



ALABAMA STATE DEPARTMENT OF EDUCATION
 Joseph B. Morton, State Superintendent of Education
2009 - 2010
CONTINUOUS IMPROVEMENT PLAN
Title I Schoolwide Programs



Note: Blank copy is available on www.alsde.edu, Sections, Accountability Roundtable, Publications
 Submit plans to your system's E-GAP Document Library

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|--|--|--|---|--|
| NAME OF SCHOOL: Southview Primary School | | | | |
| STREET ADDRESS: 2712 Marvyn Parkway | | CITY: Opelika | STATE: Alabama | ZIP CODE: 36801 |
| CONTACT: Laura B. Hartley | | TELEPHONE: 334-745-9711 | E-MAIL: laura.hartley@opelikaschools.org | |
| Identified for School Improvement? No <input checked="" type="checkbox"/> Yes <input type="checkbox"/> Delay Status <input type="checkbox"/> Year 1 <input type="checkbox"/> or Year 2 <input type="checkbox"/> *Submit to LEA for Board approval. Retain the original plan in the LEA. Submit the plan electronically to your system's E-GAP Document Library by November 26, 2009. Year 3 <input type="checkbox"/> or Year 4 or more <input type="checkbox"/> Submit to LEA for Board approval. Mail two copies of PAGE ONE and two copies of PAGE TWO with original signatures to Federal Programs, Accountability and Compliance, P. O. Box 302101, Montgomery, AL 36130-2101. Submit the plan electronically to your system's E-GAP Document Library by November 26, 2009. | | | | |
| Made AYP? YES <input checked="" type="checkbox"/> NO <input type="checkbox"/> N/A <input type="checkbox"/> | Made AMAOs (ELL)? YES <input checked="" type="checkbox"/> NO <input type="checkbox"/> N/A <input type="checkbox"/> | Career Tech Made AYP? YES <input type="checkbox"/> NO <input type="checkbox"/> N/A <input checked="" type="checkbox"/> | Are all federal resources (including Titles I, II, III, IV, V, and VI) used to coordinate and supplement existing services and not used to provide services that, in the absence of federal funds, would be provided by another fund source? YES <input checked="" type="checkbox"/> NO <input type="checkbox"/> | Describe how this plan will be made available to parents and other stakeholders (example: through parent meetings or on websites): Information regarding the Continuous Improvement Plan will be shared during the school Title I Meeting scheduled for August 25, 2009. The meeting will be held twice on the scheduled date, at 12:00 noon and 6:00 p.m. In addition, the Continuous Improvement Plan will be posted on the school systems' website at www.opelikaschools.org and on file in the principal's office. |
| *Board Approval: Yes <input type="checkbox"/> No <input type="checkbox"/> Board approval received on <u> </u> September 15 <u> </u> , 2009. Board Signature: | | | | |
| Superintendent Signature: Dr. Mark Neighbors | | | | Date: |
| Federal Programs Coordinator Signature: Dr. Brenda Rickett | | | | Date: |
| Principal Signature: Mrs. Laura B. Hartley | | | | Date: |

System: Opelika City Schools

School: Southview Primary School

Submit plans electronically to your system's E-GAP Document Library by November 26, 2009.

Alabama AYP Accountability Reports

School Status Report

Alabama Department of Education
Adequate Yearly Progress Status for 2009-2010
based on School Year 2008-2009 Data

79 Opelika City - 0090 Southview Primary School (0010 Northside School)

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

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

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

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

| Legend | |
|--|--|
| ~ Fewer than 10 students | CI Confidence Interval |
| N2 Small school rule for participation | IM Improvement |
| * Small school rule for proficiency | N/A Not applicable (for subgroups), fewer than 40 students |
| UA Uniform Averaging | 2% Proficiency adjustment made for students with disabilities - the 2% rule only applies to the Special Education subgroup |
| SH Safe Harbor | |

System: Opelika City Schools

School: Southview Primary School

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CONTINUOUS IMPROVEMENT PLAN DEVELOPMENT AND IMPLEMENTATION TEAM

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

Using data from 2007-2009, the principal conducted grade level data meetings to identify instructional strengths and areas of need. CIP and PAC Committee members then gathered instructional suggestions from each grade level and provided feedback to the principal. Next, the principal, CIP members and Ms. Akeishia Tyner, a grade level teacher and Educational Leadership Master’s candidate at Troy 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 writing team indicated above.

| Instructional Leadership Team Names (The Leadership Team must include the principal, faculty [including ELL resource lead teacher if applicable], staff, parents, community stakeholders, and/or students.) | Positions (Identify position held, e.g., Administration, Faculty, Staff, Grade Level and/or Subject Area, Parents and Community members.) | Signatures (Indicates participation in the development of the CIP) |
|---|---|--|
| Laura B. Hartley | Principal | |
| Charlotte Yarbrough | Reading Coach | |
| Laura Lay | Kindergarten Teacher | |
| John Lofland | 1 st Grade Teacher | |
| B.J. Horn | 2 nd Grade Teacher | |
| Julie Holley | 2 nd Grade Teacher | |
| Heather Daffin | Parent/PTO President | |
| Cindy Bagwell | Parent/PTO President | |
| Wendy Routhier | Opelika Chamber of Commerce President | |

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

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.

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| Highly Qualified Teachers (HQT): Describe how staffing decisions ensure that instruction is provided by highly qualified, well-trained teachers 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 All teachers are highly qualified; | 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): based on 3rd grade data at Northside | |
| Strengths: Whole Group Instruction Math – Use of manipulatives and hands-on instruction; computation | Weaknesses: : Reading - Working on a cohesive plan for Tier II instruction and striving to plan quality experience for Tier I Small Group Math – Problem Solving; particularly in the area of Multi-step problems |
| Stanford 10: based on 3rd grade data at Northside | |
| Strengths: Reading – Whole Group Instruction Math – Use of manipulatives and hands-on instruction; comp | Weaknesses: Reading - Working on a cohesive plan for Tier II instruction and striving to plan quality experience for Tier I Small Group Math – Problem Solving; particularly in the area of Multi-step problems |
| 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 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 |

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| Part I - Continued: | |
| Alabama Direct Assessment of Writing (ADAW): | |
| Strengths: 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. | Weaknesses: While benchmarks and rubrics are in place, we do not have a systematic writing plan other than the writing that is integrated into the Harcourt Reading Series. The Harcourt Reading Series is however, a scientifically research based program that integrates writing, spelling and vocabulary. |
| 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 listed areas: 4 students in speaking, 3 scored in reading, 4 in oral language. One student tested out of the ELL program 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: listening, writing, literacy, and comprehension |
| Professional Education Personnel Evaluation (PEPE) School 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 address multiple learning styles. | Weaknesses: Management of Student Behavior as indicated by teacher discussions within grade meetings and audits, as well as professional development surveys. |
| Additional Data Sources: (e.g., Alabama Alternate Assessment [AAA], School Technology Plan Data) | |
| Strengths: AAA – of the 5 students participating in AAA, 3 scored Level III or Higher in Reading Technology – All classrooms grades K-2 now house a laptop, LCD projector, and Promethean Board in addition to 4 standalone computers per class. | 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. Technology - Promethean Boards, and all accompanying equipment are also needed in both Pre-K classes and the self-contained Special Education classroom. |
| Local Data (e.g., LEA, school, and grade-level assessments, surveys, program-specific assessments): | |
| Strengths: Principal met with PAC and distributed <i>Nine Essential Elements of School Performance</i> . PAC members then discussed the survey with grade levels and completed one survey per grade level. Data indicates positive School Culture, multiple opportunities for Professional Development, Growth, and Evaluation, and overall satisfaction with Comprehensive and Effective Planning. The PD Survey shows that 100% of the faculty respondents feel that PD sessions they take part in meet the goals on the Professional Development Plan Usually/Always. In addition, 85.7% Usually/Always and 14.3% Sometimes feel that staff development activities result in improvement in student achievement. | Weaknesses: <i>NEESP</i> indicates an ongoing need in the area of Curriculum as it pertains to vertical planning and a desire to increase parental involvement as it relates to Student, Family, and Community Support. Future PD needs as indicated by the survey are: Succeeding with Difficult Students, Reading Comprehension, and Promethean Board Intermediate and Advanced Training. School administration also feels that teachers would benefit from technology training related to virtual fieldtrips since the system houses this capability and cuts in state funding will make this type of fieldtrip a viable option in the instructional process. |
| Career and Technical Education Program Improvement Plan: | |
| Strengths: N/A | Weaknesses: N/A |

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| Part I - Continued: | |
| 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 April 3, 2009, only three students had been suspended from school. Of the three, two were pending parent conference because the parents failed to respond to written notes or phone calls from the principal. | Weaknesses: As indicated on the school's PD Survey, faculty desires additional training on the topic of Dealing with Difficult Students. Only 1/390 students was placed in an alternative school setting. The bulk of discipline issues come from the bus environment during morning and afternoon transport. In relation to Attendance, 203 letters had to be sent to parents regarding tardies and/or absences. |
| School Demographic Information related to dropout information and graduation rate data. | |
| Strengths: Southview faculty and staff are aware that school dropouts and graduation rates are a system concern not a high school concern. BBSST members keep that knowledge in the forefront of their minds when working with students. 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 BBSST, 3 students were retained (two in 1 st grade and 1 in 2 nd grade). Of the three students, one has been with us their entire educational career. BBSST members have also come to the conclusion that additional resources should be utilized in the decision making processes related to student retention. We are looking at <i>Light's Retention Scale</i> as a possible resource and will need training on its use. |
| 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 later and are allowed to leave as needed. Faculty/Staff turnover is very low – only one classroom teacher and one administrator retired in the spring of 2009. | Weaknesses: Due to mentioned retirements and some in-system transfer requests TO Southview, some adjustments in faculty assignments were necessary. |
| 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 support 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: 203 letters had to be sent to parents regarding tardies and/or absences. This is not indicative of 203 separate students. Most attendance issues were repetitive and chronic within a small number of families |
| 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 <u>curricula</u> 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 provides resources for working with ELL students. Writing will be a 2009-10 focus for ALL students and additional instructional writing will be provided for ELL students by the ELL teacher. | Weaknesses: Additional programs and resources such as Rosetta Stone are always needed. In addition, ACCESS results indicate that writing is the main area of need for our ELL population. |
| School Process Information related to an analysis of existing <u>personnel</u> focused on helping English Language Learners (ELLs) work toward attaining proficiency in annual measurable academic objectives (AMAOs) | |
| Strengths: System employs full-time ELL instructors. Translators are made available through contract work. In addition to contract employees, Southview is fortunate to have several parents and a classroom teacher who are fluent in dual languages. | Weaknesses: There are only two ELL instructors for nine schools in our system, Additional full-time ELL 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: In addition to HQ classroom teachers, 7 instructional aides work directly with students on a daily basis and HQ contract service teachers provide SRB intervention in addition to what is provided within the regular classroom. Course curriculums have been aligned for both reading and mathematics and common assessments have been developed for all grades served at Southview. | Weaknesses: Now that curriculums have been aligned and benchmark assessments have been developed, we have realized that our primary report cards need to be revamped to better communicate that our instructional focus is standards based. |

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

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| CONTINUOUS IMPROVEMENT GOAL (SHOULD ADDRESS IDENTIFIED WEAKNESSES AND GAPS): Our goal is to increase student achievement in the areas of fluency, word segmentation, and recognition of high frequency words by 100% during the 09-10 school year. |
| Data Results on which goal is based: DIBELS, Kindergarten student performance during previous years, and 1 st grade readiness skills/objectives |

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|--|--|---|--|--|
| TARGET GRADE LEVEL(S): Kindergarten through Second Grade | TARGET CONTENT AREA(S): Circle One Reading Math Science Other | AHSGE: Reading Math Science Social Studies Language | Additional Academic Indicators: DIBELS | TARGET STUDENT SUBGROUP(S): All students |
|--|--|---|--|--|

| COURSES OF STUDY | REFORM STRATEGIES | BENCHMARKS | INTERVENTIONS | RESOURCES | CONTINUOUS LEA REVIEW AND SUPPORT OF THE PLAN (+, -, N/A) |
|---|--|---|---|---|---|
| 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.) | WHAT <u>DATA</u> WILL BE GATHERED THROUGHOUT THE YEAR TO MEASURE PROGRESS AND <u>HOW OFTEN</u> WILL PROGRESS BE REVIEWED? WHAT INCREASE (%) IN PROFICIENCY IS ANTICIPATED AT EACH QUARTERLY CHECKPOINT? | HOW WILL THE SCHOOL PROVIDE TIMELY ASSISTANCE TO STUDENTS NOT MASTERING PROFICIENT OR ADVANCED LEVELS AT THESE PLANNED CHECKPOINTS? | WHAT RESOURCES AND SPECIFIC EXPENDITURES WILL BE NEEDED FOR SUCCESSFUL IMPLEMENTATION? (Ex: 6 Classroom Libraries, \$.....00) | WHAT IS THE TIMELINE FOR REVIEW OF IMPLEMENTATION? |
| <u>Kindergarten- Standard 1</u> 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. <u>First Grade- Standards 1 and 5</u> 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. <u>Second Grade-Standard 5</u> Read with fluency passages containing complex sentences. | <u>Strategy:</u> Teachers will provide instruction and increased practice in the areas of fluency, word segmentation and high frequency words <u>Actions:</u> <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> Teacher observation before, during, and after reading. DIBELS Harcourt assessments and Item Analysis Quarterly common assessments Curriculum audits Quarterly data meetings <p>At the end of the year, students are expected to increase their proficiency by 100% in all areas.</p> | <ul style="list-style-type: none"> Whole group, small group instruction Center work for skills reinforcement Tier II and Tier III Intervention Flexible tutoring groups with contract tutors Daily fluency practice during small group | <ul style="list-style-type: none"> Harcourt Series materials Library books Read-a-longs Decodable and connected text Instructional videos related to Course of Study objectives Effective center activities | |

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

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|---|---|--|--|--|
| CONTINUOUS IMPROVEMENT GOAL (SHOULD ADDRESS IDENTIFIED WEAKNESSES AND GAPS): Our goal is to increase 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 2009-2010 school year. | | | | |
| Data Results on which goal is based: Kindergarten student performance during previous years and 1 st grade readiness skills/objectives | | | | |
| TARGET GRADE LEVEL(S): Kindergarten | TARGET CONTENT AREA(S): Circle One Reading <input type="checkbox"/> Math <input checked="" type="checkbox"/> Science <input type="checkbox"/> Other <input type="checkbox"/> | AHSGE: Reading <input type="checkbox"/> Math <input type="checkbox"/> Science <input type="checkbox"/> Social Studies <input type="checkbox"/> Language <input type="checkbox"/> | Additional Academic Indicators: | TARGET STUDENT SUBGROUP(S): All students |

| COURSES OF STUDY | REFORM STRATEGIES | BENCHMARKS | INTERVENTIONS | RESOURCES | CONTINUOUS LEA REVIEW AND SUPPORT OF THE PLAN (+, -, N/A) |
|--|--|---|---|---|---|
| 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.) | WHAT <u>DATA</u> WILL BE GATHERED THROUGHOUT THE YEAR TO MEASURE PROGRESS AND <u>HOW OFTEN</u> WILL PROGRESS BE REVIEWED? WHAT INCREASE (%) IN PROFICIENCY IS ANTICIPATED AT EACH CHECKPOINT? | HOW WILL THE SCHOOL PROVIDE TIMELY ASSISTANCE TO STUDENTS NOT MASTERING PROFICIENT OR ADVANCED LEVELS AT THESE PLANNED CHECKPOINTS? | WHAT RESOURCES AND SPECIFIC EXPENDITURES WILL BE NEEDED FOR SUCCESSFUL IMPLEMENTATION? (Ex: 6 Classroom Libraries, \$....00) | WHAT IS THE TIMELINE FOR REVIEW OF IMPLEMENTATION? |
| Demonstrate concepts of number sense by using one-to-one correspondence, counting in sequence by ones from one to twenty, counting backwards from ten, recognizing numerals zero to nine, and comparing sets of objects up to ten by using vocabulary terms including more than, less than, most or least. | <u>Strategy:</u> All instructors will adjust weekly pacing of Investigations and daily routines/centers. <u>Actions:</u> Teachers will... <ul style="list-style-type: none"> Continue to incorporate and refine Daily Routines: daily data, counting jar, attendance count, lunch graph, calendar, pattern chart Continue and refine math centers Incorporate 1-2 glyphs per quarter Eliminate irrelevant Scott-Foresman pages and replace with <i>Investigation</i> focus times and choice times Incorporate small group math lessons for struggling students | <ul style="list-style-type: none"> Monthly chapter test Workbook sheets Daily teacher observation Quarterly common assessments Quarterly curriculum audits 80% of student will meet standards as listed on District Math Profile sheets | <ul style="list-style-type: none"> Continued re-teaching and review through Investigation Centers, and daily routines Title One Pull Out Session with highly qualified contract service tutors | <ul style="list-style-type: none"> Math materials to implement Investigation Activities Content related trade books | |

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

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| CONTINUOUS IMPROVEMENT GOAL (SHOULD ADDRESS IDENTIFIED WEAKNESSES AND GAPS): Our goal is to improve student achievement in the area of data collection so that each child increases their proficiency by 100% during the 2009-2010 school year. | | | | |
| TARGET GRADE LEVEL(S): 1 st Grade | TARGET CONTENT AREA(S): Circle One Reading Math Science Other | AHSGE: Reading Math Science Social Studies Language | Additional Academic Indicators: | TARGET STUDENT SUBGROUP(S): All students |
| Data Results on which goal is based: 1 st grade student performance form previous years and 2 nd grade readiness skills/objectives | | | | |

| COURSES OF STUDY | REFORM STRATEGIES | BENCHMARKS | INTERVENTIONS | RESOURCES | CONTINUOUS LEA REVIEW AND SUPPORT OF THE PLAN (+, -, N/A) |
|--|---|--|--|--|---|
| 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.) | WHAT <u>DATA</u> WILL BE GATHERED THROUGHOUT THE YEAR TO MEASURE PROGRESS AND <u>HOW OFTEN</u> WILL PROGRESS BE REVIEWED? WHAT INCREASE (%) IN PROFICIENCY IS ANTICIPATED AT EACH CHECKPOINT? | HOW WILL THE SCHOOL PROVIDE TIMELY ASSISTANCE TO STUDENTS NOT MASTERING PROFICIENT OR ADVANCED LEVELS AT THESE PLANNED CHECKPOINTS? | WHAT RESOURCES AND SPECIFIC EXPENDITURES WILL BE NEEDED FOR SUCCESSFUL IMPLEMENTATION? (Ex: 6 Classroom Libraries, \$.....00) | WHAT IS THE TIMELINE FOR REVIEW OF IMPLEMENTATION? |
| <ul style="list-style-type: none"> Organize objects of information into predetermined and labeled data displays, including pictographs, tally charts, bar graphs, or double-loop Venn diagrams. | <p><u>Strategy:</u> Teachers will display data that has been collected and organized from the student's environment and personal interests.</p> <p><u>Action:</u> *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</p> | <ul style="list-style-type: none"> Monthly chapter test Workbook sheets Teacher observation Daily data Teacher observation Quarterly common assessments and curriculum audits <p>80% of student will meet standards as listed on District Math Profile sheets.</p> | <ul style="list-style-type: none"> Re-teaching and review in small groups Review is centers Daily review and routines | <ul style="list-style-type: none"> Investigation books and investigation activities from Basal Graphs and charts | |

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

CONTINUOUS IMPROVEMENT GOAL (SHOULD ADDRESS IDENTIFIED WEAKNESSES AND GAPS):
 Our goal is to improve student achievement in Geometry and Measurement/Data, Statistics, & Probability by a growth of 5% on the 2010 Stanford Achievement Test as compared to 2009 results.
Data Results on which goal is based:
 3rd grade Stanford 10 scores, 3rd grade readiness skills/objectives

| | | | | |
|---|--|--|--|--|
| TARGET GRADE LEVEL(S): Second | TARGET CONTENT AREA(S): Circle One Reading <input type="checkbox"/> Math <input checked="" type="checkbox"/> Science <input type="checkbox"/> Other <input type="checkbox"/> | AHSGE: Reading <input type="checkbox"/> Math <input type="checkbox"/> Science <input type="checkbox"/> Social Studies <input type="checkbox"/> Language <input type="checkbox"/> | Additional Academic Indicators: | TARGET STUDENT SUBGROUP(S): ALL STUDENTS |
|---|--|--|--|--|

| COURSES OF STUDY | REFORM STRATEGIES | BENCHMARKS | INTERVENTIONS | RESOURCES | CONTINUOUS LEA REVIEW AND SUPPORT OF THE PLAN (+, -, N/A) |
|---|---|---|---|--|---|
| 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.) | WHAT DATA WILL BE GATHERED THROUGHOUT THE YEAR TO MEASURE PROGRESS AND HOW OFTEN WILL PROGRESS BE REVIEWED? WHAT INCREASE (%) IN PROFICIENCY IS ANTICIPATED AT EACH CHECKPOINT? | HOW WILL THE SCHOOL PROVIDE TIMELY ASSISTANCE TO STUDENTS NOT MASTERING PROFICIENT OR ADVANCED LEVELS AT THESE PLANNED CHECKPOINTS? | WHAT RESOURCES AND SPECIFIC EXPENDITURES WILL BE NEEDED FOR SUCCESSFUL IMPLEMENTATION? (Ex: 6 Classroom Libraries, \$.....00) | WHAT IS THE TIMELINE FOR REVIEW OF IMPLEMENTATION? |
| <ul style="list-style-type: none"> Describe attributes of two-dimensional (plane) and three-dimensional (solid) figures using the terms side, surface, edge, vertex, and angle. Measure length in customary units, including inches, feet, and yards. Describe the route from one location to another by applying concepts of direction and distance. Determine the monetary value of sets of coins and bills up to \$2.00. | <u>Strategy:</u> All instructors will adjust weekly pacing of Investigations and daily routines/centers <u>Action:</u> Teachers will engage in daily activities to promote mathematical thinking such as: daily data, math journals, investigation activities to go with daily math lessons, problem of the day, and Investigations that align with the daily curriculum <u>Action:</u> Math centers will be aligned to support whole and small group instruction. | <ul style="list-style-type: none"> Unit Math Test Math Journals Direct/Indirect Assessment Common assessments 100% proficiency is the goal for ALL students | <ul style="list-style-type: none"> Additional instruction with teacher and intervention teacher Hands-on instruction through <i>Investigations</i> Math centers Small group instruction as needed | <ul style="list-style-type: none"> Literacy/Math Books Additional Metric, Map and Monetary Manipulatives Computer Programs Promethean Boards | |

Part III - GOAL TO ADDRESS ENGLISH PROFICIENCY NEEDS – Note: Refer to the ELL Data Compilation Form as part of the needs assessment in forming goals. ONLY schools not meeting Annual Measurable Achievement Objectives (AMAOs) must complete Parts I, II, III, and VII. Submit with the complete plan to your system’s E-GAP Document Library no later than November 26, 2007.

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.

| |
|---|
| ENGLISH PROFICIENCY GOAL (SHOULD ADDRESS IDENTIFIED WEAKNESSES AND GAPS): Students will score 4.8 or higher on each portion of the ELPT test administered in the spring of 2009. |
| Data Results on which goal is based: A longitudinal review of 2007-2009 ACCESS for ELLs – English Language Proficiency Test |

| | | | | | | |
|--|---|----------------|----------------|------------------|-----------------|----------------------|
| TARGET GRADE LEVEL(S): K-2 | TARGET ELP LANGUAGE DOMAIN(S): Circle all that apply. | Reading | Writing | Listening | Speaking | Comprehension |
|--|---|----------------|----------------|------------------|-----------------|----------------------|

| WIDA ENGLISH LANGUAGE PROFICIENCY STANDARDS | REFORM STRATEGIES | BENCHMARKS | INTERVENTIONS | RESOURCES | CONTINUOUS LEA REVIEW AND SUPPORT OF THE PLAN (+, -, N/A) |
|--|---|---|---|--|---|
| WHICH WIDA* ENGLISH LANGUAGE PROFICIENCY STANDARDS OR DOMAINS ARE LINKED TO EACH STRATEGY? | WHAT RESEARCH-BASED STRATEGIES/ACTIONS WILL BE USED TO IMPROVE ENGLISH LANGUAGE PROFICIENCY? (List specific strategies, not programs or program names.) | WHAT DATA WILL BE USED THROUGHOUT THE YEAR TO MEASURE PROGRESS? HOW OFTEN WILL PROGRESS BE REVIEWED? WHAT INCREASE (%) IN PROFICIENCY IS ANTICIPATED WITH EACH REVIEW? | HOW WILL THE SCHOOL PROVIDE TIMELY ASSISTANCE TO STUDENTS NOT MAKING ADEQUATE PROGRESS IN LANGUAGE ACQUISITION (APLA) AND OR ATTAINING ENGLISH LANGUAGE PROFICIENCY? | WHAT RESOURCES ARE NEEDED FOR SUCCESSFUL IMPLEMENTATION? | WHAT IS THE TIMELINE FOR REVIEW OF IMPLEMENTATION? |
| Writing | <ul style="list-style-type: none"> Compare/contrast information Describe event’s, people, processes, procedures Author multiple forms of writing | <ul style="list-style-type: none"> Unit tests Daily assignments Writing journals Quarterly common assessments and curriculum audits | <ul style="list-style-type: none"> Pull out services with ELL teacher 3 days a week Translator as needed through contracted services Small group instruction Tutoring as needed with contract tutor | <ul style="list-style-type: none"> Ell teacher Contracted translators TransAct Harcourt supplementary materials for ELL students | |
| Reading | <ul style="list-style-type: none"> Find details that support main ideas Draw conclusions from implicit/explicit text Glean information from multiple sources | 100% proficiency is the goal for ALL students | | | |

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

System: Opelika City Schools

School: Southview Primary School

Submit plans electronically to your system’s E-GAP Document Library by November 26, 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.

| WHAT CHALLENGES RELATED TO SCHOOL SAFETY, CLASSROOM/DISCIPLINE, AND SUPPORTIVE LEARNING ENVIRONMENTS HAVE BEEN IDENTIFIED THROUGH THE REVIEW OF SCHOOL DEMOGRAPHIC DATA? | WHAT ADDITIONAL OR NEW REFORM STRATEGIES/ACTIONS WILL BE USED TO ADDRESS THESE CHALLENGES? | WHAT ADDITIONAL RESOURCES (materials, personnel) WILL BE NEEDED TO SUCCESSFULLY IMPLEMENT THESE STRATEGIES? | DOCUMENT CONTINUOUS LEA REVIEW AND SUPPORT RESULTS |
|--|---|---|--|
| Alabama Teacher Mentoring Program (ATM) – year long assignment | Mentee will be provided with release time to observe other classes, meet with principal and reading coach, or mentor. | <ul style="list-style-type: none"> • Release time for meetings between mentor and mentee • Substitutes to allow for mentee observations | ASSIGNED |
| Title I Meeting and Literacy Training for parents August 25, 2009 12:00 and 6:00 | A Title I informational session will be conducted whole group. The, parents will be divided into grade level groups to receive information on literacy strategies from grade-level teachers/presenters. The emphasis is on educating parents on school programs and providing tips and techniques for them to support instruction and assist in the development of students who are life-long learners | <ul style="list-style-type: none"> • PowerPoint • Grade specific Handouts • Technology equipment • Substitutes for the 12:00 session | COMPLETED |
| Kindergarten College (for Pre-K, K, and identified At-Risk Students) September 15, 2009 11:45-1:00 Lunch will be served | The school counselor has arranged this parental involvement activity to “jumpstart” parents by providing important information regarding: attendance, nutrition, health/hygiene, and counseling services that are available to students and parents within our school, system, and community. Representatives from the Boy’s and Girl’s Club of Greater Lee County will also be on hand to discuss services that they make available. | <ul style="list-style-type: none"> • Guest Speakers • Topic Handouts • Refreshments | |
| Colonial Fall Festival November 24, 2009 | Community Members will serve as demonstrators/presenters from the past Each grade-level will participate in reading, math, and social science activities related to Colonial America Parents are invited to participate in all activities with their child throughout the day. | <ul style="list-style-type: none"> • Guest Speakers • Period specific instructional materials and supplies | |
| Title I Meeting and TEAM Math Multi-Cultural Literature Night Spring of 2010 12:00 and 6:00 | Hands-on instruction in mathematical problem solving and critical thinking will be provided to both students and parents. Hand-on instruction in problem-solving and critical thinking will be presented within the context of multicultural literature to: 1) Introduce parents/children to a variety of cultures while learning math. Allow families to work together collaboratively and reflect on process used to solve problems. | <ul style="list-style-type: none"> • Trained staff • Multi-cultural texts • Copies of activities • Door prizes for participants • Manipulatives • Refreshments • Substitutes for the 12:00 session | |

Part V - Additional Schoolwide Components To Be Addressed to Satisfy Federal Requirements (NCLB Section 1114) that may not have been previously addressed in the CIP:

| |
|--|
| 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) |
| 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 |
| 2. Budget: Describe the coordination of all federal, state, and local programs. (Note: NCLB Section 1116 requires that each year <u>Title I schools identified for improvement</u> must reserve the equivalent of 10% of the school-level allocation made available to the school under Section 1113 specifically for <u>professional development</u> opportunities for teachers. Budgets should reflect this set-aside.) See the sample budget on a later page. |
| Budget needs 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. |
| 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. |
| 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 2 nd graders tour Northside Intermediate (3 rd -5 th grades). Southview also houses two Pre-K classes and employ two teachers and instructional aides to provide instruction for 4-year-olds. A total of 26 students are served in our Pre-K program. |
| 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. |
| 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 highly qualified, seeking a higher certification. |
| 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. |
| 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. |
| 6. Special Populations: Describe programs used for each group of migrant students and homeless students. |
| N/A |
| 7. Extended Learning Opportunities: Describe how the school provides opportunities for the most academically needy students to receive support and reinforcement of academic skills beyond the regular school day. |
| 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. 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. |

(Comprehensive needs assessment; Schoolwide reform strategies; Timely assistance to students experiencing difficulties; Professional development opportunities; Increase parental involvement - Other components in schoolwide programs that schools may have already addressed on pages elsewhere in this document.)

System: Opelika City Schools

School: Southview Primary School

Submit plans electronically to your system’s E-GAP Document Library by November 26, 2009.

Part VI - Additional Components To Be Addressed to Satisfy Federal Requirements Related to Parental Involvement:

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|---|
| A. Parental Involvement: 1) Describe how the school will convene an annual meeting to inform parents of Title I requirements and offerings; 2) how there will be a flexible number and format of parent meetings offered; 3) how parents will be involved in the planning, review and improvement of the Title I Program; and 4) how funds allocated for parent involvement are being used in the school. |
| PTO and Annual Title I meeting are held regularly throughout the school year. All Title I and PTO Meetings are held at two times within the day to allow for conflicting work schedules and encourage maximum parental participation. After parents completed an interest survey at the beginning of the school year, results were compiled and indicate that informational sessions in the areas of reading and math were desired and viewed as beneficial. With this feedback in mind, sessions will be designed to address each of these areas. In addition, sessions will also be offered to students and families who are identified as “At Risk” through indicators such as academics, behavior, or family need. 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 on the school website and within the school’s office. |
| B. 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. |
| Website, monthly calendars, memorandum, quarterly PTO programs, 1 st quarter report card conferences, BBSST meetings, mid-quarter reports, and quarterly report cards. |
| C. Parental Involvement: Describe how parents, the school staff, and students share responsibility for improved student academic achievement for participating students (School-Parent Compact). |
| 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. |
| D. Parental Involvement: Describe procedures to allow parents to submit comments of dissatisfaction with the Continuous Improvement Plan. |
| Parent conferences, PTO meetings, service on system-wide committees regarding parental involvement, open communication with the school administrator |
| E. 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) <u>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)</u> DIBELS home reports are reviewed with parents annually during the 1 st quarter report card conferences. In addition, two PTO/Title I meeting are held annually to apprise parents of Title I plans and instructional programs. To accommodate busy schedules, the meetings are 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) <u>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)</u> Title I Meetings that focus on Literacy and Mathematics; Counseling programs aimed at At-Risk families; School-wide programs and activities where parents/guardians are invited to participate |

- (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 and literacy related 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.

- (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.

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

System provides tutors 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 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

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

| 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 WILL 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 |
|---|---|--|---|--|---|--|
| Dealing with Difficult Students | Behavioral Interventions training Further training is being solicited through EARIC at Auburn University | <ul style="list-style-type: none"> • September 1-2, 2009 • Follow-up Training TBA • TBA | Faculty and staff will employ positive behavior strategies while working with students, parents, and colleagues | <ul style="list-style-type: none"> • Integration of strategies and actions in lesson plans and instruction | <ul style="list-style-type: none"> • Safe and Civil Schools Consultant • Textbook w/ CD • Substitutes for participants | |
| Promethean Board Training (Adv/Interm) | Specialized training from Promethean consultants | <ul style="list-style-type: none"> • Date and time TBA | <ul style="list-style-type: none"> • Increased and varied use of Promethean Board and Promethean Planet resources | <ul style="list-style-type: none"> • Faculty will be asked to network and share Promethean resources | <ul style="list-style-type: none"> • Promethean Consultants • Handouts • Substitutes for participants | |
| Retention Indicators | Book Study: <u><i>Light’s Retention Scale Model</i></u> | <ul style="list-style-type: none"> • December 2009 through May 2010 | <ul style="list-style-type: none"> • Integration of model by BBSST and classroom teachers in consideration of possible retainees. | <ul style="list-style-type: none"> • BBSST members will utilize the scale when discussing possible retainees and scales will be kept on file for documentation | <ul style="list-style-type: none"> • Book • Training Kits • Scales • Substitutes for Book Study participants | |

| | | | | | | |
|--|--------------------------------|--|--|--|--|--|
| Virtual Fieldtrips | Elearning session though ALSDE | <ul style="list-style-type: none"> October –December 2009 | <ul style="list-style-type: none"> Utilization of system technology that allows for virtual fieldtrips | <ul style="list-style-type: none"> Grade levels will participate in virtual fieldtrips throughout the year | <ul style="list-style-type: none"> Technology equipment | |
| Reading training related to Comprehension and Vocabulary | Elearning session though ALSDE | <ul style="list-style-type: none"> October –December 2009 | <ul style="list-style-type: none"> Improved performance in the areas of comprehension and vocabulary as indicated by Harcourt assessments | <ul style="list-style-type: none"> Participants will incorporate learned strategies and processes into vocabulary and comprehension instruction | <ul style="list-style-type: none"> Technology equipment | |

Part VIII – Coordination of Resources/Comprehensive Budget

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

Example:

| I. State Foundation Funds: | | |
|--|------------------------------|---------------------|
| State Foundation Funds | TOTAL | 1,931,137 |
| Teacher Assigned Units: 26.54 classroom teachers: 27.54 | TOTAL OF ALL SALARIES | 1,489,979 |
| Administrator Units: 1 | | |
| Assistant Principal: 0 | | |
| Counselor: .5 | | |
| Librarian: 1 | | |
| Instructional Supplies | | \$0 |
| Library Enhancement | | \$0 |
| Technology | | \$0 |
| Professional Development | | \$0 |
| State ELL Funds | | \$0 |
| II. Federal Funds: | | |
| Title I: Part A: Improving the Academic Achievement of the Disadvantaged | TOTAL | \$135,051.00 |
| <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.</p> <p>-Parenting Workshops/Activities (\$1822) -Salaries/Benefits: paraprofessional, contracted tutors, 1/2 counselor (\$132,705) -Non-Cap Computer Equipment (\$2,346)</p> <p>ARRA: -Summer Media Program (\$903) -Parenting (\$1,145) -Instructional Supplies (\$6,425) -Salaries/Benefits: Substitutes (\$5,000) and stipends ((\$1,500) -Instr. Software (\$4500) -Media Books (\$5,000) -Non-cap equip. (\$5,204) -Consultants (\$2600) -Travel/Training (\$5518) -Training Supplies (\$1500)</p> | | 39,295 |
| Title II: Professional Development Activities | TOTAL | \$874 |
| <p><u>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</u> -Substitutes for TEAM Math and ARI Staff Development/Consultants related to technology, TEAM Math, and ARI (\$874)</p> | | |
| Title III: For students who don't speak English as their first language.... | TOTAL | 0 |
| <u>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</u> | | |

| | | |
|---|--------------|---------------|
| -System-wide ELL teacher -System-wide Resources | | |
| Title IV: For safe and drug-free schools | TOTAL | 0 |
| <i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</i> System-wide Red Ribbon Week System-wide Character Ed. | | |
| Title V: For 26 different uses; Also called “Innovative Programs”; Includes school improvement, gifted education, nurses, etc. | TOTAL | 0 |
| <i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</i> | | |
| Title VI: For rural and low-income schools | TOTAL | N/A |
| <i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</i> | | |
| Other: 21st Century, Learn and Serve, Even Start | TOTAL | N/A |
| <i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</i> | | |
| III. Local Funds (if applicable) | | |
| Local Funds | TOTAL | 92,110 |
| <i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</i> Common purchases of instructional materials and supplies to enhance classroom learning in the Areas or Math and Reading. | | |

Part IX – MONITORING/REVIEW DOCUMENTATION

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|--|--|--|
| <p>INITIAL REVIEW /DEVELOPMENT Target Date: August Purpose: Review assessment data to develop plan or make plan adjustments to existing plan.</p> <p>Date <u>August 12, 2009</u></p> <p>Principal Initials _____</p> <p>LEA initials _____ Other _____</p> <p>COMMENTS* District level training on Title I and CIP was held at Central Office during the Administrative Team Meeting. Frazelma Lynn and Brenda Rickett conducted the training.</p> <p>While Needs Assessment data is still being gathered and compiled, instructional decisions made based on data meetings held in May of 2009 are already being implemented and the Title I budget has been developed by the Budget Committee and shared with all faculty/staff members at the Back-to-School Faculty Meeting held on August 3rd, 2009</p> | <p>REVIEW 1 Target Date: September Purpose: AMENDMENT - Incorporate recommendations from school, LEA and/or SDE.</p> <p>Date <u>September, 2009</u></p> <p>Principal Initials _____</p> <p>LEA initials _____ Other _____</p> <p>COMMENTS* ALL Needs Assessment data gathered from April 2009 until September 2009 was compiled into the attached CIP Plan. Since the CIP is a “living, working” document, a <i>draft</i> copy was provided to faculty and staff for review. Additions/revisions will be added to the document throughout the year as needed.</p> <p>Mrs. Lynn was the featured speaker at the September 10th faculty meeting where she reviewed the system’s Title I Plan with Southview’s faculty.</p> | <p>REVIEW 2 Target Date: October Purpose: IMPLEMENTATION - Provide documentation/evidence of improvement.</p> <p>Date _____</p> <p>Principal Initials _____</p> <p>LEA initials _____ Other _____</p> <p>COMMENTS* *Use additional pages, if needed</p> |
| <p>REVIEW 3 Target Date: November Purpose: IMPLEMENTATION – Provide documentation/evidence of improvement.</p> <p>Date _____</p> <p>Principal Initials _____</p> <p>LEA initials _____ Other: _____</p> <p>COMMENTS*</p> <p>*Use additional pages, if needed</p> | <p>REVIEW 4 Target Date: January Purpose: IMPLEMENTATION - Provide documentation/evidence of improvement.</p> <p>Date _____</p> <p>Principal Initials _____</p> <p>LEA initials _____ Other _____</p> <p>COMMENTS*</p> <p>*Use additional pages, if needed</p> | <p>REVIEW 5 Target Date: February Purpose: IMPLEMENTATION - Provide documentation/evidence of improvement.</p> <p>Date _____</p> <p>Principal Initials _____</p> <p>LEA initials _____ Other _____</p> <p>COMMENTS*</p> <p>*Use additional pages, if needed</p> |

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