

Assurances

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

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

Ⓟ Indicates LEA Principal Approval based on Assurances listed above.

Part I NEEDS ASSESSMENT- SUMMARY OF DATA

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

The School Wide Advisory Committee (SWAC) was developed March 2011 as a continuing process to evaluate the 2010-2011 Continuous Improvement Plan and establish planned goals for the 2011-2012 school year. This plan has been developed to meet the needs of and provide opportunities for all students including: migratory, Limited English Proficient, homeless, economically disadvantaged, neglected and delinquent. The purpose of this committee is to construct and carry out the implementation of this Title 1 Plan according to the No Child Left behind Act 2000. The SWAC is made up of the principal, school counselor, special education teacher, reading coach, physical education teacher, general education teachers from each grade-level, three parents, and local businesspersons. Parents and local businesspersons were chosen to serve on this committee to provide input and an additional perspective. This plan was developed with input from all members of this board. Meetings will be held quarterly to review and ask input for any changes that need to be made. If a parent disagrees with any portion of this plan, they may bring their concern before this committee at one of the quarterly meetings. Their concern will be heard and if there is a need for a change it will be addressed at this time. If a concerned parent feels their issue has not been resolved, they may take their issue to the Opelika City School's Federal Programs Director Heidi Goertz and the Alabama State Department of Education. This plan was developed and will be supported by the central office. Central office participated through direction, support, and supplying information and analysis.

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)**

Robert B. Hunter-Principal
 Joy Gothard-Reading Coach
 Tasha Crawford-Counselor
 Jennifer Hoover Cordoba-ELL Teacher
 Jenna Layson-Third Grade Teacher
 Jenny Lane-Fourth Grade Teacher
 Lauren Vickers-Fifth-Grade Teacher
 James Andregg-Life Savers Ministries
 Dr. Ryan Meals-Meals Chiropractic
 Chris Nunn-Parent
 Thomas Hardegree-Parent
 Camilla McDougald_Parent

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

SUMMARY OF NEEDS BASED ON A COMPREHENSIVE REVIEW OF DATA

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

Part I (cont.) NEEDS ASSESSMENT- SUMMARY OF DATA**Briefly describe the process your faculty used to conduct the needs assessment (analysis of all data).**

West Forest Intermediate administers the Alabama State Department of Education mandated tests annually. During the 2010-2011 school year, the SAT-10, the Alabama Reading and Math Test (ARMT), and the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) were administered to all students in grades 3–5. Alternate assessments were available for administering in the event a student's IEP called for an alternate assessment. The results are made available to parents through parent reports and are distributed to parents at parent conferences.

Teachers use the results of the various tests as a means of planning for instruction and for the appropriate placement of students in need of remediation. Identified students receive remediation through small-group skills-based instruction from their classroom teachers. Results of the SAT-10 and ARMT are analyzed per teacher by the principal. The principal provides the teachers a detailed analysis for the total school, grade level, and by each class at the opening faculty meeting of each school year. Students are assessed by unit and theme tests from each adopted text in each subject area.

West Forest Intermediate students are also administered school wide computer-based assessments such as SuccessMaker Reading and Math, and Kid's College. These software tests are for the purpose of progress monitoring and for response to instruction and intervention. The needs assessment involved a review of West Forest Intermediate demographics, discipline, attendance and academic achievement as well as formal home surveys and staff surveys.

The CIP team worked May–September 2011 analyzing various data sources. Among the data analyzed was AYP results from 2010 as well as the DIBELS, school's technology plan, PEPE/EDUCATEAlabama data, SIR, May 2007 NSSE Opinion Inventories, and 09-10 CIP. Based on this data, the CIP team made revisions to the 2010-2011 CIP. The purpose of the revisions were to determine school and student success, weaknesses, and establish goals and strategies to improving the learning at West Forest.

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.

With over 90% of the student population living in low socioeconomic situations, highly qualified teachers are essential. Strategies to attract effective, highly qualified teachers are important to maintain high standards. The Opelika City Schools administrators work closely with the cooperation from the central office to attract and recruit outstanding, qualified school personnel. Administrators also work closely with universities in order to recruit and attract the most qualified employees that will best suit the system's needs. Also, Opelika City Schools engages in a mentoring program for new teachers. Each new teacher has a peer mentor who works with him or her in all aspects of their job and as an emotional and instructional supporter.

Number and percentage of teachers Non-HQT:

Number and percentage of Classes Taught by Non-HQT:

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

NA

Weaknesses:

NA

Alabama Reading and Mathematics Test (ARMT):

Strengths:

According to the 2011 ARMT third-grade reading scores, the number of students scoring on the level two range dropped to an all-time low. There were only 8% of students who scored in the level two range in reading and there were not any level ones for the second straight year. Therefore, 92% either scored level three or four. 61% of free lunch students score in the level three range and 31% of free lunch students scored level four.

The 2011 fourth-grade reading scores on the ARMT were the highest scores ever at West Forest. 96% of all students scored in the level three and four range. The level two scores were only 4% and zero for level ones. 92% of special education fourth graders scored level three and four as opposed to 75% of special education students scoring twos in 2010. 95% of free lunch students scored threes or fours as opposed to 77% in 2010.

According to the 2011 fifth-grade results, there was not a dramatic difference in the students scoring proficient. However, there was 19% increase in level fours and a 17% drop-off in level threes. There was only a 2% difference of level twos on 2011 and 2010 results.

Third grades' strongest content standard was demonstrating reading vocabulary knowledge with a mean of 88% correct. Fourth grades' strongest content area was demonstrating word recognition skills with a mean of 80%. Fifth grade's strongest content was also the same as third grades'-demonstrating reading vocabulary knowledge with a mean of 78%. In math, third grade raised the mean of data analysis and probability from 48% to 66%. Also third grade's number and operations grew 9% from 68% to 77%. In fourth grade, the algebra standard was raised from 56% to 63%. In fifth grade the geometry standard's mean was raised from 54% to 70%.

Weaknesses:

All three grades' weakness in reading remains using strategies to comprehend functional and textual informational materials. In addition to strategies for functional and textual informational materials, all grades struggle with reading open-ended questions. The particular area is found in recognizing literary elements and devices from various text formats.

In fourth grade math, the measurement content standard dropped 7%. In fifth grade, measurement is also the lowest standard with a mean of 43%. In third grade the content of geometry has not changed with a mean of 68%.

Alabama Science Assessment:

Strengths:

21% of West Forest fifth-grade students scored in the level four range and 39% of West Forest students scored in the level three range. 36% scored in the level two range and the remaining 3% scored in the level one range. The strongest content standard was found in Earth and Space Science. West Forest teachers swap classes for language arts, math, science, and social studies. One of the reasons for this is for teachers to have more planning time for fewer subjects.

Weaknesses:

The weakest content standard continues to be found in the area of physical science. West Forest teachers believe this could be because many of West Forest students have little background knowledge when it comes to chemical properties, and energy. The Alabama Science Assessment follows the rigorous Alabama Reading and Math Test and Stanford. West Forest teachers have expressed their concern that students are tired of testing by the time of the science portion is given. This could possibly be attributed to why the scores are considered low.

Stanford 10:

Strengths:

Reading comprehension scores were very compatible in 2011 to 2010. Third grade scored 50% and in the fifth stanine, fourth grade scored 57% and in the fifth stanine, and fifth grade scored 48% and in the fifth stanine. Teachers attribute this to the Reading Comprehension Toolkit. Math procedures continue to improve school wide.

Stanford scores reflect the two weakest areas for West Forest students continue to be reading vocabulary and recreational reading. However, vocabulary in third grade did improve 10%. The lowest reading standard for 2011 was found in word study skills for third grade. West Forest believes this can be attributed to the focused attention placed on explicit instruction in reading comprehension. Fourth grade improved 5% in reading comprehension and 7% in vocabulary. Comprehension was stressed through Toolkit lessons across the curriculum and prefixes and

suffixes were addressed in vocabulary. Fifth-grade reading scores from 2010 to 2011 reflect reading vocabulary and comprehension both increased 4%.

Weaknesses:

Vocabulary and problem-solving continue to be the weakest sub-tests found on the Stanford 10. With over 90% of West Forest students receiving free lunch, they have very limited background knowledge of tier two vocabulary. Vocabulary and problem-solving will continue to be focal points for West Forest this year.

Dynamic Indicators of Basic Early Literacy Skills (DIBELS):

Strengths:

Retell of third-grade students improved from a mean of 27 words to 34.6 words noted by DIBELS. Even though there was a drop in fluency the 2010-2011 students did improve on the Stanford and ARMT in reading.

Weaknesses:

Third-grade dropped from 56% benchmark in the beginning of 2010-2011 to 50% at the end of the year. This was the first time West Forest has dropped from the beginning to the end of the year in benchmark students. The number of strategic and intensive students went up as well.

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

Alabama Direct Assessment of Writing (ADAW):

Strengths:

NA

Weaknesses:

NA

ACCESS for English Language Learners (ELLs):

Strengths:

According to our Access scores the students' strengths were found in the area of listening and speaking.

Weaknesses:

The weakness in the Access test remains the writing portion of this test.

EducateAL or other Professional Evaluation Profile Information:

Strengths:

Opelika City Schools uses its own observation and evaluation tool. The EducateAL standards and rubrics have been woven into the Opelika City Schools Instrument. West Forest teachers' strengths are considered explicit instruction and knowledge of subject matter. It has been approved by the Alabama State Department of Education.

Faculty consistently shows high scores in the EducateAL competency areas below.

- 1.1: Demonstrates deep knowledge of subject matter, content, and ability to organize related facts/concepts/skills.
- 1.2: Activates learners' prior knowledge, experience, and interests and uses this information.
- 1.3: Connects curriculum to other content areas and real-life settings to promote retention and relevance.
- 4a.2: Communicates in ways that demonstrate sensitivity to diversity and individual differences.

Weaknesses:

The principal has noted that West Forest teachers need to utilize more digital and interactive technology into the curriculum. Differentiated instruction will also be a focus for 2011-2012. Also, incorporating reading strategies into the content areas will be emphasized. 3d.1: Identifies and integrates available emerging technology into the teaching of all content areas.
4b.3: Differentiates between learner difficulties related to cognitive/skill development and those related to language learning.

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

Strengths:

West Forest administered eight AAA assessments and all eight were scored at the proficient level.

Weaknesses:

Faculty needs survey and EducateAL Dialogue Conferences indicate technology as the number one training area. Teachers expressed that they do not have the time to create promethean lessons. Only 30% teachers facilitate technology enriched activities that incorporate inquiry based learning.

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

Strengths:

West Forest implemented running reading records by Fountas and Pinnell. Each identified student in fourth and fifth grade were issued an initial assessment and then again at the end of the first semester and again at the end of the year. The purpose of these diagnostic tests were to determine each student's instructional and independent reading level. Students are held responsible for reading on their independent level during independent reading time. Students are required to read during their reading class independently and take Accelerated Reader tests.

Weaknesses:

20% of West Forest students fail to meet the requirements in reading for incentives. The requirements are goals set by each grade level. They include a certain amount of books read and a percentage of comprehension goals.

Career and Technical Education Program Data Reports:

Strengths:

NA

Weaknesses:

NA

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:

Attendance continues to be at a high rate of 96%. Third grade only wrote six office referrals for the entire year. Out of the 112 office referrals only seven were for fighting and all seven were on the bus.

Weaknesses:

Tardies continue to be a major problem among West Forest students. Fifth-grade discipline referrals continue to be the highest in the school at 61 office referrals. Fourth grade was the second highest with 44 office referrals. Boys consist of 64% of the office referrals.

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

NA

Weaknesses:

NA

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

West Forest only employed one new teacher for the 2010-2011 school year.

Weaknesses:

One teacher was out over twenty days and a long-term sub was utilized.

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:**

West Forest attendance rate continues to be strong at 96%.

Weaknesses:

West Forest continues to see a high number of transfers. At the beginning of the 2011-2012 school year West Forest has withdrawn 46 students and enrolled 31 students. These 77 students nearly doubles the 41 total last year.

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

Parents reported that parent-teacher conferences, Family Technology Math/Reading Nights are highly attended. West Forest administered the National Study of School Opinion Inventory (NSSE) to parents, students, and teachers during the fall of the 2010-2011 school year. This survey was issued to determine how these groups perceived West Forest in the following areas: School/parent/community relations, quality of the instructional program, support for student learning, school climate, and school organization and administration.

All three administered groups agreed the greatest strength is the quality of the instruction of the school. A key indicator of this is teachers use a variety of types of materials, engage students in various activities, and hold high expectations for student learning. Parents and students identify teachers as someone who wants them to achieve and prepare them for the next level of school.

Weaknesses:

Parents report that there is a need for a free after-school tutoring program. West Forest has tried to advertise learning stations throughout the Opelika community.

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

NA

Weaknesses:

NA

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

Strengths:

An ELL teacher serves West Forest. Students are pulled out or the ELL teacher works with the students in the classroom. The ELL teacher assists the students in all academic areas. In severe cases where students do not speak any or very little English, West Forest uses SRA's Language for Learners. This has been very beneficial.

Weaknesses:

West Forest teachers have inquired about possibly having more time with ELL teacher.

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:

West Forest utilizes the ELL teacher, classroom teachers, retired teachers (contract services), and paraprofessionals in a collaborative manner to assist students in scoring high enough on the ACCESS to leave the ELL program.

Weaknesses:

Professional Development is needed on integrating reading objectives with content objectives and information applying to the WIDA Standards.

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

Strengths:

The instructional approaches to be implemented by the school address the needs of all students, including English Language Learners, Special Education, and gifted students. An ELL teacher will target English Language Learners and they are either pulled out or worked with in the regular class environment. Students identified as requiring extra services will be worked with in small-groups in the classroom. West Forest contracts with five retired teachers and they work with all students in reading and math. Also, Title I paraprofessionals under the guidance of the general classroom teachers will serve grade-level students while classroom teachers, administer Tier 2 instruction to identified students. Accelerated students will be clustered and served through enhanced instruction and support from the enrichment teacher in our program known as Together Everyone Achieves More (TEAM). Grades, SAT scores, and teacher referrals identify these students. Additionally, students are given computer-assisted instruction through the Pearson Successmaker Program. An Extended Day program is offered to all students. West Forest utilizes a before school program called "Blast Off". In this program, students go to learning stations before school.

Weaknesses:

West Forest has to serve an overwhelming amount of students who require Tier 2 instruction.

Part II - GOAL TO ADDRESS ACADEMIC NEEDS

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

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

G1. Increase math ARMT scores

Description:

In 2010-2011, West Forest Intermediate will increase the percentage of students mastering specific standards on the 2011 ARMT: • Increase Grade 3 scores from 68% to 70% in Geometry • Increase Grade 4 scores from 64% to 70% in Number and Operations • Increase Grade 5 scores from 66% to 75% in Measurement

Data Results on which goal is based:

2011 ARMT scores

Target Grade Level(s): Third-Fifth

Target Content Area(s): Math

ARMT: Math

Additional Academic Indicators:

AYP

Target Student Subgroup(s):

All students eligible to participate in the ARMT

Courses of Study:

Third_grade Geometry 8. Identify geometric representations for points, lines, perpendicular lines, parallel lines, angles, and rays. •Recognizing real-life examples of points, lines, perpendicular lines, and parallel lines •Drawing points, lines, and perpendicular lines 9. Specify locations on a coordinate grid by using horizontal and vertical movements. Fourth-Grade-1. Demonstrate number sense by comparing and ordering decimals to hundredths and whole numbers to 999,999. 2. Write money amounts in words and dollar-and-cent notation. 3. Rename improper fractions as mixed numbers and mixed numbers as improper fractions. 4. Demonstrate addition and subtraction of fractions with common denominators. 5. Round whole numbers to the nearest ten, hundred, or thousand and decimals to the nearest tenth. 6. Solve problems, including word problems, that involve addition and subtraction of four-digit numbers with and without regrouping. 7. Solve problems, including word problems, involving the basic operations of multiplication and division on whole numbers through two-digit multipliers and one-digit divisors. 8. Recognize equivalent forms of commonly used fractions and decimals. 5. Fifth-Measurement-13. Calculate elapsed time in hours and minutes. 14. Measure length, width, weight, mass, volume, and capacity using metric and customary units, and temperature using Celsius and Fahrenheit. •Estimating perimeter and area of irregular shapes using unit squares and grid paper •Identifying a larger unit of measure equivalent to a smaller unit of measure within the same customary or metric system

Strategies:**1.1 Progress Monitoring****Description:**

STRATEGY: Utilization of progress monitoring for all students in addition with and w/o regrouping, subtraction with and w/o regrouping, and multiplication. Progress monitoring in procedures will follow each grade levels' ACOS.

Action Steps:**1.1.1 Teacher Collaboration****Description:**

STRATEGY: Teachers will collaborate at their grade level and across grade levels to share strategies and training that support computational skills, conceptual understanding, and problem solving skills in math.

Benchmarks:

Flexible-math groups will meet twice per week based on students' needs and students will be broken-up into small groups based upon progress monitoring scores and teachers, contract services, and paraprofessionals will instruct these groups based upon needs

AS1.1.2 Open-ended Question and Inquiry Thinking

Description:

Teachers will teach the same steps school wide in how to answer open-ended questions and during small-group math, one hour per week will be devoted to teaching and modeling open-ended questions. Investigation lessons will be implemented school wide.

Benchmarks:

Teachers will administer the same open-ended questions to the entire grade-level and score each students response to determine flexible grouping. Math journals will be graded on the same rubric as the ARMT.

AS1.1.3 Pre-assessing Progress monitoring

Description:

Teachers will pre-assess using Achiever to determine strengths and weaknesses of each students. Teachers will then use this data to adjust instruction based on individual student's needs.

Benchmarks:

Achiever Tests, Investigations Tests, Unit Tests

AS1.1.4 Scheduling

Description:

Provide Tier II and researched based Tier III instruction to identified students daily. Develop data meeting schedule for each grade level in August to discuss current assessment data and student progress. Additional time for Tier III instruction will be provided based on assessment data.

Benchmarks:

100% of teachers review Alabama Course of Study standards. Each core teacher has a data notebook with 2010 longitudinal data. Each core teacher has a list of power standards(most missed standard) to address. Lesson plans reflect planning based on ALCOS standards. Walk-through observations reflect instruction being delivered based on ALCOS standards.

AS1.1.5 Engagement

Description:

Students will understand their levels of achievement. The principal will discuss with each fourth and fifth grade student their test scores from last year and set goals for the next year. Teachers will continue to study the state standards to help drive their daily teaching.

Benchmarks:

ARMT weekly practice tests/5% increase of students at 80% mastery on ARMT weekly practice tests. Achiever assessments.

AS1.1.6 Instruction

Description:

Explicit instruction of skills (I do, We do, You do, Centers will be utilized for students to practice previous taught skills, improve students' Mathematics Reasoning and Problem Solving/Completing Numeric and Geometric Patterns skills

Benchmarks:

Achiever Tests, Investigations Tests, Unit and Benchmark Tests

Interventions:

Students will be broken-up into small groups based upon progress monitoring scores and teachers, contract services, and paraprofessionals will instruct these groups based upon needs.

Resources:

Achiever Subscription-\$3,500 Kineos-\$4,000

S1.2 Implement Investigations**Description:**

Use multiple step word ten minute problem of the day, use of manipulatives and conceptual lessons weekly to reinforce skills taught, students will keep a math journals to help them write clear and concise word problems and to log the Investigations' lessons. Use of computer program Achiever to measure RTI in the identified areas listed for the data and goals.

Action Steps:**AS1.2.1 Investigations Testing****Description:**

Teachers school wide will teach conceptual math thinking through Investigation lessons. Students will attain a greater understanding of mathematical relationships. Students will be taught additional methods of math other than regular algorithms. Example Addition and Multiplication

Benchmarks:

Success Net Testing, Achiever Testing, Lesson Plans, Walk Throughs, Cumulative Review, 9-week assessments, Report Cards, Progress Reports, Teacher Made Assessments, Teacher Observation, Math Journals Graded On Rubrics

Interventions:

Students will be broken-up into small groups based upon progress monitoring scores and teachers, contract services, and paraprofessionals will instruct these groups based upon needs.

Resources:

Investigations Student Workbooks-\$2,000 (Title 1) Contract Tutor Salaries-25,000 (Title 1) Achiever-\$3,500 (Title 1)

G2. Increase reading ARMT scores**Description:**

Increase the percentage of special education students scoring level three and four on the reading portion of the ARMT.

Data Results on which goal is based:

According to 2010-2011 ARMT results, 73% of third-grade students scored in the level three or four range, 87% of fourth-grade students scored in this range, and 75% fifth-grade students scored in this range.

Target Grade Level(s): Grade 3-5

Target Content Area(s): Reading

ARMT: Reading

Additional Academic Indicators:

NA

Target Student Subgroup(s):

All students

Courses of Study:

Grade 3 Content Standards-3,4,6,8,9,10,12,15,16,17,18 Grade 4 Content Standards 1,2,4,5,6,7,8,9,10,11,15,16,17,20,21 Grade 5 Content Standards 1,2,7,8,9,10,11,12,13,14,15,16,17,18,19,20,21,22,23,24

Strategies:**§2.1 Teaching Reading In the Content Areas****Description:**

Teachers will utilize Benchmark materials to teach reading strategies in science and social studies.

Action Steps:**AS2.1.1 Teach Before During and After Reading Strategies****Description:**

Teacher will provide students the opportunity to TWIRL (Talk, Write, Investigate, Read, Listen) using content. Utilize graphic organizers to teach content text structure

Benchmarks:

Benchmark Content Tests and Benchmark Vocabulary Quizzes

AS2.1.2 Teachers Will Teach BDA In Content Classes**Description:**

Teachers will teach before, during, and after reading, strategies in their content classes. Teachers will utilize "Making Sense Strategies" in their content classes as a way of the students processing the taught content.

Benchmarks:

Teachers will submit BDA lesson plans and indicate which strategies are utilized, Alabama Science Assessment Scores

Interventions:

Teachers will teach small groups in science and social studies.

Resources:

NA

§3. Improve Vocabulary Scores**Description:**

Improve vocabulary scores and at the same time increase reading comprehension scores.

Data Results on which goal is based:

According to the SAT scores, there is a large discrepancy between reading comprehension scores and vocabulary. Third-grade scores reflect 19% difference, fourth-grade reflects a 10% difference, and fifth-grade has a 9% difference between vocabulary and reading comprehension.

Target Grade Level(s): Grades 3-5
 Target Content Area(s): Reading
 ARMT: Math

Additional Academic Indicators:
 SAT 10 Scores, ARMT Scores

Target Student Subgroup(s):
 All Students

Courses of Study:
 Grade 3 Content Standards-3,4,6,8, 9, 10, 12, 15, 16, 17, 18, Grade 4 Content Standards 1,2,4,5,6,7,8,9,10,11, 15, 16, 17, 20, 21 Grade 5 Content Standards 1,2, 7-10, 11-18, 19-24

Strategies:

§3.1 Teach Latin In All 4th & 5th Grade Classrooms

Description:

As a collaboration between the reading coach and all fourth and fifth grade teachers the Reading Coach will teach Building Language. This program includes vocabulary as well as grammar.

Action Steps:

AS3.1.1 Frayer Model / Concept Mapping

Description:

The Frayer Model is an adaptation of the concept map. The framework of the Frayer Model includes: the concept word, the definition, characteristics of the concept word, examples of the concept word, and non examples of the concept word. It is important to include both examples and non examples, so students are able to identify what the concept word is and what the concept word is not. First, the teacher will assign the concept word being studied, and then talk about the steps involved in completing the chart.

Benchmarks:

Harcourt Vocab. Tests, Star Tests, Achiever Tests, Latin Teacher Made Tests

AS3.1.2 Development of Academic Language

Description:

Administration will provide structure and strategies to enable teachers to develop grade level and content specific vocabulary for all content classes. Teachers will make sure students are taught appropriate grade-level academic language.

Benchmarks:

Students will keep vocabulary journals to refer to throughout the academic year.

Interventions:

Students not making adequate progress will be instructed in small-groups, TIER 2 Intervention, and Tier 3 Intervention

Resources:

Building Language Texts and teacher editions-\$1,500 (Title 1)

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

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

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

G1. ELL students will improve writing on the ACCESS

Description:

Proficiency in English was determined by using the ACCESS Test. The ACCESS Test is aligned to the WIDA standards for English proficiency in the domains of speaking, listening, reading, and writing using the subject area language of the core curriculum appropriate for each grade level. Results from the ACCESS 2010 revealed that writing was the area in which proficiency of students, even near ones, tended to have the lowest subtest scores. Four out of seven students attained language proficiency. The strongest domain was in the area of listening.

Data Results on which goal is based:

Four out of seven students attained language proficiency.

Target Grade Level(s): Grades 3-5

Target ELP Language Domain(s): Writing

WIDA Standards: The number of students scoring in the bridging (5) and reaching (6) in the domain of writing will increase by at least 10%.

Strategies:

S1.1 Enhance Writing

Description:

Use appropriate graphic organizers to teach writing daily. Implement an ELL portfolio for recording and understanding writing and vocabulary.

Action Steps:

AS1.1.1 ELL Students Will Receive Writing Instruction

Description:

Develop conversation and written work that activate prior knowledge, make personal connections or integrates personal experiences with literature
Implement a research-based, systematic model of ELL literacy and enhanced strategies within the grade-level classroom

Benchmarks:

• Harcourt Benchmark Tests • Weekly Skill Sheets • Day 5 Assessments • Walk through look fors • Data meetings • Teacher surveys • Writing journals • Bi-weekly assessment of completed writing

Interventions:

Teachers will collaborate with ELL specialist regarding struggling students.

Resources:

Course of Study, Test, Projects

§1.2 Use writing prompts to write

Description:

Use graphic organizer to assist with writing process. Manipulatives and pictures will be used with students to write in descriptive mode.

Action Steps:

AS1.2.1 Working on Instruction ELL

Description:

Teachers adjust the language demands of the lesson such as modifying speech, rate and tone, using context clues and models, relating instruction to student experience, adapting the language of texts, graphic organizers, and cooperative work to make academic instruction more accessible to students of different English proficiency levels.

Benchmarks:

- Teacher-made assessments • WIDA proficiency sample test items

Interventions:

ELL teacher will work with those students who score low on each writing benchmark test.

Resources:

SMILE WRITNG KITS \$30 per student x 23= \$690 Title One

§1.3 Writing with Ells

Description:

Regular Classroom teachers will conduct more writing practice for ELL students Ell teachers will conduct more writing practice with students in pull-out sessions from the High Point and Into English curricula.

Action Steps:

AS1.3.1 Writng Time

Description:

Ell students will participate in a designated writing block and attend Achiever Writing lessons with Kineos.

Benchmarks:

Achiever Reports

Interventions:

Students not making adequate progress will be pulled for small-group instruction with the ELL teacher and the general classroom teacher.

Resources:

ELL AR library \$1000

§1.4 Writing and Language

Description:

ELL teacher to coach grade level teachers on how to integrate language objectives with content objectives Use WIDA Indicators as guidance for developing language objectives that focuses on reading and writing

Action Steps:**AS1.4.1 ELL teacher Collaborate with Ggeneral ed****Description:**

Achiever language lessons will guide instruction during a designated pill-out time

Benchmarks:

Achiever Reports Writing Portfolios

Interventions:

Classroom teachers will provide extra instruction during reading intervention time. The ELL teacher will provide small group instruction to increase student language proficiency weekly. The ELL teacher and classroom teachers will collaborate on areas of instruction needed for ELL students based on their Individual Language Plans.

Resources:

NA

G2. Increase Reading % by ELL Students**Description:**

ELL students will improve 5% on the reading section of the '11 ACCESS English Language Proficiency Test

Data Results on which goal is based:

8 out of 11 of ELL Students scored Level III or below on the writing section of the '10 ACCESS for English Language Learners Assessment.

Target Grade Level(s): Grade 3-5

Target ELP Language Domain(s): Reading, Writing

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

Strategies:**S2.1 ELL students Will Increase Reading Scores****Description:**

ELL students will be given center time and the students will read independently and with partners. Use ELL supplementary materials with Harcourt to teach vocabulary lessons that reinforce classroom instruction.

Action Steps:**AS2.1.1 Increase Vocabulary****Description:**

ELL supplementary materials with Harcourt to teach vocabulary lessons that reinforce classroom instruction

Benchmarks:

Weekly Vocab tests and theme tests

Interventions:

Re-teach materials, provide more one-on-one time, peer tutors, computer tutorials, establish time for intervention. Teachers will work with those who struggle to provide skill specific instruction for struggling students.

Resources:

0

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. Collaboration

Description:

Focus all faculty members on the need for communication and collaboration among teachers to improve student achievement.

Strategies:

S1.1 Peer Talk and observations

Description:

To develop professional learning teams consisting of faculty members from all grade levels to concentrate on specific academic needs

Action Steps:

AS1.1.1 Peer Talk and Sharing

Description:

Teachers will participate in peer observations across selected grade levels. All teachers will observe in a classroom outside of their assignment for one half day 2nd semester. -Teachers will write a reflection about the observation experience immediately following the observation. -Faculty meetings will be scheduled to follow observation dates to allow open discussions about the peer observations.

Benchmarks:

Teacher survey will be conducted at the end of the school year to measure the effectiveness of the peer observations.

Interventions:

Teacher survey will be conducted at the end of the school year to measure the effectiveness of the peer observations Through the Educate Alabama teaching standards, the principal and the teachers will

Resources:

0

§1.2 RTI and Progress Monitoring**Description:**

The RTI committee will meet and/or plan regarding behavior and/or learning problems exhibited by students who were referred by teachers. Progress Monitoring on all interventions will be reviewed.

Action Steps:**AS1.2.1 Collaboration****Description:**

Teachers will communicate with all resource teachers who share students. This is a way to build a stronger and unified team.

Benchmarks:

Sign-In Sheets Educate Alabama Dialogue Forms

Interventions:

RTI meetings will be planned monthly and attendance will be checked by the principal.

Resources:

NA

G2. Fifth-grade Office Referrals**Description:**

Fifth-grade students receive 15% more referrals than fourth grade and 28% more referrals than third-grade students. Boys received 65% of the total referrals school wide.

Strategies:**§2.1 Boy Girl Talks****Description:**

The counselor will conduct girl groups and boy groups to teach appropriate and desired behaviors. Also, the counselor will work on decision-making skills.

Action Steps:**AS2.1.1 Mental Health Specialist****Description:**

East Alabama Mental Health Interventionist will lead groups weekly on dealing with at risk students.

Benchmarks:

Principal and counselor will monitor identified students behavioral planners as well as office referrals.

Interventions:

Positive Behavior will be rewarded. The principal and counselor will monitor office and counselor referrals throughout the year.

Resources:

NA

G3. Attendance

Description:

Student attendance directly affects a child's ability to learn and retain information.

Strategies:

S3.1 Recognize attendance

Description:

To encourage students to regularly attend school. ACTION STEP: • Recognize students for attendance at Honor Assembly. • Give incentives for attendance each nine weeks and year

Action Steps:

AS3.1.1 Attendance Behavior Incentives

Description:

Students will log their attendance and behavior record in their math journals. This is a way to teach goal setting.

Benchmarks:

Journals Info Now Reports

Interventions:

The administration will work with teachers to monitor attendance by holding individual conferences.

Resources:

0.00

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)

Opelika City schools utilizes a mentoring program for all new teachers. New teachers are assigned a mentor who also teaches the same grade. The mentor and a new teacher meet prior to school starting and expectations and some planning takes place. The new teacher also is teamed with the mentor and they share a forty minute common planning time daily. They also have forty five minutes in the afternoon to meet as well. Mentors are also paid a stipend at the end of the school year.

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.

Opelika City Schools allocates local site-based money as well as following all state and federal monetary guidelines.

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.

The Public Relations Coordinator for Opelika City Schools conducts tours of any school and the school system throughout the school year as requested by interested parents. To provide a smooth transition for those children coming from Carver Primary, there is an open house specifically designed for this purpose. It is called "Sneak-A-Peek" and allows the upcoming students and their parents to spend time touring the school and meeting teachers the spring before they enter West Forest as third graders. Opelika Middle School sixth grade students present an orientation skit to West Forest 5th graders. Parents and students are also invited to attend an open house orientation at Opelika Middle School. A Pre-K summer school called Kindling Kindergarten is also available to entering kindergarten students. Students who have had no previous school or daycare experience are identified during the Opelika City Schools pre-registration and are invited to participate. This five-week program helps prepare students who might be facing a disadvantage because of limited previous experiences. During this program, the children are taught basic skills such as identification of colors, numbers, shapes and letters. They practice writing their names and work on developing language and listening skills. Children are exposed to the computers. There is a snack time offered daily where the children become familiar with the routine procedures of the lunchroom as well as manners. Also, available to our preschool population is the City of Opelika Parks and Recreation Center's Covington Preschool Program. It provides classes for four and five year olds that reside primarily in the Carver/West Forest attendance zone. An area Head Start Program also helps our children develop the readiness and socialization skills needed for a smooth transition to school.

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.

With over 90% of the student population living in low socioeconomic situations, highly qualified teachers are essential. Strategies to attract effective, highly qualified teachers are important to maintain high standards. The Opelika City Schools administrators work closely with the cooperation from the central office to attract and recruit outstanding, qualified school personnel. Administrators also work closely with universities in order to recruit and attract the most qualified employees that will best suit the system's needs. Also, Opelika City Schools engages in a mentoring program for new teachers. Each new teacher has a peer mentor who works with him or her in all aspects of their job and as an emotional and instructional supporter.

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.

Teachers are involved in the plan of action of students who are not progressing at the desired levels of academic achievement. If a student is not reaching the desired level for achievement, the teacher discusses this with the principal during audits or at any time they deem necessary. At this point, a conference is required for the parent to explain the concerns. The principal, teacher, parent, and counselor try to formulate a plan to assist the student. If this plan of action does not benefit the student, then the teacher brings the student before the Building Based Student Support Team.

A variety of approaches are used to involve teachers in the decision-making process in regards to local assessments and curriculum. Also, teachers are involved in the resources allocated to the school. Committees meet and vote on areas such as textbooks and the use of instructional allocation money and planning specific on-going instruction. After the adoption of selected textbooks, teachers review assessments and help develop any changes that are necessary.

Special Populations:

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

All students at West Forest Intermediate School, including those identified as migrant, limited-English proficient, homeless, economically disadvantaged, and neglected/delinquent, have access to all services and programs available, including free/reduced lunch, Title I services, ELL services, Special Education services, At Risk, and counseling services. Also, West Forest uses the Department of Human Resources, the Department of Mental Health, and various community resources to provide students with necessary school supplies, food, clothing and shelter.

All homeless, migratory, and limited-English proficient students must have equal access to the same free appropriate public education, including public preschool education provided to other children and youth. All homeless, migratory, and limited-English proficient students are provided with the opportunity to meet the same challenging state content and state student performance standards to which all students are held without being stigmatized or isolated.

The counselor and secretary identify limited-English proficient students upon enrollment. Each new student receives a Home Language Survey used to determine eligibility for limited-English proficient testing. Students qualify for testing if the survey indicates that a language other than English is used by the student or at the student's home. All eligible students are tested with the WIDA Access Placement Test (W-APT) to determine if a student is eligible to receive services through the English Language Learner (ELL) Program. Parents or guardians have the right to waive Title III Supplemental ELL services. If the parents or guardians agree for the student to receive services, an English Language Learner (ELL) committee convenes to determine

appropriate services and placement for each individual student. The ELL committee consists of the ELL teacher, parents or guardians of the student, the student's teacher, the school counselor, an interpreter, and/or school administrator. A variety of services to all ELL students is provided, such as content area tutoring, pull-out ELL, pull-out for individual support, and content-based ELL. An ELL teacher and a bilingual teacher assistant provide services to all ELL students at West Forest. The ELL teacher also serves as an interpreter to communicate with the parents of ELL students if the need arises. Parents are provided the opportunity to receive all updates and important school documents in English and Spanish. The ELL committee reviews each student's progress annually. If the student scores proficient, they are released from the program and are monitored for continued progress.

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

NA

Extended Learning Opportunities:

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

Students identified as requiring extra services will be worked with in small-groups in the classroom. West Forest contracts with five retired teachers and they work with identified students in reading and math. They also work with all Problem Solving Team students and students who score in the first four stanines on the Stanford Achievement Test. Title I paraprofessionals under the guidance of the general classroom teachers serve students requiring pull out instruction. Students who score in the first four stanines are provided individualized specific skill-based remedial instruction. Teachers identify students scoring in the first four stanines on the reading and math subtests of the SAT 10, do not score proficient on the ARMT, and who have made Ds or Fs. Instructional paraprofessionals are assigned to each grade level to assist with meeting these students' needs. Our retired teachers through Title 1 work with these students as well. Teachers are responsible for including supplemental activities in their lesson plans to meet students' needs. Flexible grouping allows teachers and instructional paraprofessionals opportunities to provide students with small group instruction based on identified needs. Individual performance on STAR reading, Accelerated Reader, Successmaker, Voyager Passport Assessments, SRA placement tests, and DIBELS, are used to increase student achievement. Students in the 4th stanine and below are identified and provided with research-based assistance in the areas of academic difficulty. Title 1 paraprofessionals under the direct supervision of the reading coach use SRA direct instruction to help students make improvement in decoding, fluency, and comprehension. From this small group instruction, students are able to achieve success. Among the many activities utilized to assist students having academic difficulty are but are not limited to: Harcourt Tiered Intervention, Voyager Passport, SRA Direct Instruction, small-group instruction-temporary, and long-term remediation. Teachers conduct individual instructional audits, examination of work samples and performance and patterns on unit and chapter tests by individual subject. If a student is not making progress after the intervention, then teachers can make referrals to the Problem Solving Team.

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.

During Open House, the principal makes a presentation on Title 1 and its offerings. The same meeting is held at lunch for those who cannot attend the Open House meeting. West Forest presents the CIP plan with each grade-levels' goals at each of the PTO performance meetings presented by each grade level. The plan is presented before students perform. An additional meeting is held at lunch for parents who cannot attend the evening presentation. Any suggestions are taken at this time. If a parent needs the plan translated, the ELL teacher will translate it for them.

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.

West Forest Parent Advisory Committee has assisted in developing the Continuous Improvement Plan through meetings in the summer and once school starts in August. They play an integral part in revising this plan. Parents play an important role in developing a high-high quality school. It is our goal at West Forest to strengthen the quantity and quality of parental and family 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.

West Forest PTO has assisted in developing the School Wide Addendum and will play an integral part in revising this plan. Parents play an important role in developing a high-quality school. It is our goal at West Forest to strengthen the quantity and quality of parental and family involvement.

Describe how parents, the school staff, and students share responsibility for improved student academic achievement for participating students (How the School-Parent Compact is jointly developed with Title I parents; how it is used, reviewed, and updated).

West Forest and its members of the PTO have adopted the Alabama State Department of Education's Parental Involvement Resolution. These six standards include: communicating, parenting, student learning, volunteering, school decision-making and advocacy, and collaborating with community. Based on this resolution, parental involvement takes precedence at West Forest. The West Forest Intermediate community recognizes the importance of parent involvement to reach individual student goals for student success and successful completion of high school requirements for graduation. In an effort to facilitate this involvement, a plan has been formulated and it is outlined in this report. Educational research clearly shows that parents who are actively involved in their child's learning at home help their children become more successful learners in and out of school. In our efforts to improve student achievement, West Forest Intermediate has established objectives and will implement strategies to increase parent and community involvement within our school.

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

Meetings will be held quarterly to review and ask input for any changes that need to be made. If a parent disagrees with any portion of this plan, they may bring their concern before this committee at one of the quarterly meetings. Their concern will be heard and if there is a need for a change it will be addressed at this time. If a concerned parent feels their issue has not been resolved, they may take their issue to the Opelika City School's Federal Programs Director and the Alabama State Department of Education.

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)

When parents and school work as partners, student achievement increases and students develop positive attitudes about school, self, and life. A Parent Advisory Committee (PAC) consisting of six members is involved in the decision making process and is responsible for PTO meetings and other various functions throughout the school year. THE PAC meets monthly and stresses parental involvement. In these meetings, various topics range from SAT/ARMT preparation to school clean-up days. There is a parenting center located in the school and contains many resources to assist parents in strengthening their parenting skills. Parents receive graded papers weekly and are encouraged to sign them. Parents also receive compacts, report cards, mid-quarter reports, grade-level benchmarks, SAT parent reports, a monthly calendar, lunch menu, and parent-student handbook. Parents are recommended to have conferences throughout the year. Honor ceremonies are held four times a year and are strongly attended by parents. Parents are involved on committees and this is an excellent way to learn how the school operates.

(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)

West Forest conducts Math Night, Testing Information for Parents and Students T.I.P.S Night, and Technology and Reading Nights for parents and students. These nights are intended to assist parents in helping students with education. During these nights, teachers work with parents to make math games, demonstrate comprehension skills and teach parents how to assist with test-taking skills. During Technology Night, kids software programs such as KIDS College, Success Maker, Education City, and INFO NOW are demonstrated for parents. In hopes of having high attendance for these workshops, the school provides dinner. During Curriculum Night, parents will receive information regarding the focus of learning for the year. Parents will also receive SAT, ARMT, and DIBELS brochures to enable them to become knowledgeable of the yearly benchmark targets. Parents are also invited to attend Standardized Testing informational workshops to keep them abreast of current state requirements of achievement. Workshops will be conducted to train parents in ways they can contribute to their child's progress. Ideas will be shared for monitoring attendance and television viewing, completing homework, and opportunities provided for volunteering at West Forest Intermediate.

(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)

West Forest Intermediate implements and coordinates parent programs in order to build ties between home and school. In addition, formal compacts between parents, school, community, and student will be employed to specify everyone's contributing role in reaching the individual student's goals. Parent teacher conferences will be held periodically to relate individual student's achievement to parents. Parents will be informed of their student's academic progress every four weeks through the Progress Report, and a formal Report Card will be sent home every nine weeks. Parents will also be encouraged to participate in their student's class and observe classroom activities and given the opportunity to suggest other activities that would provide additional parental support.

(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)

When parents and school work as partners, student achievement increases and students develop positive attitudes about school, self, and life. A Parent Advisory Committee (PAC) consisting of six members is involved in the decision making process and is responsible for PTO meetings and other various functions throughout the school year. THE PAC meets monthly and stresses parental involvement. In these meetings, various topics range from SAT/ARMT preparation to school clean-up days. There is a parenting center located in the school and contains many resources to assist parents in strengthening their parenting skills. Parents receive graded papers weekly and are encouraged to sign them. Parents also receive compacts, report cards, mid-quarter reports, grade-level benchmarks, SAT parent reports, a monthly calendar, lunch menu, and parent-student handbook. Parents are recommended to have conferences throughout the year. Honor ceremonies are held four times a year and are strongly attended by parents. Parents are involved on committees and this is an excellent way to earn how the school operates.

(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)

In order to provide information in a language that ELL parents can understand, West Forest utilizes a computer program called TRANS ACT. This program will translate basic letters into over forty languages. The ELL teacher also comes for important meetings with parents in order to translate.

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

West Forest Intermediate School has an open door policy that encourages parents to visit the school. Our parent involvement meetings are designed to provide parents with resources and materials they need to become more effective and actively involved in their children's education. We will continue to provide our parents and community with various forms of communication, including translations such as the parent/student handbook, newsletters, flyers, and PTO information.

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.

In order to provide information in a language that ELL parents can understand, West Forest utilizes a computer program called TRANS ACT. This program will translate basic letters into over forty languages. The ELL teacher also comes for important meetings with parents in order to translate.

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

- jm No

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

- jm Yes
- jm 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).

Learning Activities:

Professional Learning "Math in the 21st Century"

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

Ongoing training and implementation of RTI, refining curriculum and assessment measures in Math

What types of professional learning will be offered?

School Math Facilitators will participate in district sessions, bringing information back to faculty colleagues. Book Study – "Faster Isn't Smarter: Messages About Math, Teaching, and Learning in the 21st Century"

When will the session be delivered?

Monthly Grade Level and faculty meetings and as needed throughout the 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?)

Reduction in the number of strugglers by 5-10%

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

Consistent intervention, anecdotal notes, Opelika City School Math Benchmark Tests, Achiever Reports, Successnet Reports

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

Books Faster Isn't Smarter: Messages About Math, Teaching, and Learning in the 21st Century Title I- Books and Periodicals \$500

Book Study on Improving Reading Instruction

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

Closing the achievement gap in Reading

What types of professional learning will be offered?

Read and dissect researched-based articles to implement new strategies in the classroom, Book study-"Igniting a Passion for Reading"

When will the session be delivered?

September 2011-April 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?)

Professional learning teams will be identified for content areas and lesson strategies developed, Students will be positively impacted as new strategies are used in the classroom to teach reading and show higher levels of growth

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

Walk throughs by principal and reading coach will be conducted to ensure teachers are following next steps outlined during Grade Level Meetings.

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

Books-\$1,000 (Title 1)

Part VIII - Coordination of Resources/Comprehensive Budget

I. State Foundation Funds

	FTEs Earned	Units Placed	Total Salaries
FTE Teacher Units	16.15	16.15	779,952.30
Administrator Units	1	1	79699
Assistant Principal	0	0	0
Counselor	.50	.50	24861
Librarian	1	1	54377
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			2514
Library Enhancement			0
Total of All Salaries:			\$941,403.30

II. Federal Funds

Title I: Improving the Academic Achievement of the Disadvantaged

Provide a brief explanation and a breakdown of expenses.

- Title 1 Budget- Summer Media Additional Pay-1,647.52
- At Risk Before School Additional Pay-7,060.80
- Parenting Supplies-3,204.85
- Teacher and Paraprofessional Salary-7,1356.18
- Material Supplies-5,849.07
- Instructional Aide Sal/Ben-5,7856.81

Contracted tutors-21,983.94
 Guidance Counselor (.5FTE) Sal/Ben-33,540.42
 Educational Media/Other Books and Periodicals-2,000
 TOTAL
 204,499.59

Total : 204,499.59

Title I: ARRA Funds

Provide a brief explanation and a breakdown of expenses.

NA

Total : 0

Title II: Professional Development Activities

Provide a brief explanation and a breakdown of expenses.

1 CSR teacher and subs for PD (Sal/Ben)

Total : 58721.49

Title III: For English Language Learners

Provide a brief explanation and a breakdown of expenses.

Prevention/Intervention (Reading and 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 ELL teachers, substitutes for workshops, and workshop materials)

Total \$12,259

Total : 12,259

Title IV: For Safe and Drug-free Schools

Provide a brief explanation and a breakdown of expenses.

NA

Total : 0

Title VI: For Rural and Low-income Schools

Provide a brief explanation and a breakdown of expenses.

NA

Total : 0

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

Provide a brief explanation and a breakdown of expenses.

NA

Total : 0

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

Provide a brief explanation and a breakdown of expenses.

NA

Total :

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

Provide a brief explanation and a breakdown of expenses.

NA

Total :

III. Local Funds (if applicable)

Local Funds

Provide a brief explanation and a breakdown of expenses.

Public-\$52,171.20

Nonpublic-\$2,755.00

Total :