

## Assurances

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

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

Ⓟ Indicates LEA Principal Approval based on Assurances listed above.

## Part I NEEDS ASSESSMENT- SUMMARY OF DATA

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

Using data from 2010-2011, the principal conducted grade level data meetings to identify instructional strengths and areas of need. Data reviewed included information from Southview Primary, their respective intermediate school, Northside Intermediate, Opelika Middle School, and Opelika High School. CIP and PAC Committee members then gathered instructional suggestions from each grade level and provided feedback to the principal. Next, the principal, grade level teams, CIP members and Ms. Akeishia Tyner, a grade level teacher and Educational Leadership Education Specialist candidate at Columbus State University, aligned the areas of need to the Course of Study and determined actions/strategies that they would employ to increase student achievement. As a result of the goals set forth in the plan; training, materials/supplies, and all other resources will be used to target deficit areas as determined by the CIP collaborative team indicated above.

### Instructional Leadership Team Names and Positions

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

Laura B. Hartley	Principal
Charlotte Yarbrough	Reading Coach
Akeishia Tyner	Kindergarten Teacher
John Lofland	1st Grade Teacher
B.J. Horn	2nd Grade Teacher
Julie Holley	2nd Grade Teacher
Heather Cummings	Parent Advisory Committee Member
Lola White	Counselor
Heidi Goertzen	OCS Federal Programs Coordinator

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

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

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

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

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

Four complete days were set aside for data review and continuous improvement planning. On these consecutive days, the principal facilitated conversations with all grade levels and special area teachers to reflect on school strengths and areas of need. Data reviewed was obtained from DIBELS, Harcourt reading tests, Scott-Foresman math tests, quarterly writing benchmark tests, ARMT, Stanford 10, ACCESS, AAA, and the AHSGE. Decisions made based on the data will determine the purpose of walkthroughs, data meetings, and ongoing professional development.

### 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.

As outlined in federal legislation, no teachers are hired unless highly qualified.

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

0 %

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

0%

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

#### Strengths:

N/A

#### Weaknesses:

N/A

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

#### Strengths:

N/A

#### Weaknesses:

N/A

### Alabama Science Assessment:

#### Strengths:

N/A

#### Weaknesses:

N/A

### Stanford 10:

**Strengths:**

Based on 3rd grade data at Northside:  
Reading Comprehension, Reading Vocabulary

**Weaknesses:**

Based on 3rd grade data at Northside:  
Reading Word Study Skills, Math Computation and Problem Solving, as well as Reasoning

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

Accuracy as indicated by a low error count in all grade levels; in Kindergarten, students are segmenting 3-4 sounds in words with 69% blending 11+ words; in First Grade, 84% of students are reading 50+ wpm demonstrating improvement in word attack strategies and recognition of HF words; In Second Grade, 74% of students were at benchmark (5% above state average) and all students showed improvement with phrasing and multisyllabic words.

**Weaknesses:**

Body posture when reading, continued work on phrasing and high frequency words, fluency, and word segmentation

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

A system wide writing plan has been developed; grade -level writing rubrics are in place and BM writing samples will be gathered throughout the year to monitor writing progress of all students Kindergarten through Second Grade. Writing progress will be discussed for all students in grade-level audits. In addition, writing samples will be sent to the next grade level in transition folders so that new teachers will be aware of previous year's progress and areas of continued focus.

**Weaknesses:**

While benchmarks and rubrics are in place, we are still in the early stages of having a systematic writing plan in place other than the writing that is integrated into the Harcourt Reading Series. However, the Harcourt Reading Series writing component is a scientifically research based program that incorporates not only writing but spelling and vocabulary as well.

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

Of the five students who qualified for ELL services, a score of 4.8 was achieved by the following students in the listed areas: 4 students in speaking, 3 scored in reading, 4 in oral language. One student tested out of the ELL program. A second student failed to test out of the program by one tenth of a percentage point.

**Weaknesses:**

The following areas will be a continued focus as evidenced by a score of below 4.8 by two or more of the five students: writing and literacy/comprehension.

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

Management of Instructional Time through teachers willingness to work creatively with scheduling as we address student needs; Instructional Presentation as evidenced by the use of a wide variety of instructional settings and strategies to address multiple learning styles.

**Weaknesses:**

Through professional development surveys, quarterly audits, and informal conversations, teachers express a continued desire to increase their knowledge of available technology, classroom management, and instructional techniques to increase student comprehension in both reading and math.

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

AAA – of the students participating in AAA, all scored Level III or Higher on all areas of the assessment

Technology – All classrooms grades K-2 now house a laptop, LCD projector, and Promethean Board in addition to 4 stand alone computers per class and a 22 station computer lab

**Weaknesses:**

AAA - We are working not only at SV, but as a system to properly identify all students who qualify for AAA and gather documentation/evidence for AAA records throughout the entire school year. Our goal is for all students to achieve 100% on AAA.

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

Principal met with each grade level and special area teachers to review data. Data indicates positive School Culture, multiple opportunities for Professional Development, Growth, and Evaluation, and overall satisfaction with Comprehensive and Effective Planning.

In-depth grade level discussions indicate that focus for the 2011-12 school year should be on reading comprehension, increasing volume of reading, working with mathematical reasoning and problem solving. In addition teachers have expressed an interest in more training related to working with technology integration.

**Weaknesses:**

A longitudinal review of the data, including data from Northside Intermediate, Opelika Middle School, and Opelika High School both holistically and individually indicates an ongoing need in the area of curriculum as it pertains to reading comprehension, and mathematics processes. Written responses in all subject areas is also clearly indicated as an area of need.

Future PD needs as indicated by grade level CIP Meetings are: The Daily Five, Comprehension Toolkit Training, Strategies for working with ELL and Inclusion Students, Ongoing work and activities development with our existing math program; Scott-Foresman. Faculty desires additional training in technology and the utilization of metacognitive strategies in mathematics instruction.

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

N/A

**Weaknesses:**

N/A

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

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

**Strengths:**

As of May 2011, only three students had been suspended from school. Most incidents were handled through conferences with the principal and/or parent. No students had to be placed off

campus in alternative programs.

### **Weaknesses:**

The bulk of discipline issues come from the bus environment during morning and afternoon transport. In relation to Attendance, absences and tardies are a significant problem, not just at Southview but throughout the system.

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

#### **Strengths:**

Southview faculty and staff are aware that school dropouts and graduation rates are a system concern not just a high school concern. PST/BBSST members keep that knowledge in the forefront of their minds when working with student referrals and interventions that will increase student achievement are continually sought. It is our goal to maximize student learning and keep retentions to a minimum.

#### **Weaknesses:**

Even with the implementation of a variety of instructional strategies and ongoing support from PST, 3 students were retained (One in K and 2 in 1st. One of the 1st grade students is also served through an IEP. Retention was done at the parents request.) PST members have also come to the conclusion that additional resources should be utilized in the decision making processes related to student retention. We will continue to seek additional resources in the future.

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

#### **Strengths:**

Teacher attendance is not a major issue because teachers are encouraged to schedule appointments at 3:00 or later and are allowed to leave as needed. Faculty/Staff turnover is very low – Southview lost 2 K teachers due to spousal jobs and the music teacher due to a system promotion.

#### **Weaknesses:**

Due to the mentioned transfers and limited finances, we were able to replace the music teacher but were unable to replace the 2 Kindergarten teachers. A shift in faculty was required.

### **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:**

Thanks to accurate reporting by teachers and close follow-up between the school's data entry clerk and system resources, accurate records of student attendance are maintained. As a result, parents are informed promptly if an ongoing problem with attendance occurs. Parents are encouraged to follow school and system guidelines regarding attendance and open communication is maintained by the principal, instructional staff, and support personnel.

#### **Weaknesses:**

Even with accurate reporting and frequent communication, attendance and tardies are a major issue for Southview and the system as a whole. The system level administrative team and the school board have addressed the high numbers and made some revisions in the system's attendance policy. The attendance breakdown is as follows: African American - Tardies 1,463, Absences 1,368; Caucasian - Tardies 838, Absences 1,017; Others - Tardies 83, Absences 66.

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

#### **Strengths:**

Parents feel they are well informed regarding students progress and feel comfortable initiating parent conferences. Teacher/staff offer useful suggestions and parents feel they can talk openly with the principal.

**Weaknesses:**

Continued need for parenting seminars  
Content requests for parenting sessions are: improving reading, improving math, and study habits.

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

N/A

**Weaknesses:**

N/A

**School Process Information related to an analysis of existing curricula focused on helping English Language Learners (ELLs) work toward attaining proficiency in annual measurable academic objectives (AMAOs).****Strengths:**

TransAct resources are available for use in a variety of languages. The Harcourt Reading Program also has resources for working with ELL students. The system also employees two ELL teachers.

**Weaknesses:**

Additional programs and resources are always needed. Southview is looking at an online program called Foreign Language Friends to address needs.

**School Process Information related to an analysis of existing personnel focused on helping English Language Learners (ELLs) work toward attaining proficiency in annual measurable academic objectives (AMAOs).****Strengths:**

System employs full-time ELL instructors. ELL instructors work with teachers and support staff to assist in a multitude of ways.

**Weaknesses:**

There are only two ELL instructors for nine schools in our system, Additional personnel would benefit student learning.

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

Frequent data meetings are held to discuss educational progress and needs. Contract Tutors are employed to provide Tier III instruction in collaboration with teacher delivered Tier I and II instruction. Through PD, the PST process, Grade Level Meetings, and professional training at Faculty Meetings, teachers are always adding to their toolbox of instructional reform strategies. Our school's extended day program also partners with service learning students from Auburn University to tutor students in 1:1 or small group situations to extend student learning.

**Weaknesses:**

Teachers need to work collaboratively to merge our existing math program with with the new Course of Study and Common Core Standards. Writing needs to be a continued focus; especially in response to expressing understanding of core subject areas. Inceared emphasis on metacognitive processes i mathematics instruction is needed.

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

**Part II - GOAL TO ADDRESS ACADEMIC NEEDS – All components to support improving academic achievement, INCLUDING SCHOOL CULTURE CONSIDERATIONS, should be related to the weaknesses identified in the data summary. Use the SMART Goals format to address areas of need.**

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

**G1. Kindergarten Reading Goal**

**Description:**

Our goal is to increase individual student achievement in the areas of fluency , vocabulary, comprehension, word segmentation, and recognition of high frequency words by 100% during the 2011-2012 school year.

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

DIBELS, Kindergarten student performance during previous years, Kindergarten readiness skills/objectives, and a review of Northside's third grade ARMT/SAT 10 data, including special education students and English Language Learners.

Target Grade Level(s): Kindergarten

Target Content Area(s): Reading

ARMT: Reading

**Additional Academic Indicators:**

DIBELS, Harcourt assessments

**Target Student Subgroup(s):**

All Students

**Courses of Study:**

Kindergarten- Standard 1 Exhibit phonemic awareness by identifying and categorizing phonemes, by orally blending phonemes into one-syllable words, by segmenting one-syllable words into phonemes, and by rhyming. Learn and apply robust vocabulary in daily reading and writing. Demonstrate comprehension of both narrative and expository text with a focus on written responses. Demonstrate automaticity when naming letters.

**Strategies:**

**S1.1.1 Additional Instruction and Increased Practice**

**Description:**

Teachers will provide instruction and increased practice in the areas of letter naming, word segmentation, high frequency words, and fluency.

**Action Steps:**

**AS1.1.1 Kindergarten Reading Action Steps**

**Description:**

Increase volume of reading throughout the day; Provide ample practice through effective activities via centers, small group and whole group instruction; Utilize outside reading resources; Provide daily fluency practice; Model reading daily; Collaboration with reading coach and colleagues; bi-weekly/monthly data meetings; Teach all objectives and components of the reading program daily; Teachers will model and provide practice with written responses to narrative/expository text; and students will write routinely about cross-curricular topics.

**Benchmarks:**

•Teacher observation before, during, and after reading. •DIBELS •Harcourt assessments •Quarterly common assessments •Curriculum audits •Quarterly data meetings •Writing Benchmarks \*Walkthroughs

**Interventions:**

•Whole group and small group instruction •Flexible tutoring groups with contract tutors •Tier II and Tier III Intervention •Daily fluency practice during small group •Center work for skills reinforcement

**Resources:**

•Harcourt Series materials •Library books •Read-a-longs •Decodable and connected text •Instructional videos related to Course of Study objectives •Effective center activities •Student journals •Daily Five •Comprehension Toolkit \* Instructional materials to support comprehension toolkit

## **G2. First Grade Reading Goal**

**Description:**

Our goal is to increase individual student achievement in the areas of fluency, vocabulary, comprehension, word segmentation, and recognition of high frequency words by 100% during the 2011-2012 school year.

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

DIBELS, Kindergarten student performance during previous years, 1st grade readiness skills/objectives, and a review of Northside's third grade ARMT/SAT data, including special education students.

Target Grade Level(s): First Grade

Target Content Area(s): Reading

ARMT: Reading

**Additional Academic Indicators:**

DIBELS; Harcourt Assessments

**Target Student Subgroup(s):**

All Students

**Courses of Study:**

First Grade- Standards 1 and 5 1. Demonstrate phonemic awareness by isolating, deleting, and adding phonemes, by using onsets and rimes, and by identifying initial, medial, and final sounds in one-syllable words. 5. Read with fluency simple passages containing simple sentences. Demonstrate understanding of word study skills. Learn and incorporate robust vocabulary in all areas of literacy instruction.

**Strategies:**

### **S2.1 Additional Instruction and Increased Practice**

**Description:**

Teachers will provide instruction and practice in fluency, word segmentation and high frequency words, vocabulary and word study skills.

**Action Steps:**

#### **AS2.1.1 First Grade Reading Action Steps**

**Description:**

- Utilize outside reading resources
- Increase volume of reading throughout the day.
- Provide ample practice through effective activities via centers, small group and whole group instruction
- Provide daily fluency practice during small group instruction
- Collaboration with reading coach and colleagues
- Adjust instruction to include introduction of word study skills to the first of the week.

**Benchmarks:**

- Teacher observation before, during, and after reading.
- DIBELS
- Harcourt assessments
- Quarterly common assessments
- Curriculum audits
- Quarterly data meetings
- Writing assessments
- \*Walkthroughs

**Interventions:**

- Whole group and Small group instruction
- Center work for skills reinforcement
- \*Daily Five
- Flexible tutoring groups with contract tutors
- Tier II and Tier III Intervention
- Daily fluency practice during small group

**Resources:**

- Harcourt Materials
- Library books
- Read-a-longs
- Decodable text
- Instructional videos related to Course of Study objectives
- Effective center activities
- Journals
- Daily Five
- Comprehension Toolkit

### **G3. Second Grade Reading Goal**

**Description:**

Our goal is to increase individual student achievement in the areas of fluency, vocabulary, comprehension, word segmentation, and recognition of high frequency during the 2011-2012 school year. Our goal is for all students to increase their fluency by 100% and score no lower than 80% on reading series Theme Assessments.

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

DIBELS, Kindergarten student performance during previous years, 2nd grade readiness skills/objectives, and a review of Northside's third grade ARMT/SAT data, including special education students and Northside DIBELS scores.

Target Grade Level(s): Second Grade

Target Content Area(s): Reading

ARMT: Reading

**Additional Academic Indicators:**

DIBELS

**Target Student Subgroup(s):**

All students

**Courses of Study:**

Second Grade-Standard 5 Read with fluency passages containing complex sentences. Demonstrate understanding of narrative and expository text with a focus on expository; including increasing vocabulary and comprehension skills

**Strategies:**

#### **S3.1 Additional Instruction and Increased Practice**

**Description:**

Teachers will provide instruction and practice in fluency, word segmentation and high frequency words, vocabulary and word study skills.

**Action Steps:****AS3.1.1 Second Grade Reading Action Steps****Description:**

•Increase volume of reading throughout the day. •Provide ample practice through effective activities via centers, small group and whole group instruction •Provide daily fluency practice during small group instruction •Collaboration with reading coach and colleagues •Teach all objectives and components of the reading program •Incorporate daily writing activities

**Benchmarks:**

•Teacher observation before, during, and after reading. •DIBELS •Harcourt assessments •Quarterly common assessments •Curriculum audits •Quarterly data meetings

**Interventions:**

•Whole group and Small group instruction •Center work for skills reinforcement •Flexible tutoring groups with contract tutors •Tier II and Tier III Intervention •Daily fluency practice during small group

**Resources:**

•Harcourt Materials •Library books •Read-a-longs •Decodable text •Instructional videos related to Course of Study objectives •Effective center activities •Journals •Daily Five •Comprehension Toolkit \*Computer software \*Kineos-Achiever \*Computer Lab

**G4. Kindergarten Math Goal****Description:**

Our goal is to increase individual student preparedness in the areas of reasoning/problem solving, number sense/operations, mathematical connections, and data/statistics/probability so that all students increase their proficiency by 100% during the 2011-2012 school year.

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

Kindergarten student performance during previous years and 1st grade readiness skills/objectives, and a review of Northside's third grade scores on ARMT/SAT; including special education students.

Target Grade Level(s): Kindergarten

Target Content Area(s): Math

ARMT: Math

**Additional Academic Indicators:**

System developed critical skills screener and post test; Scott-Foresman assessments

**Target Student Subgroup(s):**

All Students

**Courses of Study:**

Demonstrate concepts of number sense by using one-to-one correspondence, counting in sequence by ones from one to one hundred, counting backwards from ten, recognizing numerals zero to twenty, and comparing sets of objects up to twenty by using vocabulary terms including more than, less than, most or least. Demonstrate concepts using written repose in the area of math problem solving. Count by two's, fives and ten's.

**Strategies:**

**S4.1 Additional Instruction and Increased Practice**

## Description:

Teachers will provide instructional practice related to College and Career Based Standards with an increased focus on written responses.

**Action Steps:****AS4.1.1 Kindergarten Math Action Steps**

## Description:

\*Continue to incorporate and refine daily routines: daily data, counting jar, attendance count, lunch graph, calendar, and pattern chart \*Continue and refine math centers \*Incorporate small group math lessons for struggling students based on Critical Skills identified by the system and individual student needs. \*Incorporate use of ten frames \*Routinely incorporate math journals into instruction

## Benchmarks:

\*Workbook sheets \*Daily teacher observations \*Quarterly common assessments \*Quarterly curriculum audits Students will score at least 85% when tested on standards as listed on District Math Profile Sheets.

## Interventions:

\*Continued re-teaching and review through Investigation Centers and daily routines \*Flexible small groups both within class and with peer teachers; Tier II  
\*Recruitment and utilization of parent and university volunteers

## Resources:

\*Math manipulatives to implement Investigation activities \*Content related trade books \*Additional teacher additions for Investigations

**G5. First Grade Math Goal**

## Description:

Our goal is to improve students achievement in the areas of data collection, estimation, computation in context, place value, reasoning and problem solving so that each child increases their proficiency by 100% during the 2011-2012 school year.

## Data Results on which goal is based:

1st grade performance from previous years and 2nd grade readiness skills/objectives.

Target Grade Level(s): 1st Grade

Target Content Area(s): Math

ARMT: Math

## Additional Academic Indicators:

System developed critical skills screener and post test; Scott-Foresman assessments

## Target Student Subgroup(s):

All students

## Courses of Study:

\*Organize objects of information into predetermined and labeled data displays, including pictographs, tally charts, bar graphs, or double-loop Venn diagrams.  
\*Apply reasoning and problem solving when working math problems \*Use estimation and computation in context \*Identify and write place value to 100s.

**Strategies:****5.1 Additional Instruction and Practice****Description:**

Teachers will display data that has been collected and organized from the student's environment and personal interest. Students will practice minimum critical skills and write routinely in math journals providing written explanation of problem solving.

**Action Steps:****AS5.1.1 First Grade Math Action Steps****Description:**

\*Teachers will teach students to gather and discuss data using different types of charts and graphs such as a Venn diagram, T-chart, glyph, and bottle graph \*Teachers will use Investigations that align with the daily curriculum \*Math centers will be aligned to support whole and small group instruction \*Students will generate questions within the classroom using data collection to discuss with peers \*Problem of the Day \*Calendar skills \*Turn and talk about data \*Teacher will model written explanation of mathematical thinking

**Benchmarks:**

\*Critical Skills Screener \*Program Chapter Tests \*Workbook sheets \*Teacher observation \*Quarterly common assessments and curriculum audits \*Math journals; informal Students will score a minimum of 80% mastery on standards as listed on District Math Profile Sheets.

**Interventions:**

\*Re-teaching and review in small groups \*Review in centers \*Daily review and routines

**Resources:**

\*Investigation books and investigation activities from Basal \*Graphs and charts \*Calendar \*Manipulatives \*Math Journals \*Comprehension Toolkit Strategies

**6. Second Grade Math Goal****Description:**

Our goal is to improve student achievement in the areas of money, time, addition and subtraction, comparing and ordering numbers, and place value. Improvement will be evidenced by students scoring at least 85% on Benchmark Math tests during the 2011-2012 school year.

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

Grade level readiness skills/objectives, and a review of Northside's third grade ARMT/SAT data which includes their special education population.

Target Grade Level(s): Second Grade

Target Content Area(s): Math

ARMT: Math

**Additional Academic Indicators:**

System-created critical skills screener and post test; Scott-Foresman assessments

**Target Student Subgroup(s):**

All students

**Courses of Study:**

\*Students will add and subtract two digit numbers with regrouping. \*Students will compare and order numbers to 999. \*Students will identify place values of ones, tens, and hundreds. \*Students will count money to \$1.00 \*Students will tell time to the half hour.

### Strategies:

#### **S**6.1 Additional Instruction and Practice

##### Description:

Align daily instruction to the new Course of Study with a focus on computational fluency and oral/written expression of mathematical processes and procedures

##### Action Steps:

#### **AS**6.1.1 Second Grade Math Action Steps

##### Description:

\*Teachers will engage in daily activities to promote mathematical thinking such as: daily data, math journals, investigation activities=activities to go along with daily math lessons, problem of the day, and Investigations that align with the daily curriculum. \*Teachers will participate in vertical teaming with third grade teachers to streamline instruction of mathematical skills. \*Math centers will be aligned to support whole group and small group instruction \*Teachers will address minimum critical skills in small group as needed

##### Benchmarks:

\*Critical Skills Screener \*Benchmark Math Tests \*Math Journals \*Direct/Indirect Assessment \*Common assessments \*Walkthroughs 100% proficiency is the goal for ALL students.

##### Interventions:

\*Additional instruction with teacher and intervention teacher \*Hands-on instruction through Investigations \*Math Centers \*Small group instruction as needed \*Computer programs

##### Resources:

\*Literacy/Math Books \*Computer programs/lab \*Promethean boards \*Manipulatives \*Kineos-Achiever \*Flashcards

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

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

### **ENGLISH LANGUAGE PROFICIENCY GOAL (SHOULD ADDRESS IDENTIFIED WEAKNESSES AND GAPS):**

#### **G**1. ELL Goal

##### Description:

13% of the students will score 4.8 or higher on each portion of the ELPT test administered in the spring of 2012.

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

Longitudinal review of ACCESS for ELLs-English Language Proficiency Test

Target Grade Level(s): Kindergarten through Second Grade

Target ELP Language Domain(s): Writing, Comprehension

WIDA Standards: Writing and Literacy/Comprehension

**Strategies:**

**§1.1 Improve writing proficiency in Kindergarten**

**Description:**

Students will express thoughts in writing using a simple sentence structure.

**Action Steps:**

**AS1.1.1 Writing in Kindergarten**

**Description:**

Teachers will incorporate journal writing into weekly lessons. Teachers will provide explicit instruction and practice in writing a complete sentence.

**Benchmarks:**

Daily Assignments Writing Journals Quarterly Writing Benchmarks Quarterly Curriculum Audits

**Interventions:**

Pull out services with ELL Teacher Small group instruction Frequent parent communication Tutoring as needed with Contract Tutors 1:1 Assistance as needed from Classroom Teachers

**Resources:**

ELL Teacher Transact Harcourt supplementary materials for ELL Students Foreign Language Friends Basic Phrases for ELL

**§1.2 Improve writing proficiency in 1st and 2nd grades**

**Description:**

Students will author expository and narrative tests with a focus on the 3.5 paragraph format.

**Action Steps:**

**AS1.2.1 Writing in 1st and 2nd Grades**

**Description:**

Teachers will provide instruction and model the writing of a 3.5 paragraph. Teachers will engage students in the writing process daily. Writing instruction will be incorporated in all subject areas.

**Benchmarks:**

Daily Assignments Writing Journals Quarterly Writing Benchmarks Quarterly Curriculum Audits

**Interventions:**

Pull out services with the ELL teacher; small group instruction; frequent parent communication; tutoring as needed with contract tutors; 1:1 assistance as needed

**Resources:**

ELL Teacher; TransAct; Harcourt supplementary materials for ELL students

**S1.3 Improve Comprehension Proficiency****Description:**

Teachers will provide instruction and increased practice in the area of literacy/comprehension.

**Action Steps:****AS1.3.1 Comprehension Proficiency****Description:**

Teachers will develop and expand student background knowledge by incorporating visual aids as needed. Teachers will provide instruction and practice in using context clues to determine meanings of words.

**Benchmarks:**

Unit tests; Daily assignments; Quarterly assessments and Curriculum Audits

**Interventions:**

Pull out services with ELL teacher; Small group instruction; Frequent parent communication; Tutoring as needed with contract tutor; 1:1 assistance as needed

**Resources:**

ELL teacher; TransAct; Harcourt supplementary materials for ELL students; Foreign Language Friends; Basic phrases for ELL

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

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

**G1. Math Curriculum Night and Open House****Description:**

Teachers repeatedly report that students experience difficulty in the identification of letter and numbers in K as well as the fluent knowledge of addition and subtraction facts in both 1st and 2nd grades.

**Strategies:****S1.1 Flashcards****Description:**

At the first PTO meeting of the year - Open House - Kindergarten parents will be presented with flashcards for all letters of the alphabet and numbers 1-2. 1st and 2nd grade parents will be presented with addition and subtraction flashcards. In addition, teachers will collaborate at each grade level to compile a list of at-home learning activities that parents can engage in with their children to help them master the flash card facts.

**Action Steps:**

**AS1.1.1 Flashcards****Description:**

Grade level teachers will collaborate to provide parents and students with suggested activities that will enable students to master colors, numbers to 20, addition, and subtraction facts.

**Benchmarks:**

Ongoing assessments, both formal and informal, throughout the school year. Second grade will host an Around the World Addition/Subtraction tournament

**Interventions:**

Regular classroom instruction at each grade level K-2 will target the mastery of letter names and sounds, the ability to identify, read and write numbers, and addition/subtraction fact fluency

**Resources:**

Flashcards

**G2. Title I Meeting/Getting Off To The Right Start****Description:**

Making students aware of the benefits of receiving Title I funding; Acclimating parents and children alike to the processes and procedures of school, in particular the routines and expectations of Southview Primary

**Strategies:****S2.1 Getting Off to the Right Start****Description:**

Title I - The Principal and/or system Federal Programs Director will provide an informational system on what it means to be a Title I school. Health and Nutrition - the System Nurse and Child Nutrition Program Director will talk with parents about the OCS Wellness Policy and Program as well as informational tips from the Alabama Department of Public Health regarding personal hygiene and illness. Attendance - The system Attendance Officer will talk with parents regarding system and state attendance policies. The School Counselor will talk with parents about counseling programs and services. The school Reading Coach will talk with parents about the school's reading curriculum; study tips and tricks, and available resources for academic assistance.

**Action Steps:****AS2.1.1 The Right Start****Description:**

Southview and OCS staff will foster parental involvement through information talks and packets of information/resources developed to allow parents to more effectively foster their child's learning.

**Benchmarks:**

Attendance at Parental Involvement activities; workshop surveys

**Interventions:**

Ongoing assistance throughout the school year.

**Resources:**

Informational pamphlets; Speakers; Copies of grade-level instructional materials for parents; PowerPoint; Technology equipment

**G3. Kindling Kindergarten****Description:**

Many students who are entering Kindergarten have never participated in a structured learning program. For these students, the adjustment during the first week's of school can be quite difficult.

**Strategies:****S3.1 Kindling K****Description:**

Students identified throughout the system that are about to start K are invited to participate in a 4 week summer school program designed to jumpstart their school experience. Students are able to acclimate to a school schedule, rules, processes and procedures.

**Action Steps:****AS3.1.1 Kindling K****Description:**

Introduction to basic skills in reading and math; Whole group and small group instruction

**Benchmarks:**

Students will be monitored throughout the following academic school year through program assessments, math screeners/post tests, and DIBELS

**Interventions:**

The program is offered for 4 weeks only. Additional assistance will be provided as needed throughout the school year.

**Resources:**

Textbooks and teacher editions Classroom Instructional materials and Supplies Copies Resource materials

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

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

Teachers with three or more years of experience are assigned to first year teachers within the building. In addition, all non-tenured teachers continue to work with a "buddy" teacher.

Activities and contact hours are carried out as outlined in the Governor's Commission on Quality Teachers-Alabama Teachers Mentor Program.

**Budget:**

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

Budget needs were considered after a review of data both annually and longitudinally. Materials/supplies, professional development, travel and training, and all other funds available for instruction are focused on the targeted areas of need in reading and math as outlined on previous pages of this plan.

### **Transition:**

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

In addition to Head Start and other community-based preschool programs, Southview hosts a K4 registration day and school tour. Tours also are made available to new students and/or parents as they enter school throughout the year. Southview 2nd graders tour Northside Intermediate (3rd-5th grades).

### **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.**

12.9% of teachers hold an AA or higher certification; 45.2% of teachers hold a Master's Degree; and 41.9% of teachers hold a Bachelor's Degree. At this time, three teachers are in school, although currently are highly qualified, seeking a higher certification.

### **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.**

Data meetings are held quarterly to review DIBELS data, basal-related assessments and teacher created tests. In addition, a minimum of 2 grade-level meetings are held each month and faculty meetings are regularly scheduled that include the address of academic needs.

### **Special Populations:**

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

Southview Primary is responsible for identifying and enrolling special population students according to the respective district level plan and policy (Title I, Special Education, EL, etc.); in addition our school and central office staff collaborate to ensure students receive appropriate services. Any student who is identified as Special Education, Neglected, Delinquent, or Limited English Proficient receives services that assist them with their particular needs, as Opelika City Schools has an established Special Education, Neglected, Delinquent, or Limited English Proficient core program in place. All special population students participate in our standards-based core curriculum so that they have the same opportunity to achieve academically and linguistically as the general student population.

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

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

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

N/A

### **Extended Learning Opportunities:**

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

Through the Opelika City Schools Extended Day Program "CARES" Children's Adventures in Recreation Enrichment, and Study, students are provided the opportunity to receive assistance with homework and small group tutoring. Southview collaborates with Auburn University to engage Service Learning Students in providing afternoon tutoring services. Students also participate in multi-subject enrichment programs in Art and Music that further enhance classroom instruction. Close collaboration with grade-level teachers and parents is encouraged.

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

### **Parental Involvement:**

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

Getting Your Child off to the Right Start and Annual Title I meeting was held Tuesday, September 23, 2011 at 12:00 noon and 6:00 p.m. An overview of Title I, NCLB, and Reading Tips/Tricks was presented. In addition, parents participate in the Parent Advisory Council to discuss parent needs and suggestions.

**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.**

Parents serving as members of the Continuous Improvement Plan team had the opportunity to discuss parents' perspectives. Once the document is complete and board approved, the document will be available in the school's front office and an additional copy will be placed in the Media Center.

**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.**

Website, monthly calendars, memorandum, quarterly PTO programs, Parent Advisory Committee (PAC), 1st quarter report card conferences, BBSST meetings, mid-quarter reports, and quarterly report cards.

**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).**

A School-Parent Compact is included in registration papers at the beginning of each school year. Parents are asked to review the document with their child, sign, and date it. Teachers collect an additional signature as proof that the document was distributed and the original compact is kept on file within the students' permanent record.

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

Parent conferences, PTO meetings, PAC meetings, service on system-wide committees regarding parental involvement, open communication with the school administrator

**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)**

Stanford 10 home reports are reviewed with parents annually during the 1st quarter report card conferences. In addition, a PTO/Title I meeting is held annually to apprise parents of Title I plans and instructional programs. To accommodate busy schedules, the meeting is held at night and repeated in a daytime session. Parents are encouraged to stay in close communication with teachers through notes, calls, and conferences as well as tracking of grades through STI home.

**(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)**

Parenting Center with books, pamphlets, videos, games, and other resources to support positive interactions between parents and children.

**(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)**

Open enrollment for PTO, Parenting Workshops, Quarterly PTO programs, TEAM Math Night, Multicultural Literature Programs

**(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)**

The Parenting Club is a group meeting offered on the second Tuesday of each month and led by our Family and Parenting Coordinator, Mrs. Lola White. Mrs. Whites' other Responsibilities include coordinating programs with other community service providers such as Head Start, Department of Human Resources, East Alabama Mental Health, The Achievement Center of East Alabama, etc.

**(5) Shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand. (Describe)**

Memorandums are sent home regarding all parent programs, meetings, and activities. In addition, parents are provided with a monthly calendar highlighting special activities as well as our cafeteria menu should the parent wish to join their child for lunch. The Transact program is used when needed to translate information into other languages. In addition, our system contracts with bi-lingual students at Auburn University who serve as interpreters/translators. An additional means of communication has also been added this year through the addition of School Messenger, an automated system to allow attendance and activity notification.

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

Open communication is encouraged by the administration between all parents and teachers; parents are invited to visit classrooms, serve as volunteers, join PTO, and coordinate other special events that align with the educational program.

**Describe how the school will ensure the provision for participation of parents with limited English proficiency, parents with disabilities, and parents of migratory students; including providing information and school reports in a format and, to the extent practicable, in a language that parents can understand.**

System provides two ESL teachers to address multiple languages and Transact is used to format academic/behavioral supports in a language that parents can understand.

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

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

- Yes
- No

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

- Yes
- No

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

- Yes
- No

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

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

Additional training is needed in the Primary Comprehension Toolkit to assist in enhancing instruction to improve reading performance.

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

Face to Face book studies, demonstration lessons, model teaching by the Reading Coach, and ongoing planning with the reading coach.

**When will the session be delivered?**

The first session will be offered on September and then be offered monthly or bi-monthly for the remainder of the year. Training will also take place during the instructional day when it pertains to model lessons, on-the-spot coaching, etc. In-depth sessions will be offered after school.

**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?)**

Use of the PCT by all teachers will enhance and expand comprehension, writing, language, thinking, and reasoning skills.

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

Lesson plans, formal and informal observations, curricular audits, and data meetings.

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

Supplies for CTK and training provided by the reading coach

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

Training in identifying student learning needs and long range goal development

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

Release time for CIP planning/training, data meetings, and quarterly audits.

**When will the session be delivered?**

August 2011 through May 2012

**What are the expected outcomes of professional learning?****(Following the professional learning, how will academic or cultural challenges be impacted – what does it look like?)**

Teachers will become more proficient in analyzing data to guide instruction and developing year long academic goals to address the identified needs.

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

Improved student test data, lesson plans, formal and informal observations, the completion of Colleague Visits

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

Substitutes

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

Need to increase our knowledge related to the integration of available technology within our system.

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

Technology Coordinator will be trained and then return to Southview to train the remaining staff on Skype, Activotes, Advanced Promethean Board, and Lenovo Thinkpads

**When will the session be delivered?**

Training on the Activote System and Skype took place in August of 2011. Other sessions will be offered throughout the 2011-12 school year.

**What are the expected outcomes of professional learning?****(Following the professional learning, how will academic or cultural challenges be impacted – what does it look like?)**

Teachers will become more proficient in integrating available technology into their everyday instruction.

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

Both formal and informal observations

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

Title I

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

Knowledge of how to handle emergency situations

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

CPR training by a certified professional

**When will the session be delivered?**

To be determined

**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?)**

All staff both certified and classisfied will be trained in proper CPR procedures.

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

N/A

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

A parent has offered to provide the training for free.

**Vertical Teaming**

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

Second grade teachers would like to collaborate with third grade teachers to be better informed regarding open ended responses on the ARMT and ARMT+ assessments.

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

Vertical planning session between second and third grade teachers

**When will the session be delivered?**

To be determined...

**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?)**

Second grade teachers will be better informed regarding third grade teacher and instructional expectations so that instruction at the second grade level can be adjusted.

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

Formal and informal observations

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

None known

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

**I. State Foundation Funds**

	<b>FTEs Earned</b>	<b>Units Placed</b>	<b>Total Salaries</b>
FTE Teacher Units	23.62	23.62	1,151,920.86
Administrator Units	1.00	1.00	76,762.00
Assistant Principal	0	0	0
Counselor	.50	.50	24704.00
Librarian	1.00	1.00	53,522.00
Career and Technical Education Administrator	0	0	0
Career and Technical Education Counselor	0	0	0
Technology			0
Professional Development			0
State ELL Funds			0
Instructional Supplies			3520
Library Enhancement			0
<b>Total of All Salaries:</b>			<b>\$1,310,428.8</b>

**II. Federal Funds**

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

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

Southview Title I Budget FY'12

- \*Summer Media Program Additional Pay - 2,674.73
- \*Parenting Supplies - 2,342.94
- \*PD Subs/Travel/Training - 4,768.80
- \*Class Supplies/Software/Computer Equipment - 25,562.59
- \*Instructional Aide Salary/Benefits - 28,571.25
- \*Contracted Tutors Salary/Benefits - 45,225.60
- \*Guidance Counselor Salary/Benefits (.5 FTE) - 33,355.67
- \*Guidance Counselor Supplies - 2000.00
- \*Educational Media/Library Media Books - 5000.00

**Total :**

**Title I: ARRA Funds**

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

N/A

**Total :**

**Title II: Professional Development Activities**

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

Subs dor Professional Development - Salary and Benefits

**Total :**

**Title III: For English Language Learners**

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

Prevention/Intervention (Reading & Math): 5,836 (Includes summer tutoring, classroom materials, software support, and AV equipment.)

Comprehensive Family Literacy Services: 1,483 (English classes for parents of LEP students)

Professional Development: 4,940 (Includes travel to conferences by EL teachers; substitutes for workshops, and workshop materials)

**Total :**

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

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

N/A

**Total :**

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

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

N/A

**Total :**

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

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

N/A

**Total :**

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

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

N/A

**Total :**

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

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

N/A

**Total :**

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

**Local Funds**

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

Public - 110,711.97

Non-Public - 9,745.00

**Total :**