendicular lines, parallel lines, rays, and angles</p>	<p>STRATEGY: Small group instruction to encourage student participation</p> <p>ACTION STEP:</p> <ol style="list-style-type: none"> <li>1. Teachers will identify strengths and weaknesses in math using data from the 2009 ARMT.</li> <li>2. Teachers will address different learning styles and use peer tutoring.</li> <li>3. Use cooperative learning groups</li> <li>4. Teachers will monitor progress using data from quarterly math assessments</li> <li>5. Progress will be monitored using data from SuccessMaker software</li> </ol>	<p>Math assessments are given quarterly to determine progress</p> <p>All 3<sup>rd</sup> grade students will take the ARMT in Spring 2010.</p>	<p>Small groups will be formed for additional instruction</p> <p>Peer Helpers in class</p> <p>Teachers may refer students to the BBSST</p>	<p>Peer tutors</p> <p>BBSST referral forms</p>

**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.

<b>CONTINUOUS IMPROVEMENT GOAL (SHOULD ADDRESS IDENTIFIED WEAKNESSES AND GAPS):</b> <b>To increase the percent correct of all students on the reading portion of the Alabama Reading and Math Test by strengthening strategies to comprehend functional and textual/informational materials</b>
<b>Data Results on which goal is based:</b> <b>Spring 2009 ARMT results</b>

TARGET GRADE LEVEL(S): <b>4<sup>th</sup> grade</b>	TARGET CONTENT AREA(S): Circle One <b>Reading</b> Math Science      Other	AHSGE: Reading    Math    Science    Social Studies    Language	ADDITIONAL ACADEMIC INDICATORS	TARGET STUDENT SUBGROUP(S): <b>All 4<sup>th</sup> grade students</b>	TARGET
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COURSES OF STUDY	REFORM STRATEGIES	BENCHMARKS	INTERVENTIONS	RESOURCES
WHICH COURSE OF STUDY STANDARDS, AHSGE STANDARDS/OBJECTIVE S, 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)
<b>4<sup>th</sup> grade</b>	STRATEGY: <b>Target textual/informational and functional text in all subject areas to provide more explicit, direct instruction</b>  ACTION STEP: <b>✓ Graphic organizers</b> <b>✓ Comprehension Toolkit</b>	<b>DIBELS Retell fluency</b> <b>Theme Test Item Analysis</b> <b>Harcourt weekly Tests</b>	<b>Tier II Reading</b> <b>Tier III Reading</b> <b>Small group instruction</b>	<b>Personnel</b> <b>Comprehension Toolkit</b>

**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):**  
**To increase the percent of 4<sup>th</sup> grade students that meet the standard on the Alabama Reading & Math Test by increasing the percent correct in Data Analysis and Probability: Representing categorical and numerical data using tables and graphs.**

**Data Results on which goal is based:**  
**Spring 2009 ARMT results**

TARGET GRADE LEVEL(S): <b>4<sup>th</sup></b>	TARGET CONTENT AREA(S): Circle One Reading <input type="checkbox"/> <b>Math</b> <input checked="" type="checkbox"/> Science <input type="checkbox"/> Other <input type="checkbox"/>	AHSGE: Reading Math Science Social Studies Language	ADDITIONAL ACADEMIC INDICATORS	TARGET STUDENT SUBGROUP(S): <b>All 4<sup>th</sup> grade students</b>
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COURSES OF STUDY	REFORM STRATEGIES	BENCHMARKS	INTERVENTIONS	RESOURCES
WHICH COURSE OF STUDY STANDARDS, AHSGE STANDARDS/OBJECTIVE S, 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)
<b>Math 4<sup>th</sup> Grade #15 &amp; #17</b>	STRATEGY: <b>Model math comprehension and process skills for all students</b>  ACTION STEP: <b>1. Data collection activity</b> <b>2. "I do, We do, You do"</b> <b>3. Use graphing in content areas</b> <b>4. "Math Challenge of the Day"</b>	<b>Quarterly tests</b> <b>Quizzes</b> <b>Math COD journals</b>	<b>Small group with instructional aide</b>	<b>Personnel</b> <b>Schedule flexibility</b>

**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):**  
**In 2009-2010 - Northside School 5<sup>th</sup> grade students will increase scores on the Alabama Direct Assessment of Writing**

TARGET GRADE LEVEL(S): <b>5<sup>th</sup> grade</b>	TARGET CONTENT AREA(S): Circle One Reading    Math Science <b>Writing</b>	AHSGE: Reading    Math    Science    Social Studies    Language	ADDITIONAL ACADEMIC INDICATORS	TARGET STUDENT SUBGROUP(S): <b>All 5<sup>th</sup> grade students</b>	TARGET
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Data Results on which goal is based:  
**Results of 2009 Alabama Direct Assessment of Writing for 5<sup>th</sup> grade**

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)
<b>Compose a 5-paragraph essay where the written addresses the topic in the correct mode: Expository, Descriptive, and Narrative</b>	STRATEGY: <b>Plan and implement strategic teaching components in writing</b> ACTION STEP: 1. All teachers will identify strengths and weaknesses in writing using data from the ADAW. 2. Pre-write / Write / Edit / Revise / and Publish strategies 3. Give immediate feedback on grammar and writing activities 4. Use peer collaboration with models on writing, peer modeling with all modes of writing, and student teacher conferences 5. Implement writing throughout other subject areas	<b>Assess writing on weekly essay assignment</b>  <b>Use rubrics given for score on the ADAW</b>  <b>All 5<sup>th</sup> grade students will participate in the 2010 ADAW</b>  <b>Theme Assessment Quarterly</b>	<b>Assign peer tutors</b>  <b>Small group intervention</b>  <b>Teachers may refer students to the BBSST</b>	<b>BBSST referral forms</b>

**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):**  
**In 2009-2010 - Northside School 5<sup>th</sup> grade students will increase math scores on the Sat-10 and ARMT**

TARGET GRADE LEVEL(S): <b>5<sup>th</sup> grade</b>	TARGET CONTENT AREA(S): Circle One Reading <b>Math</b> Science Other	AHSGE: Reading Math Science Social Studies Language	ADDITIONAL ACADEMIC INDICATORS	TARGET STUDENT SUBGROUP(S): <b>All 5<sup>th</sup> grade students</b>	TARGET
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Data Results on which goal is based: **Results of 2008/2009 SAT & ARMT**

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)
<b>Demonstrate computational fluency with multiplication and division of whole numbers</b>	STRATEGY: <b>Students will be fluent with basic multiplication facts</b> ACTION STEP: <ol style="list-style-type: none"> <li><b>All 5<sup>th</sup> grade math teachers will give daily multiplication basic fact drills</b></li> <li><b>All 5<sup>th</sup> grade math teachers will identify students deficient in basic math facts</b></li> <li><b>Students will be provided homework assignments designed to involve parents</b></li> <li><b>Play multiplication basic fact games and 5<sup>th</sup> grade "Around the World Tournaments"</b></li> </ol>	<b>Give immediate (daily) feedback from daily multiplication drills</b>  <b>Administer weekly multiplication basic fact quizzes</b>  <b>All students will participate in ARMT and SAT-10 math procedures</b>	<b>Students receive remediation</b>  <b>Provide additional take-home multiplication basic fact activities to practice with parents</b>	<b>Set of basic fact cards for each 5<sup>th</sup> grade student</b>  <b>Activity sheets for at-home activities</b>  <b>Use of Promethean Board in math classroom</b>  <b>SuccessMaker program in the computer lab to practice multiplication facts</b>

**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):**  
**In 2009-2010 - Northside School 5<sup>th</sup> grade students will increase reading scores on the Sat-10 and ARMT**

TARGET GRADE LEVEL(S): <b>5<sup>th</sup> grade</b>	TARGET CONTENT AREA(S): Circle One <b>Reading</b> Math Science Other	AHSGE: Reading Math Science Social Studies Language	ADDITIONAL ACADEMIC INDICATORS	TARGET STUDENT SUBGROUP(S): <b>All 5<sup>th</sup> grade students</b>	TARGET
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Data Results on which goal is based: **Results of 2008/2009 SAT & ARMT**

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)
<b>Use a wide range of strategies to comprehend textual and functional reading materials</b>	STRATEGY: <b>Teach students a variety of strategies using content area texts including active thinking while reading, using graphic organizers, and improving vocabulary to comprehend text.</b>  ACTION STEP: <b>Retell text read</b>	<b>Weekly reading comprehension tests</b>  <b>DIBELS Retell score</b>  <b>Weekly assessment in content area</b>	<b>Create small groups to target areas of weakness for re-teaching</b>	<b>Textbooks</b>

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.

**ENGLISH PROFICIENCY GOAL (SHOULD ADDRESS IDENTIFIED WEAKNESSES AND GAPS):** Improve the chances of the student exiting the ESL program in 2010. The weak domain on the 2009 ACCESS were listening and writing.

Data on which goal is based: Results of 2009 ACCESS

TARGET GRADE LEVEL(S): <b>Grade 4</b>	TARGET ELP LANGUAGE DOMAIN(S): Circle all that apply.	Reading	<b>Writing</b>	<b>Listening</b>	Speaking	Comprehension
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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)
<b>Listening</b>	STRATEGY: <b>Provide listening activities in the classroom</b>  ACTION STEP: <b>Question student regarding listening activities</b>	<b>Percentage of correct answers to questions</b>	<b>ELL Teacher will provide additional services as needed one to three times per week in 30-minute sessions</b>	<b>N/A</b>
<b>Writing</b>	STRATEGY: <b>Provide opportunities to write a minimum of 3 paragraphs in class related to instruction</b>  ACTION STEP: <b>Develop a student portfolio by collecting samples of writing. Use the WIDA proficiency levels to assess the progress of writing skills for ELL students.</b>	<b>Portfolio of student writing samples</b>  <b>Use the WIDA proficiency levels to assess the progress of writing skills for ELL students</b>	<b>ELL Teacher will provide additional services as needed one to three times per week in 30-minute sessions</b>	<b>N/A</b>

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

**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?	<p><b>WHAT RESEARCH-BASED STRATEGIES/ACTIONS WILL BE USED TO IMPROVE CULTURAL BARRIERS IMPACTING STUDENT ACADEMIC PERFORMANCE?</b></p> <p><i>(Give specific strategies, not just programs or program names.)</i></p>	<p><b>HOW WILL PROGRESS FOR EACH ACTION STEP BE MEASURED?</b></p> <p><i>(PERFORMANCE DATA, LISTS, SURVEYS, ETC)</i></p>	<p><b>HOW WILL THE SCHOOL PROVIDE TIMELY ADJUSTMENT IF STRATEGIES DO NOT CHANGE PERFORMANCE?</b></p>	<p><b>WHAT RESOURCES AND SPECIFIC EXPENDITURES WILL BE NEEDED FOR SUCCESSFUL IMPLEMENTATION?</b></p> <p><i>(Ex: Teacher Incentives, Title II \$.....00, Supplies for Mentors/Mentees, etc)</i></p>
<p><b>Recent surveys have indicated parents and students feel there may be a problem with bullies at our school.</b></p>	<p><b>STRATEGY:</b></p> <p><b>"Second Step" - an anti-violence researched-based program that teaches skills in empathy training, impulse control, and anger management will be used.</b></p> <p><b>ACTION STEP:</b></p> <p><b>Character Education lessons will be taught weekly.</b></p> <p><b>Students referred by teachers will be trained on the Peer Mediation Process by the Lee County Judicial Volunteer Program and the Northside School Counselor</b></p>	<p><b>Second Step" pre-test and post-test to determine student improvement in empathy training, impulse control and anger management</b></p> <p><b>Reduction in office referrals</b></p>		<p><b>The continued support and involvement of the Lee County Judicial Volunteer System</b></p> <p><b>[No funds necessary]</b></p>

CULTURE (REFER TO CULTURAL DATA IN NEEDS ASSESSMENT)	REFORM STRATEGIES	BENCHMARKS	INTERVENTIONS	RESOURCES
<p>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</p>	<p>STRATEGY: A parental involvement initiative to include parents of the at-risk students will be implemented by the school counselor.</p> <p>ACTION STEP:</p>			<p>[No funds necessary]</p>
<p>Target at-risk students</p>	<p>At-risk counseling groups meet weekly to reduce the number of high school dropouts</p>	<p>Review high school graduation data</p>		<p>Counselor training for implementing a program for at-risk students and parents</p>

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

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)

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, STI, and many other responsibilities.

2. **Budget:** Describe the coordination of all federal, state, and local programs. (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, BBSST, ELL, SAT-10 /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.

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.

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. 2<sup>nd</sup> grade students from Southview Primary School visit Northside School each year in May. Following the visitation / tour / classroom visits, the 2<sup>nd</sup> grade Awards Day program is held in the Northside School Activity Room. This allows for numerous parents of the 2<sup>nd</sup> grade students to visit Northside School. 5<sup>th</sup> 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.

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.

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 HOUSS 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.

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.

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 use ongoing assessment to provide individualized instruction for students and

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 BBSST for additional support.

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

A school-wide writing assessment is held each year on the day of the official 5<sup>th</sup> grade Alabama Direct Assessment of Writing

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.

**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.**

All students at Northside School have access to all services and programs available including free/reduced lunch. Title I services, ELL services, special education, computer technology, and counseling services. All homeless, migratory, and ELL students have access to the same free appropriate public education provided to other students. All homeless, migratory, and ELL students are provided with the opportunity to meet the same challenging state content and student performance standards to which all students are held.

The school system provides an ELL teacher to assist ELL students and parents at Northside School. A translator is available to assist the school in addressing the needs of the ELL population. Each new student receives a Home Language Survey used to determine eligibility for limited-English proficient testing. Students qualify for testing if the survey indicates that a language other than English is used by the student or at the student's home. All eligible students are tested with the WIDA Access Placement Test (W-APT) to determine if a student is eligible to receive services through the English Language Learner (ELL) program. Parents/Guardians have the right to waive ELL services. If the

parent/guardian agrees for the student to receive services, an English Language Learner (ELL) committee convenes to determine appropriate services and placement for each individual student. The ELL committee consists of the ELL teacher, parents of the student, the student's teacher, the school counselor, an interpreter, and a school administrator. A variety of services to all ELL students are provided, such as content area tutoring, pullout ESL, pullout for individual support, and content-based ESL. Parents are provided the opportunity to receive all updates and important school documents in English and Spanish. Northside School uses TransAct to translate documents into other languages. The ELL committee reviews each student's progress annually. If the student scores proficient on the WIDA Access test and is performing on grade level (determined by grades, teacher recommendations, and results of reading standardized tests), the student becomes eligible to exit the ELL program and will be monitored for two years to ensure success.

Northside School follows OCS board approved policies on homeless, migrant and neglected or delinquent students.

The Northside School BBSST develops a plan to address academic and behavioral needs.

A full time nurse is available to meet the needs of students with health concerns.

The Counselor surveys classroom teachers to identify students who might need clothing and basic supplies. The counselor also serves as a liaison between the students, teachers, Central Office, the community, and the Department of Human Resources. Northside School also uses various community resources to provide students with necessary school supplies, food, clothing and shelter.

Northside School provides special education services and uses appropriate procedures in accordance with federal and Alabama State laws and regulations. The Special Education Coordinator tracks referrals and notices to parents concerning eligibility meetings. The evaluation is conducted to determine if the student is eligible for special education services. An Individualized Education Plan (IEP) team convenes to determine the eligibility for special education services. The IEP team develops the Individualized Education Plan based on the results of the evaluations, the concerns of the parents, and the academic, developmental, and functional needs of the child. To the maximum extent appropriate, special education students are educated with students who are not disabled. Special education classes will occur only when the nature of severity of the disability is such that education in the general education classroom, including the use of supplementary aids and services, cannot be successfully achieved. Northside School ensures that children with disabilities have access to a variety of educational programs and services available to non-disabled children, including art, music, ELL, and physical education. In addition, special education students are provided with an equal opportunity to participate in all extracurricular activities available to non-disabled students.

The LEA attendance officer is responsible for identifying homeless students upon enrollment and providing them with support. Northside School uses Alabama State Department of Education and federal regulations and definitions to identify homeless students. Northside School is contacted by the Department of Human Resources, LEA Attendance Officer, or parent to initialize identification of homeless students. The counseling office and school administrator identify possible services. If further intervention is needed, the local school will contact the district office for possible funding or other needs.

Economically disadvantaged students are identified through the application for free and reduced lunch. Students with low family income will be identified as economically disadvantaged students and will be eligible to receive free or reduced breakfast and lunch during the school day. Such students will have equal access to all programs and services available.

**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.**

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 3<sup>rd</sup> 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 classroom have leveled libraries

Monthly Data Meetings are held to Discuss Student Progress

Homework Planners have been purchased for all students in the 3<sup>rd</sup> - 5<sup>th</sup> Grades (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 3<sup>rd</sup> grade teachers and small group instruction is provided.

Availability of Computerized Individual Instruction [Accelerated Reader]

Students are assigned to Title I Reading and Math Intervention Tutors

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

Implement I-ELPs for ELL students/ELL Accommodation Grids

Building Based School Support Team provides Academic and Behavioral Support [BBSST]

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]:

**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.

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 will be held on Tuesday October 20, 2009 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, and the principal has developed an email distribution list of the parents to send this and other announcement to the 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:

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

**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 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/Parent Appreciation Day, Donuts with Dad, Muffins with Mom, 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 around the 3<sup>rd</sup> Monday of August each year. Parents learn about instruction in reading, math, language, science, social studies, physical education, art, music, and 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.

**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.

The Parent Compacts are reviewed with parents during conferences and at a PTO officer meeting. They will be maintained in the Cumulative Folder after obtaining the signatures of the parent, student, and teacher. The Parent Involvement Plan is available in the school office. Ongoing revisions are made to the Parent Compact by the Continuous

**Improvement Committee.**

**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).

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.

**E. Parental Involvement:** 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.

**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)

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.

- (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.

- (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.

- (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 5 Asian & 2 Hispanic students. Information about school meetings, parent notices, etc. can be sent to parents of these children in their language. The LEA can provide translation assistance with verbal and written communication with these parents as needed by using TransAct.

- (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.

**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.

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 5 Asian and 2 Spanish-speaking students. Parent notifications are sent to parents of these children in their language. In addition, we have 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 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 have the right to accept or reject ELL services for their child

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

Written documents are translated as needed using TransAct

**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](http://www.alsde.edu), Sections, Technology Initiatives, Publications).

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	DOCUMENT CONTINUOUS LEA REVIEW AND SUPPORT RESULTS

DUPLICATE PAGES AS NEEDED

Part VIII - Coordination of Resources/Comprehensive Budget

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

I. State Foundation Funds:		
State Foundation Funds	TOTAL	<b>\$1,626,516</b>
Teacher Assigned Units: 18.94 classroom teachers: 24	TOTAL OF ALL SALARIES	<b>\$1,313,764</b>
Administrator Units: 1		
Assistant Principal: 0		<b>\$0</b>
Counselor: .50		
Librarian: 1		
Instructional Supplies		<b>\$0</b>
Library Enhancement		<b>\$0</b>
Technology		<b>\$0</b>
Professional Development		<b>\$0</b>
State ELL Funds		<b>\$0</b>
II. Federal Funds:		
Title I: Part A: Improving the Academic Achievement of the Disadvantaged	TOTAL	<b>\$111,131.00</b>
<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></p> <p>-Summer Media Program (\$900)                      -Parenting Workshops/Activities (\$1481)</p> <p>-Salaries/Benefits: paraprofessional, 1/2 counselor (\$100,743)</p> <p>-Instructional Supplies (\$8,007)</p>		
ARRA FUNDS		<b>\$31,905.00</b>
TOTAL		
<p><u>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</u></p> <p>-Parenting Workshops/Activities (\$930)</p> <p>-Salaries/Benefits: paraprofessional (\$28,716)</p> <p>-Instructional Supplies (\$2,259)</p>		
Title II: Professional Development Activities		<b>\$53,985</b>

<b>TOTAL</b>	
<i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</i> -Salary/Benefits: one class-size reduction teacher and substitutes (\$53,985)	
<b>Title III: For English Language Learners</b> <b>TOTAL</b>	<b>0</b>
<i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</i> <b>Opelika City Schools Board of Education manages funding for this program</b>	
<b>Title IV: For Safe and Drug-free Schools</b> <b>TOTAL</b>	<b>0</b>
<i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</i> <b>Opelika City Schools Board of Education manages funding for this program [School Resource Officer]</b>	
<b>Title VI: For Rural and Low-income Schools</b> <b>TOTAL</b>	<b>N/A</b>
<i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</i>	
<b>III. Local Funds ( if applicable)</b>	
<b>Local Funds</b> <b>TOTAL</b>	<b>\$58,157.00</b>
<i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</i>	

**Part IX - MONITORING/REVIEW DOCUMENTATION**

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

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