



**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> Opelika Middle School				
<b>STREET ADDRESS:</b> 1206 Denson Drive		<b>CITY:</b> Opelika	<b>STATE:</b> Alabama	<b>ZIP CODE:</b> 36801
<b>CONTACT:</b> Farrell Seymore		<b>TELEPHONE:</b> 334-745-9726	<b>E-MAIL:</b> Farrell.seymore@opelikaschools.org	
<b>Identified for School Improvement?</b> No <input checked="" type="checkbox"/> Yes <input type="checkbox"/> <b>Delay Status</b> <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. <b>Submit the plan electronically to your system's e-GAP Document Library by November 3, 2009.</b>				
Year 3 <input type="checkbox"/> or Year 4 or more <input type="checkbox"/> Submit to LEA for Board approval. Scan <u>PAGE ONE</u> and <u>PAGE TWO</u> to indicate signatures. <b>Submit the plan and signature pages electronically to your system's e-GAP Document Library by November 3, 2009.</b>				
<b>Made AYP?</b> YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>	<b>Made AMAOs (ELL)?</b> YES <input checked="" type="checkbox"/> NO <input type="checkbox"/> N/A <input type="checkbox"/>	<b>Career Tech Made AYP?</b> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A <input checked="" type="checkbox"/>	<b>Are all federal resources</b> (including Titles I, II, III, IV, V, and VI) used to coordinate and supplement existing services and not used to provide services that, in the absence of federal funds, would be provided by another fund source? YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>	<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>  Opelika Middle School's Continuous Improvement Plan will be made available to students, parents and other stakeholders in the middle school library and school administrative office. The CIP and the Parenting Plan will also be available on the school website and will be formally presented at a Title I meeting before December 1, 2009. The Parent's Right to Know letter is a part of the student handbook. The Parent Compact will be sent home, signed by the parent and returned by each student .
<b>*Board Approval:</b> Yes <input type="checkbox"/> No <input type="checkbox"/> <b>Board approval received on</b> _____, 2009. <b>Board Signature:</b> _____				
<b>Superintendent Signature:</b> _____			<b>Date:</b> _____	
<b>Federal Programs Coordinator Signature:</b> _____			<b>Date:</b> _____	
<b>Principal Signature:</b> _____			<b>Date:</b> _____	

System: Opelika City Schools

School: Opelika Middle School

April 20, 2009

**CONTINUOUS IMPROVEMENT PLAN DEVELOPMENT AND IMPLEMENTATION TEAM**

**This plan was developed/or revised during the following time period (e.g. August – September 2009): April – September, 2009.**

**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): In August 2009 the Continuous Improvement Team (CIT) met to discuss disaggregated school testing data, strengths and weaknesses in the data, analyze school demographic data, review Pride Survey data, examine student and teacher attendance, and review school disciplinary data. Representatives from each academic area presented this data at departmental meetings and identified possible strategies for improvement. The CIT decided on professional development activities based on the suggestions from the departmental meetings. These professional development activities will focus on the achievement of all students and the overall instructional program.

<p align="center"><b>Instructional Leadership Team Names</b></p> <p>(The Leadership Team must include the principal, faculty [including ELL resource lead teacher if applicable], staff, parents, community stakeholders, and/or students.)</p>	<p align="center"><b>Positions</b></p> <p>(Identify position held, e.g., Administration, Faculty, Staff, Grade Level and/or Subject Area, Parents and Community members.)</p>	<p align="center"><b>Signatures</b></p> <p>(Indicates participation in the development of the CIP)</p>
Farrell Seymore Cynithia Landry Keith York Jean Heath Gayle Holladay Patsy Lewis April Brock Ruth Meadows Kimberly Sparks	<p><b>Principal</b></p> <p><b>Assistant Principal</b></p> <p><b>Assistant Principal</b></p> <p><b>Instructional Resource</b></p> <p><b>Math Department Head</b></p> <p><b>English Department Head</b></p> <p><b>History Department Head</b></p> <p><b>Science Department Head</b></p> <p><b>Guidance Counselor</b></p>	
Megan Mowery	<p><b>Student</b></p>	
Jasper & Lillian Snipes	<p><b>Parent</b></p>	
Linda Bizilia	<p><b>Parent</b></p>	
Chandra Darden	<p><b>Parent</b></p>	
June Rogers	<p><b>Parent</b></p>	
Joe Lay	<p><b>Parent</b></p>	

System: Opelika City Schools

School: Opelika Middle School

April 20, 2009

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

<b>2009-2010 AYP Status</b>	This school met 21 goals out of 21 (100%).			
	<b>Made AYP</b>			
	Not in School Improvement			
<b>Reading</b>				
<b>Made AYP</b>	<b>Percent Participation Goal = 95%</b>	<b>Met Participation Goal</b>	<b>Proficiency Index Goal = 0.00</b>	<b>Met Proficiency Goal</b>
Not in School Improvement				
All Students	100	Yes	18.03	Yes
Special Education	100	Yes	-11.48	Yes(SH)
American Indian / Alaskan Native	~	N/A	~	N/A
Asian / Pacific Islander	100	N/A	27.83	N/A
Black	100	Yes	14.12	Yes
Hispanic	100	N/A	19.94	N/A
White	100	Yes	25.09	Yes
Limited English Proficient	100	N/A	16.85	N/A
Free / Reduced Meals	100	Yes	13.52	Yes
<b>Mathematics</b>				
<b>Made AYP</b>	<b>Percent Participation Goal = 95%</b>	<b>Met Participation Goal</b>	<b>Proficiency Index Goal = 0.00</b>	<b>Met Proficiency Goal</b>
Not in School Improvement				
All Students	100	Yes	23.52	Yes
Special Education	100	Yes	2.74	Yes
American Indian / Alaskan Native	~	N/A	~	N/A
Asian / Pacific Islander	100	N/A	33.33	N/A
Black	100	Yes	18.24	Yes
Hispanic	100	N/A	13.61	N/A
White	100	Yes	34.03	Yes
Limited English Proficient	100	N/A	23.38	N/A
Free / Reduced Meals	100	Yes	18.15	Yes
<b>Additional Academic Indicator - Attendance Rate</b>				
<b>Made AYP</b>	<b>Attendance Rate Goal = 95%</b>	<b>Met Additional Academic Indicator</b>		
Not in School Improvement				
All Students	96%	Yes		

System: Opelika City Schools

School: Opelika Middle School

April 20, 2009

**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>	
In August 2009 the Continuous Improvement Team (CIT) met to disaggregate school testing data, strengths and weaknesses in the data, analyze school demographic data, review Pride Survey data, examine student and teacher attendance, and review school disciplinary data. Representatives from each academic area presented this data at departmental meetings and identified possible strategies for improvement. The CIT decided on professional development activities based on the suggestions from the departmental meetings. These professional development activities will focus on the achievement of all students and the overall instructional program.	
<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>	
<b>All full time teachers are highly qualified.</b>	
<b>Number and percentage of teachers Non-HQT:</b> All OMS teachers are highly qualified.	<b>Number and percentage of Classes Taught by Non-HQT:</b> All OMS teachers are highly qualified.
<b>Alabama High School Graduation Exam (AHSGE):</b>	
<b>Strengths:</b> NA	<b>Weaknesses:</b>
<b>Alabama Reading and Mathematics Test (ARMT):</b>	
<b>Strengths:</b> In grade 6, 90% of all students met or exceeded proficiency in Reading. This represents a 6 percentage point gain over the previous year. In grade 8, 75% of all students met or exceeded proficiency in Reading. This represents a 2 percentage point gain over the previous year. In 6 <sup>th</sup> grade Math, there was a 3 percentage point gain over the previous year in students meeting or exceeding proficiency. In 8 <sup>th</sup> grade Math, there was an 8 percentage point gain over the previous year.	<b>Weaknesses:</b> In grade 7, students meeting or exceeding proficiency levels decreased by 4 percentage points in Reading. In grade 7, 47 % scored proficient in Math.
<b>Alabama Science Assessment:</b>	
<b>Strengths:</b> Proficiency levels (levels 3& 4) increased by 20 percentage points compared to 2007-2008. In 2007-2008 students scored lowest in Standard 11 (Identifying Mendel’s Laws of Genetics) and this year they scored 54% mean co on that same standard.	<b>Weaknesses:</b> Students decreased proficiency by 1 percentage point on Standard 9 (Identifying chromosome reduction in meiosis).
<b>Stanford 10</b>	
<b>Strengths:</b> In grade 6, Total Reading scores increased by 7 percentage points, Reading Vocabulary increased by 6 percentage points and Reading Comprehension increased by 7 percentage points. In 6 <sup>th</sup> grade Total Math, a 7 point increase was posted and math Procedures had an 8 point gain. Eighth grade math Problem Solving had a 5 point gain.	<b>Weaknesses:</b> Seventh grade Math Procedures posted a 5 point loss. In 7 <sup>th</sup> grade Total Language and Language mechanics, both reported a 4 percentage point decrease. Eighth grade Math Procedures decreased by 3 percentage points.

System: Opelika City Schools

School: Opelika Middle School

April 20, 2009

<b>Part I - Continued:</b>	
<b>Alabama Direct Assessment of Writing (ADAW):</b>	
<b>Strengths:</b> Sixty four percent of 7 <sup>th</sup> graders met or exceeded standards on the ADAW.	<b>Weaknesses:</b> Forty eight percent were not proficient in grammar and usage. Only two percent of all 7 <sup>th</sup> graders exceeded proficiency.
<b>ACCESS for English Language Learners (ELLs):</b>	
<b>Strengths:</b> Last year 3 of the 10 ELL students scored above 5.0 on the ACCESS, achieving proficiency in English. Two of these students will exit the ELL program.	<b>Weaknesses:</b> Eight out of the ten ELL students were not proficient in reading and none were proficient in writing.
<b>Professional Education Personnel Evaluation (PEPE) School Profile Information:</b>	
<b>Strengths:</b> The OCS observation plan is used to evaluate non-tenured teachers on a formal basis at least twice per year and tenured teachers once every two years. All teachers are observed informally twice a month by Classroom Walkthroughs. As a result of a school emphasis on better classroom management, observations showed an increase in student time on task and a decrease in discipline referrals.	<b>Weaknesses:</b> Through classroom observations, it was noted that more higher order thinking questions need to be included in instruction.
Additional Data Sources: (e.g., Alabama Alternate Assessment [AAA], School Technology Plan Data)	
<b>Strengths:</b> Five of the six students taking the AAA were proficient in reading. All students taking the AAA were proficient in Math.	<b>Weaknesses:</b> One student taking the AAA was not proficient in reading.
<b>Local Data (e.g., LEA, school, and grade-level assessments, surveys, program-specific assessments):</b>	
<b>Strength:</b> There were no students retained at OMS this year. As a result of a computer virus that attack our system's computer system, Discovery Education data was inconclusive.	

System: Opelika City Schools

School: Opelika Middle School

April 20, 2009

<b>Part I – Continued (CULTURE RELATED DATA):</b>	
<b>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).</b>	
<b>Strengths:</b> The average daily attendance rate was 95.01% for 2008-2009. Total number of student discipline infractions decreased by 23%.	<b>Weaknesses:</b> There were 541 incidences of “persistent disobedience” by students. Two hundred eight of these incidents occurred in 7 <sup>th</sup> grade.
<b>School Demographic Information related to drop-out information and graduation rate data.</b>	
<b>Strengths:</b> There were no students retained at OMS in 2008-2009.	<b>Weaknesses:</b>
<b>School Demographic Information related to teacher attendance, teacher turnover, or challenges associated with a high percent of new and/or inexperienced faculty.</b>	
<b>Strengths:</b> There are only four new teachers on our staff for 2009-2010.	<b>Weaknesses:</b> Due to proration, OMS lost 6 teacher units in 2009.
<b>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).</b>	
<b>Strengths:</b> The average daily attendance rate was 95.01% for 2008-2009. Because OMS is the only middle school in the system, students who move within the system do not change schools.	<b>Weaknesses:</b> Between May, 2009 and August 31, 2009, 85 new students registered at OMS. During this time period, 52 students withdrew from OMS.
<b>School Perception Information related to parent perceptions and parent needs including information about literacy and education levels.</b>	
<b>Strengths:</b> According to OCS parent survey results, only 11% of parents noted that they needed help with counseling.	<b>Weaknesses:</b> According to OCS parent survey results, 28% of respondents indicated that parents needed help with study habits for their children.
<b>School Perception Information related to student PRIDE data.</b>	
<b>Strengths:</b> According to PRIDE data, 84.2% of students surveyed viewed the risk of tobacco as harmful and 79.7 % viewed marijuana as harmful.	<b>Weaknesses:</b> Fifty percent of students surveyed responded that they were threatened by a fellow student.
<b>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)</b>	
<b>Strengths:</b> OMS offers small-group classes that target individual student needs in relation to ELL proficiency	<b>Weaknesses:</b> Mainstream teachers need more practice differentiating instruction for students with lowest English proficiency.
<b>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)</b>	
<b>Strengths:</b> ELL teacher is highly qualified and knowledgeable in second language acquisition.	<b>Weaknesses:</b> ELL teacher is shared between 3 schools. More communication is needed between teams and ELL teacher.
<b>School Process Information uncovered by an analysis of curriculum alignment, instructional materials, instructional strategies, reform strategies, and/or extended learning opportunities.</b>	
<b>Strengths:</b> Based on ARMT data , a reading intervention teacher was hired to work with students that do not meet or exceed standards in reading. This teacher works in collaboration with the Language Arts/Reading teachers on each team. System: Opelika City Schools	<b>Weaknesses:</b> A math intervention teacher is needed to work with students that did not reach proficiency.

**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 number of 6<sup>th</sup> grade students scoring proficient by 2% in reading on the ARMT from 94% to 96%. It is also our goal to increase reading proficiency among 6<sup>th</sup> grade special education students from 69% to 85%. To increase the number of 7<sup>th</sup> grade students scoring proficient by 2% in reading on the ARMT from 85% to 87%. It is also our goal to increase proficiency of 7<sup>th</sup> grade special education students from 55% to 70%. To increase the number of 8<sup>th</sup> grade students scoring proficient by 2% in reading on the ARMT from 87% to 89%. It is also our goal to increase proficiency of 8<sup>th</sup> grade special education students from 62% to 70%.

**Data Results on which goal is based:**  
 In Grade 6, the all students subgroup scored 90% on the ARMT reading test. In Grade 8, the all students subgroup scored 87% on the ARMT reading test. The special education subgroup scoring 62% (above the AMO of 59%). The special education subgroup scoring 69% (less than the AMO of 81%). In Grade 7, the all students subgroup scored 85% on the ARMT reading test. The special education subgroup scoring 55% (less than the AMO of 74%).

<b>TARGET GRADE LEVEL(S):</b> 6 <sup>th</sup> , 7 <sup>th</sup> & 8 <sup>th</sup>	<b>TARGET CONTENT AREA(S):</b> Circle One <u>Reading</u> Math    Science	<b>AHSGE:</b> Reading   Math   Science   Social Studies Language	<b>ADDITIONAL ACADEMIC INDICATORS:</b>	<b>TARGET STUDENT SUBGROUP(S):</b> All students and special education
--	--	--	--	--

<b>COURSES OF STUDY</b>	<b>REFORM STRATEGIES</b>	<b>BENCHMARKS</b>	<b>INTERVENTIONS</b>	<b>RESOURCES</b>
<b>WHICH COURSE OF STUDY STANDARDS, AHSGE STANDARDS/OBJECTIVES, ELIGIBLE CONTENT, OR WIDA* STANDARDS ARE LINKED TO EACH STRATEGY?</b>	<b>WHAT RESEARCH-BASED STRATEGIES/ACTIONS WILL BE USED TO IMPROVE STUDENT ACADEMIC PERFORMANCE?</b> (Give specific strategies, not just programs or program names.)	<b>HOW WILL PROGRESS FOR EACH ACTION STEP BE MEASURED?</b> (PERFORMANCE DATA, LISTS, SURVEYS, ETC)	<b>HOW WILL THE SCHOOL PROVIDE TIMELY ASSISTANCE IF STRATEGIES DO NOT CHANGE PERFORMANCE?</b>	<b>WHAT RESOURCES AND SPECIFIC EXPENDITURES WILL BE NEEDED FOR SUCCESSFUL IMPLEMENTATION?</b> (Ex: 6 Classroom Libraries, \$.....00)
Apply strategies to recognize and comprehend textual/informational, recreational and functional materials. ACOS standards 6.1, 6.3, 7.1, 7.4, 8.1, 8.4	<b>S1. Plan and implement strategic teaching in all classes.</b>			
	S1-AS1 Teachers will receive training on how to incorporate reading strategies in all academic areas in July.	Sign in sheets from session		Consultant: \$1,000  Supplies: \$10,000 (books, periodicals, etc)

System: Opelika City Schools

School: Opelika Middle School

April 20, 2009

	S1-AS2 Each homeroom teacher will teach a strategic reading class daily using before, during and after reading literacy strategies based on MAX teaching skills.	100% of teachers' lesson plans will reflect strategic reading strategies that are being taught.	<p><b>S1-AS2-I1</b> Teachers will be provided after school two days a week for students that need additional assistance to complete work (ZAP Overtime).</p> <p>S1-AS2- I2 Teachers are available during planning time to help small groups of students.</p> <p>S1-AS2-I3 PLATO software program is available for additional practice.</p>	<p>1. Funding for teachers for ZAP Overtime \$7,618</p>
	S1-AS43. A Reading Intervention teacher will identify students that are not proficient on the ARMT (scores 1 and 2) and provide daily additional instruction for these students.	The reading intervention teacher will submit lesson plans that reflect strategic reading strategies being taught.	<p><b>S1-AS3-I1</b> Teachers will be provided after school two days a week for students that need additional assistance to complete work (ZAP Overtime).</p> <p>S1-AS3- I2 Teachers are available during planning time to help small groups of students.</p> <p>S1-AS3-I3 READ 180 software program is available for additional practice.</p>	<p>1. Reading intervention teacher \$64,275</p> <p>2. Read 180:Best Practices for Reading Intervention Stage B for Middle School \$10,329</p> <p>3. Upgraded computer labs for 6<sup>th</sup> &amp; 8<sup>th</sup> grades \$57, 434 ARRA funds</p>
	S1-AS4 Discovery Education Assessment and teacher-created common assessments will be administered three times during the year by classroom teachers.	Copies of DE assessment data		<p>1. Discovery Education Assessment \$8,250</p> <p>2. Upgraded computer labs for 6<sup>th</sup> &amp; 8<sup>th</sup> grades \$57, 434 ARRA funds</p>
	S1-AS5 Results of Discovery Education Assessments will be interpreted monthly by teachers at curriculum meetings.	Agendas and minutes of curriculum meetings		

System: Opelika City Schools

School: Opelika Middle School

April 20, 2009

**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.

<p><b>CONTINUOUS IMPROVEMENT GOAL (SHOULD ADDRESS IDENTIFIED WEAKNESSES AND GAPS):</b> To increase the number of 6<sup>th</sup> grade students scoring proficient by 2% in mathematics on the ARMT from 84% to 86%. It is also our goal to increase proficiency of 6<sup>th</sup> grade special education students from 66% to 70%. To increase the number of 7<sup>th</sup> grade students scoring proficient by 2% in mathematics on the ARMT from 74% to 80%. It is also our goal to increase proficiency of 7<sup>th</sup> grade special education students from 58% to 66%. To increase the number of 8<sup>th</sup> grade students scoring proficient by 2% in mathematics on the ARMT from 87% to 89%. It is also our goal to increase proficiency of 8<sup>th</sup> grade special education students from 59% to 70%.</p>
<p><b>Data Results on which goal is based:</b> In Grade 6, the all students subgroup scored 84% on the ARMT mathematics test. The special education subgroup scoring 66% (above the AMO of 56%). In Grade 7, the all students subgroup scored 74% on the ARMT mathematics test. The special education subgroup scoring 58% (above the AMO of 57%). In Grade 8, the all students subgroup scored 87% on the ARMT mathematics test. The special education subgroup scoring 59% (below the AMO of 63%).</p>

<b>TARGET GRADE LEVEL(S):</b> 6 <sup>th</sup> , 7 <sup>th</sup> & 8 <sup>th</sup>	<b>TARGET CONTENT AREA(S): Circle One</b> Reading <u>Math</u> Science Other	<b>AHSGE:</b> Reading Math Science Social Studies Language	<b>ADDITIONAL ACADEMIC INDICATORS:</b>	<b>TARGET STUDENT SUBGROUP(S):</b> All students and special education.
--	--	--	--	---

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)
Problem solving in Number & Operations, Algebra, Geometry, Measurement & Data Analysis and Probability 6.7, 6.8, 6.2 7.13, 7.12, 7.7 8.11, 8.12, 8.14	S2. <b>Plan and implement strategic teaching in all math classes.</b>			
	S2-AS2. Math teachers that serve as facilitators for TEAM Math and AMSTI will share strategies and resources with the Math Department during monthly department meetings.	Minutes, agendas and sign in sheets from curriculum meetings		Substitutes for teachers attending AMSTI/TEAM math: \$2,000

System: Opelika City Schools

School: Opelika Middle School

April 20, 2009

	S2-AS3. Each math teacher will deliver daily standards-based instruction.	100% of math teachers' lesson plans' will reflect standards based instruction.	<p><b>- S2-AS3-I1</b> Teachers will be provided after school two days a week for students that need additional assistance to complete work (ZAP Overtime).</p> <p>S2-AS3- I2 Teachers are available during planning time to help small groups of students.</p> <p>S2-AS3-I3 PLATO software program is available for additional practice.</p>	<p>1. Funding for teachers for ZAP Overtime \$ 7,618</p>
	S2-AS4. Discovery Education Assessment and teacher-created common assessment will be administered three times during the year by classroom teachers.	Copies of assessment data		<p>1. Discovery Education Assessment \$ 8,250</p> <p>2. Upgraded computer labs for 6<sup>th</sup> &amp; 8<sup>th</sup> grades \$57,434 ARRA funds</p>
	S2-AS5. Results of Discovery Education Assessments and common assessment data will be interpreted at monthly curriculum meetings by teachers.	Copies of assessment data		
	S2-AS6. A Math Intervention teacher will identify students that are not proficient on the ARMT (scores 1 and 2) and provide daily additional instruction for these students.	The Math Intervention teacher will submit lesson plans that reflect strategic math strategies being taught.		<p>1. Math Intervention teacher \$ 64,275</p>

**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):** To increase the number of students in grades 6- 8 scoring proficient by 1 in reading on the ACCESS. It is also our goal to increase ELL student proficiency in writing by 50%, from 0 – 5.

**Data on which goal is based:** Eight out of the ten ELL students were not proficient in reading and none were proficient in writing on the ACCESS scores.

<b>TARGET GRADE LEVEL(S):</b> 6-8	<b>TARGET ELP LANGUAGE DOMAIN(S):</b> Circle all that apply.	<u>Reading</u>	<u>Writing</u>	Listening	Speaking	Comprehension
--------------------------------------	---	----------------	----------------	-----------	----------	---------------

<b>WIDA ENGLISH LANGUAGE PROFICIENCY STANDARDS</b>	<b>REFORM STRATEGIES</b>	<b>BENCHMARKS</b>	<b>INTERVENTIONS</b>	<b>RESOURCES</b>
<b>WHICH WIDA* ENGLISH LANGUAGE PROFICIENCY STANDARDS OR DOMAINS ARE LINKED TO EACH STRATEGY?</b>	<b>WHAT RESEARCH-BASED STRATEGIES/ACTIONS WILL BE USED TO IMPROVE STUDENT ACADEMIC PERFORMANCE?</b> (Give specific strategies, not just programs or program names.)	<b>HOW WILL PROGRESS FOR EACH ACTION STEP BE MEASURED?</b> (PERFORMANCE DATA, LISTS, SURVEYS, ETC)	<b>HOW WILL THE SCHOOL PROVIDE TIMELY ASSISTANCE IF STRATEGIES DO NOT CHANGE PERFORMANCE?</b>	<b>WHAT RESOURCES AND SPECIFIC EXPENDITURES WILL BE NEEDED FOR SUCCESSFUL IMPLEMENTATION?</b> (Ex: 6 Classroom Libraries, \$.....00)
Reading and Writing Domain in the ACCESS Proficiency Test	<b>S3. To provide effective foundational vocabulary instruction to our ELL students scoring level 1 or 2 on the ACCESS.</b>			
	S3-AS1. ELL teacher will identify high frequency vocabulary words and provide academic teachers with lists of those words.	List of the words	The ELL teacher will develop an ELL Survival Kit for teachers to use with ELL students in the regular classroom. This kit will include flash cards and activities that ELL students can use in language acquisition.	Survival Kit developed by our ELL teacher: \$ 600
	S3 – AS2. ELL teacher and regular classroom teachers will meet once a month to coordinate instruction, modification of the curriculum, and intervention.	Minutes of team meetings		
Writing Domain on the ACCESS Proficiency Test	<b>S4. Focus on writing with ELL students.</b>			

System: Opelika City Schools

School: Opelika Middle School

April 20, 2009

	S4-AS1. ELL teacher will focus instruction on the quality of writing assignments, paragraph organization and the use of appropriate transition words.	Writing samples from students	<p><b>S4-AS1-I1</b> Teachers will be provided after school two days a week for students that need additional assistance to complete work (ZAP Overtime).</p> <p>S4-AS1- I2 Teachers are available during planning time to help small groups of students.</p>	
--	---	-------------------------------	--	--

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

System: Opelika City Schools

School: Opelika Middle School

April 20, 2009

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

CULTURE  (REFER TO CULTURAL DATA IN NEEDS ASSESSMENT)	REFORM STRATEGIES	BENCHMARKS	INTERVENTIONS	RESOURCES
WHAT CHALLENGES RELATED TO SCHOOL, SAFETY, CLASSROOM MANAGEMENT/DISCIPLINE, AND SUPPORTIVE LEARNING ENVIRONMENTS HAVE BEEN IDENTIFIED THROUGH THE REVIEW OF SCHOOL DEMOGRAPHIC, PERCEPTION, AND PROCESS DATA?	WHAT RESEARCH-BASED STRATEGIES/ACTIONS WILL BE USED TO IMPROVE CULTURAL BARRIERS IMPACTING STUDENT ACADEMIC PERFORMANCE?  (Give specific strategies, not just programs or program names.)	HOW WILL PROGRESS FOR EACH ACTION STEP BE MEASURED?  (PERFORMANCE DATA, LISTS, SURVEYS, ETC)	HOW WILL THE SCHOOL PROVIDE TIMELY ADJUSTMENT IF STRATEGIES DO NOT CHANGE PERFORMANCE?	WHAT RESOURCES AND SPECIFIC EXPENDITURES WILL BE NEEDED FOR SUCCESSFUL IMPLEMENTATION?  (Ex: Teacher Incentives, Title II \$.....00, Supplies for Mentors/Mentees, etc)
Achievement gaps persist between students who do not receive special education services and those who do.	<b>S4. Increase collaboration between Special Education teachers and regular classroom teachers in Math and Reading.</b>			
	S4-AS1. Special education teachers and regular classroom teachers will meet once a week to coordinate instruction, modification of the curriculum and intervention for special education students.	Minutes of team meetings		
	S4-AS2. Special education teachers will provide daily intensive small group tutorial sessions in the areas of reading and math for special education students.	Lesson plans	S4-AS2-I1. A tutor will be hired to provide more individualized instruction for students needing assistance.	Special Education part time tutor : \$15,000
	S4-AS3. The Building Based Student Support Team will meet on the third Tuesday of each month to discuss intervention strategies for any students who need more assistance with learning difficulties.	Minutes of meetings		

System: Opelika City Schools

School: Opelika Middle School

April 20, 2009

There were 541 incidences of “persistent disobedience” by students. 208 of these incidents occurred in 7 <sup>th</sup> grade.	<b>S5. Establish an advisor/advisee program to accommodate the developmental needs for students in grades 6-8.</b>			
	S5-AS1. Four teachers attended the SREB Conference in July, 2009 and collected information on establishing an advisor/advisee program. These teachers planned and organized an advisor/advisee program for our school beginning August, 2009.	Agenda from the SREB Conference Copy of the OMS Advisor/advisee program plan Individual student achievement both academic and disciplinary by May, 2010.		
	S5-AS2. Each team will schedule an advisory group to meet with a staff member once every two weeks.	Calendar and list of groups		
	S5-AS3. Student planners will be provided for all students that include a reinforcement of study skills and teachers will train students how to use these planners in advisor/advisee groups.	A copy of the student planner		Student planners: \$7,500
	<b>S6- Plan and implement character education lessons in each grade level.</b>			
	<b>S6-AS1. Teachers in grades 6-8 will facilitate group study discussions during reading classes daily in the following areas:</b> 6 <sup>th</sup> grade – Step Up and Character Education Made Easy 7 <sup>th</sup> grade – Qualities of Character 8 <sup>th</sup> grade – Career Cruising & 7 Habits of Highly Effective Teens	Copies of each book	Review character education material and move to other sources that better meet student disciplinary needs if discipline numbers increase dramatically.	Step Up books: \$1,500 Qualities of Character: \$3, 000 7 Habits of Highly Effective Teens: \$5,000  Consultant: Safe & Civil Schools Mike Booher \$ 10, 000
	S6-AS2. Student planners for all students will be provided at the beginning of the year that include a reinforcement of character education.	Copy of planner		

System: Opelika City Schools

School: Opelika Middle School

April 20, 2009

	S6-AS3. Students in grades 6-8 will have an opportunity to participate in the OMS ABC (Attitude, Behavior, and Character) Incentive program which provides an incentive party for students who have few or no disciplinary infractions during the last quarter.	Copy of ABC plan List of students who earn the incentive		
	<b>S7. Provide students with opportunities for enrichment in reading and math during the summer</b>			
	S7-AS1. A Reading Booster Class on each grade level will be available for all students during the month of June.	Roster of each class		Reading Teachers for summer program : \$3,173
	S7-AS2. The media center will be open and available three days a week for 4 hours during the month of June.	Schedule and sign in sheets		Media Specialist for summer program: \$1,270
	S7-AS3. A Math Booster Class on each grade level will be available for all students during the month of June.	Roster of each class		Math teachers for summer program: \$3,173

System: Opelika City Schools

School: Opelika Middle School

April 20, 2009

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

<b>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)</b>
When a new teacher is employed at Opelika Middle School, he or she is assigned a mentor. This mentor is usually a veteran teacher who teaches the same discipline, the same grade level and is afforded planning time that is concurrent with the new teacher. The mentor and mentee meet before the school year begins to plan and make both long-range and short-term planning and goals. The mentor provides instruction on establishing routine and expectation of the school. After the school year begins, the mentor and mentee meet regularly during the common planning time. Administration will also visit with both the veteran and new teachers to gauge success and to address needs.
<b>2. Budget: Describe the coordination of all federal, state, and local programs. (Note: NCLB Section 1116 requires that each year <u>Title I schools identified for improvement</u> must reserve the equivalent of 10% of the school-level allocation made available to the school under Section 1113 specifically for <u>professional development</u> opportunities for teachers. Budgets should reflect this set-aside.) See the sample budget on a later page.</b>
Opelika Middle School receives funding from several sources. The following is a list of these funds and how they are used: <ul style="list-style-type: none"><li>• Alabama State Foundation Funds: A total of \$ 3,442,278.00 is available for personnel salaries/benefits, technology, professional development and ELL.</li><li>• Title I (Federal): A total of \$ 383,624.00 is used to fund a reading intervention teacher, a math intervention teacher, teachers for summer programs, purchase instructional materials and for parental involvement.</li><li>• Title II (Federal): A total of \$ 2,362.00 is used to fund professional development.</li><li>• Local funds: \$ 32,719.25</li></ul>
<b>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.</b>
<ul style="list-style-type: none"><li>• In the spring, OMS hosts a brief orientation to new students transitioning from the intermediate schools. This session is also open to any new students to the school.</li><li>• The principal from Opelika High School presents an overview of the high school experience in the spring of each year. This overview includes a discussion of credits, grades, and activities available. It is held during a parent advisory night at OMS.</li><li>• Before the school year begins, all new students have an official OMS orientation and receive their schedules, obtain supply lists, and meet the teachers.</li></ul>
<b>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.</b>
Opelika City Schools holds a job fair each year to attract candidates. The principal has attended teacher interview days at Auburn University to attract teachers. Other school system recruiters attend recruitment fairs at state colleges and universities. Opelika Middle School offers competitive pay for teachers in the area and beyond.
<b>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.</b>
Academic teams, which consists of English, math, science, and social studies content teachers meet daily informally and once per week formally to discuss student academic progress. Once per month, the grade level departments meet to discuss curricular alignments and common assessments. Departmental meetings are held one per month to allow collaboration on departmental goals and curricular alignment.

System: Opelika City Schools

School: Opelika Middle School

April 20, 2009

**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.**

- Any student identified as homeless, ELL, migrant, neglected/dependent will be provided a free and appropriate education. Support services are available to them which include Special Education, Title I, free/reduced lunch, student assessments, ELL services, and counseling.
- Students will be given WIDA, ACCESS test, and their grade level performance (determined by grades, teacher recommendations, and results of standardized tests) will determine if students are eligible to exit the ELL program. Students who exit the program will be monitored for two years to ensure success.

**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.**

- Students who are experiencing academic or other needs are referred to the Building Based Student Support Team at OMS. The team makes recommendations for accommodations and assistance for these students. BBSST meetings are held on the third Tuesday of each month.
- The Counseling Department at OMS offers a variety of prevention programs and services, including conflict resolution, academic planning and career counseling.
- OMS teams have a Zeroes Aren't Preferred policy in which students are given an opportunity to make up incomplete assignments during the regular school day. Additionally, Opelika Middle School offers the ZAP Overtime program that provides an opportunity for students to complete missed assignments or to get more individualized instruction from a teacher after school.
- With the teaming, OMS teachers are available daily during their planning times and after school for extra assistance.
- The extended day program (Making Time Valuable or MTV) is available and includes a component for extra academic assistance. Two teachers are available at all times as well as lab students who assist.
- Summer programs are available that offer remediation/enrichment in math and reading.

**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 parent right-to-know information was included in each student’s OMS handbook. This was distributed to each family. Annual Title I meetings will be held on October 12, 2009, in the school’s auditorium at the following times: 10:30, 2:00, and 5:30. At that time an overview of the Title I process will be presented as well as the 1% set-aside, and how parents may be involved in the process. The OMS Open House was held on August 11, 2009 at 6:00. This meeting provided parents an opportunity to meet teachers and learn what the parental roles will be in helping their children succeed and OMS.

**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.**

Parent representatives will be integral in the CIP process. Parent representatives will aid in the planning of the CIP in the fall of 2009 and in the review of the program in the spring 2010. In addition to the regularly scheduled Parent Advisory Meetings (held the second Tuesday of each month) a Title I meeting will be held on October 12, 2009 in the school’s auditorium at 10:30, 2:00, and 5:30. Funding for parent involvement will include parenting brochures, the parents’ right to know, homework hotline communication, grandparents’ day materials, and POMSS (Parents of Middle School Students)—a summer transition program designed to acclimate new students and parents to the middle school experience.

**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.**

OMS provides student handbooks and codes of conduct to all students at the beginning of each year. In addition, these documents are published on the school and school system websites. Home reports of standardized assessments from the previous year are included in the first report card distribution. These documents are available, to extent practical, in a language parents can understand. Parent advisory meetings are announced and email notices sent monthly. Opelika City Schools publishes and mails to each home in Opelika, *The Invitation*, the system-wide newsletter, that provides timely announcements about system-wide meetings.

**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 Opelika City Schools’ Board of Education Policy is available online at the school system website. Monthly announcements are made via email and website posting inviting all parents to participate in monthly Parent Advisory Meetings. Parent representatives volunteered to serve on the CIP committee. Parents had an opportunity to review and provide input in the development of the plans including the School-Parent Compact.

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

Parents have access to staff members before and after school as well as during planning time. The principal has an open-door policy and is always willing to meet with parents. If parents are dissatisfied with the CIP (or any other school issue), they may contact the principal to discuss concerns. The federal programs monitor at the central office may be contacted after this initial meeting to discuss CIP concerns.

**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.**

Parents are encouraged to attend all parent meetings, open house, PAC meetings, and teacher conferences.

System: Opelika City Schools

School: Opelika Middle School

April 20, 2009

**(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.**

Parent and community meetings focusing on the school's curriculum are held each spring at four different community sites to inform parents how they may become equal partners in their child's education. The guidance counselors at OMS facilitate these meetings.

**(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.**

OMS will continue to work with staff members through professional development and grade-level meetings in understanding the importance of parent involvement in students' education.

**(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.**

OMS, to the extent feasible and appropriate, will encourage and support parents 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.**

Information regarding parent meetings and other school events are sent home by students, emailed to parents, and posted on the school's website, and posted on homework hotline general announcements. OMS uses *TransAct* to assist with translation of school documents and other items as needed.

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

Opelika Middle School makes every effort in meeting requests regarding their children's education. The principal's open-door policy allows communication during the school day. All teachers have email addresses and a phone in each classroom to facilitate communication. Daily planning times are also available to all teachers to use for parent conferences as needed.

**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 reports in a format and, to the extent practicable, in a language that parents can understand.**

OMS, to the extent practicable, provides opportunities for the full participation of parents with limited English proficiency and with parents with disabilities. Our school system employs an ELL teacher to assist with translations. Every effort is made to accommodate parents with disabilities. OMS is a handicapped-accessible building.

**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 Dr. Verry Goode	DOCUMENT CONTINUOUS LEA REVIEW AND SUPPORT RESULTS
<p>In grade 7, students meeting or exceeding proficiency levels decreased by 4 percentage points in Reading on the ARMT.</p> <p>Eight out of the ten ELL students were proficient in reading and none were proficient in writing.</p>	<p>Differentiated instructional strategies</p> <p>Reading instructional strategies</p>	<p>August 4-5, 2009 SREB conference July 2010</p> <p>July 30, 2009 February 15, 2010</p>	<p>Teachers will incorporate differentiated instructional strategies in their daily lesson plans</p> <p>Teachers will incorporate reading instructional strategies in their daily lesson plans</p>	<p>Lesson plans will be collected and reviewed weekly by the principal and instructional resource teacher. Instructional audits will be conducted monthly by administrators and instructional resource teacher.</p> <p>Classroom walkthroughs will be administered weekly</p> <p>Discovery Education Assessment reading scores will be monitored three times each year (September, December, and March)</p>	<p>Reading consultants are Farrell Seymore, April Brock, Cathy Buckhalt, SREB consultants, and representatives from MAX Teaching.</p> <p>Title II funding: \$3,000</p> <p>SREB: \$5,000</p>	

System: Opelika City Schools

School: Opelika Middle School

April 20, 2009

In grade 7, 47 % scored proficient in Math on the ARMT.	Differentiated math instructional strategies	June 2009-April 2010 SREB Conference July 2010	Teachers will incorporate differentiated math instructional strategies in their daily lesson plans	Lesson plans will be collected and reviewed weekly by the principal and instructional resource teacher. Instructional audits will be conducted monthly by administrators and instructional resource teacher.  Classroom walkthroughs will be conducted weekly  Discovery Education Assessment math scores will be monitored three times each year (September, December, and March)	Math consultants are TEAM MATH and AMSTI staff from Auburn University; SREB consultants: paid through ALSDE	
Forty eight percent were not proficient in grammar and usage, only two percent of all 7 <sup>th</sup> graders exceeded proficiency in the Alabama Direct Assessment of Writing. According to ACCESS scores, no ELL students were proficient in writing	Writing Process instructional strategies	September 2009-April 2010	Teachers will incorporate writing strategies in their daily lesson plans	Lesson plans will be collected and reviewed weekly by the principal and instructional resource teacher. Instructional audits will be conducted monthly by administrators and instructional resource teacher.  Classroom walkthroughs will be administered weekly	Cathy Buckhalt: Title II funding \$3,000	
There were 541 incidences of "persistent disobedience" by students. Two hundred eight of these incidents occurred in 7 <sup>th</sup> grade.	Advisory training  Professional Book Study addressing developmental adolescent needs	Oct. 2009 and July 2010  August 2010	Teachers will meet bi-weekly throughout the year will team-selected student advisory groups  Teachers will learn strategies on how to meet the affective needs of middle school students.	Advisory notebooks with individual student folders detailing lessons and needs of specific students. Classroom walkthroughs will also be conducted. Samples of student advisory work will be collected.  Sign in sheets for professional development	\$3000 for advisory notebook supplies \$10,000 for the SREB conference in Louisville, KY  \$2400 for books and workshop supplies	

DUPLICATE PAGES AS NEEDED

System: Opelika City Schools

School: Opelika Middle School

April 20, 2009

Part VIII - Coordination of Resources/Comprehensive Budget

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

Example:

I. State Foundation Funds:			
State Foundation Funds		TOTAL	
Teacher Assigned Units:	48.36	classroom teachers:	60.03
		TOTAL OF ALL SALARIES	\$ 2,894,183 .00
Administrator Units:	1		
Assistant Principal:	2		
Counselor:	2.5		
Librarian:	1.5		
Instructional Supplies			0
Library Enhancement			0
Technology			0
Professional Development			0
State ELL Funds			0
II. Federal Funds:			
Title I: Part A: Improving the Academic Achievement of the Disadvantaged		TOTAL	\$ 383,624.00
<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> See attached summary expenditure report. (4110)</p>			
ARRA FUNDS		TOTAL	\$57,434.00
<p><u>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</u> See attached summary expenditure report. (4210)</p>			
Title II: Professional Development Activities		TOTAL	\$ 2,362.00
<p><u>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</u> See attached summary expenditure report. (4130)</p>			
Title III: For English Language Learners		TOTAL	NA
<p><u>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</u></p>			
Title IV: For Safe and Drug-free Schools		TOTAL	NA
<p><u>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</u></p>			

System: Opelika City Schools

School: Opelika Middle School

April 20, 2009

<b>Title VI: For Rural and Low-income Schools</b>	<b>TOTAL</b>	<b>NA</b>
<i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</i>		
<b>III. Local Funds ( if applicable)</b>		
<b>Local Funds</b>	<b>TOTAL</b>	<b>\$ 32,719.25</b>
<i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</i>		
<i>Local funds sent from the Central Office are used for instructional supplies. Additional revenues go to support programs as needed.</i>		

**Part IX – MONITORING/REVIEW DOCUMENTATION**

<p><b>INITIAL REVIEW /DEVELOPMENT</b> <span style="float: right;"><b>Target Date:</b></span>  <b>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><b>REVIEW 1</b> <span style="float: right;"><b>Target Date:</b></span>  <b>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><b>REVIEW 2</b> <span style="float: right;"><b>Target Date:</b></span>  <b>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>
--	---	--

System: Opelika City Schools

School: Opelika Middle School

April 20, 2009

<p><b>REVIEW 3</b> <span style="float: right;"><b>Target</b></span>  <b>Date: November</b> <span style="float: right;"><b>Purpose: IMPLEMENTATION – Provide</b></span>  <b>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><b>REVIEW 4</b> <span style="float: right;"><b>Target Date:</b></span>  <b>January</b>  <b>Purpose: IMPLEMENTATION - Provide documentation/evidence of</b>  <b>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><b>REVIEW 5</b> <span style="float: right;"><b>Target Date:</b></span>  <b>February</b> <span style="float: right;"><b>Purpose: IMPLEMENTATION - Provide</b></span>  <b>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><b>REVIEW 6</b> <span style="float: right;"><b>Target</b></span>  <b>Date: March</b> <span style="float: right;"><b>Purpose: IMPLEMENTATION - Provide</b></span>  <b>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><b>REVIEW 7</b> <span style="float: right;"><b>Target Date:</b></span>  <b>April - May</b>  <b>Purpose: REFLECTIONS/PROJECTIONS – Evaluate each goal,</b>  <b>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><b>Use information from Reviews to Evaluate the plan and to update the</b>  <b>plan for the coming year.</b></p>

System: Opelika City Schools

School: Opelika Middle School

April 20, 2009