ACIP

Northridge High School
Tuscaloosa City Board of Education

Mr. Kyle Ferguson, Principal
2901 Northridge Road
Tuscaloosa, AL 35406
# TABLE OF CONTENTS

**Executive Summary**

- Introduction .................................................. 2
- Description of the School .................................. 3
- School's Purpose ............................................. 4
- Notable Achievements and Areas of Improvement .......... 5
- Additional Information ....................................... 6

**Improvement Plan Stakeholder Involvement**

- Introduction .................................................. 8
- Improvement Planning Process .............................. 9

**Student Performance Diagnostic**

- Introduction .................................................. 12
- Student Performance Data .................................. 13
- Evaluative Criteria and Rubrics ............................ 14
- Areas of Notable Achievement ............................. 15
- Areas in Need of Improvement ............................. 16
- Report Summary ............................................. 17

**2017-2018 ACIP Assurances**
2017-2018 NHS Goals and Plans

Overview ................................................................................................................................. 22

Goals Summary ......................................................................................................................... 23
Goal 1: Northridge will improve reading proficiency for all ninth and tenth graders during the 2017-2018 school year as measured by Scantron Assessment given in August/September 2017 (baseline data) and Spring 2018. ................. 24
Goal 2: Northridge will improve math proficiency for all ninth and tenth graders during the 2017-2018 school year as measured by Scantron Assessment given in August/September 2017 (baseline data) and Spring 2018. ................. 25
Goal 3: Increase our daily attendance by reaching 95% (in all grade levels), improve the graduation rate from 87% to 90%, decrease the number of student infractions by 5% from 170 to 160 and reduce the number of black male suspensions by 2% from 49 to 48. .................................................................................. 26

Activity Summary by Funding Source .................................................................................... 31

2017-2018 Title I Schoolwide Diagnostic

Introduction ................................................................................................................................. 35
Component 1: Comprehensive Needs Assessment (Sec.1114(b)(6)) ........................................ 36
Component 2: Schoolwide Reform Strategies (Sec. 1114(7)(A)(i)(ii)(iii)(I)(II)(III)) .................. 39
Component 3: Instruction by Qualified Staff (Sec.1112(c)(6)) .................................................. 69
Component 4: Strategies to Attract Qualified Teachers (Sec. 1114(7)(A)(iii)(IV)) ...................... 70
Component 5: High Quality and Ongoing Professional Development (Sec. 1114(7)(A)(iii)(IV)) .... 71
Component 6: Transition Strategies (Sec.1114(7)(A)(iii)(V)) ...................................................... 72
Component 7: Teacher Participation in Making Assessment Decisions (Sec.1114(b)(2)) ............ 74
Component 8: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards (Sec.1114(7)(A)) .................................................................................................................. 75
Component 9: Coordination and Integration of Federal, State and Local Programs and Resources (Sec.1114(b)(V)) ................................................................................................................. 77

Component 10: Evaluation (Sec.1114(b)(3)): ......................................................................................... 78

2017-2018 Coordination of Resources - Comprehensive Budget

Introduction ........................................................................................................................................... 80

FTE Teacher Units ............................................................................................................................... 81

Administrator Units ............................................................................................................................ 82

Assistant Principal ............................................................................................................................. 83

Counselor ............................................................................................................................................ 84

Librarian ............................................................................................................................................. 85

Career and Technical Education Administrator .................................................................................... 86

Career and Technical Education Counselor ....................................................................................... 87

Technology .......................................................................................................................................... 88

Professional Development .................................................................................................................. 89

EL Teachers ......................................................................................................................................... 90

Instructional Supplies ........................................................................................................................ 91

Library Enhancement .......................................................................................................................... 92

Title I ................................................................................................................................................ 93

Title II ................................................................................................................................................ 94

Title III ............................................................................................................................................... 95

Title IV ............................................................................................................................................... 96

Title V ............................................................................................................................................... 97
2017-2018 Parent and Family Engagement

Introduction ......................................................... 103

Parent and Family Engagement ................................. 104
Executive Summary
Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.
Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

In Tuscaloosa we roll with the Tide, but when at Northridge we sport our Jaguar pride!

Northridge High School is one of three high schools in the Tuscaloosa City Schools system. It is located in a rapidly growing community and draws students from various ethnic, socio-economic and demographic backgrounds. It was created from the division of one centralized mega high school in the district.

Northridge is a comprehensive high school serving grades 9 through 12, with the Jaguar as its mascot.

When Northridge opened in the fall of 2003 it was serving approximately 700 students. Since then, Northridge averages over 1000 student each year.

Our district just completed a demographic study. One results from the study was the need to balance the student population in all three high schools. Northridge's student population decreased from approximately 1253 student to approximately 1025 students. Northridge's overall student population is 58% white, 43% black, and 9% other ethnicity. Within our student population, we have a small percentage of our students identified as eligible for special education services.

Northridge has 82 certified and support employees who proudly serve its students. Northridge is currently on a four period block schedule with a skinny period. Our students enroll in four courses a semester and an intervention or elective course. Northridge has approximately 290 course offerings where students may choose from among 10 Advanced Placement (AP) courses, Honors and Standard level core courses, French and Spanish courses, and fine arts courses, which include an outstanding strings, theater, choir and Jazz band. Northridge also has a strong supportive Special Education and English Learner programs. Northridge students along with Paul W. Bryant, Central and Tuscaloosa County students may choose course offerings from our District's 25 million dollar Career and Technical Academy. The academy offer 11 college and career-prep academies for high school students using its state-of-the-art technology, equipment and software. Among those courses are: Animation, Film, Digital and Media production, Building sciences, Engineering, Finance, Hospitality and Tourism, Culinary, Human Services, Mechatronics, Medical Sciences, Welding, Firefighting, Cosmetology, Public Safety and Law, and Transportation. Northridge also offers opportunities for students to be involved in extracurricular programs such as multiple athletic programs, clubs and activities. Northridge is located in a fabulous college town which affords our students the opportunity to earn college credit while taking Dual Enrollment and Early College courses at Shelton State Community College and The University of Alabama.

Northridge faces a challenge that many schools face today, closing the achievement gap. This is a challenge that we take seriously. Every student should have an opportunity to achieve their hopes and dreams. We believe every student can learn and achieve their goals with a clear vision and a strong academic foundation. We are committed to achieving excellence.


School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

Since Northridge opened in the fall of 2003, it have been committed to providing all students with opportunities to reach their potential as confident, self-directed, and lifelong learners. Students are encouraged to meet the expected standards of conduct, strive to excel academically and to treat peers, adults, and themselves with fairness, dignity, and respect. In order to achieve these goals, our focus has been primarily in the areas of: student achievement, attendance, and student behavior, with a strong focus on college and career readiness. Northridge feels very strongly in the following beliefs: We believe that producing confident, self-directed, lifelong learners is the chief priority for the school. We believe that high expectations coupled with meaningful educational opportunities increase student performance. We believe that each student is a valued individual with unique physical, social, emotional and intellectual needs. We believe students should be actively involved in the learning process, demonstrating an understanding of essential knowledge and skills and applying that knowledge in meaningful contexts. We believe in establishing and maintain a safe and orderly learning environment. We believe that students, teachers, administrators, parents, and the community share the responsibility of advancing the school's mission. We believe in promoting cultural diversity to increase students' understanding of different peoples and cultures.

To promote overall student achievement, Northridge has monitored standardized assessments and course unit assessments and planned remediation and review strategies for struggling students. Before and after-school tutoring sessions are available for all students. Northridge has held an ACT Boot Camp for the past three years in preparation for the state sponsored ACT assessment. In being proactive, we continue to score above the state average in all ACT content areas, with 10% of the student body scoring 30 or higher. Northridge continues to offer a diversified curriculum including 10 Advance Placement courses, fine arts courses, which includes an outstanding strings and theater program, Spanish and French courses, multiple athletic programs, a Special Education Program, where we proudly host Special Olympics for all of Tuscaloosa County.
Notable Achievements and Areas of Improvement

Describe the school’s notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Northridge is very proud to host Special Olympics for all middle school and high school Special Education students in Tuscaloosa County. Our students/student-athletes, PTSA, community churches, the University of Alabama, local businesses, school personnel, and our District Office personnel supported this wonderful event. Northridge takes pride in providing strong curricular and extracurricular programs for our Special Education students. Our Special Education teachers and General Education teachers have committed to building a strong collaborative program, which has allowed Northridge students to experience academic and personal success. Northridge celebrates several areas of achievement each year: 10% of the senior class achieved 30 or higher on the ACT assessment, we gained 146 Career Credentials from our Tuscaloosa Center of Technology Academy, our students were offered more than 5.5 million dollars in college scholarships, we had 1 National Merit Scholar and 3 semi-finalists. Much of this success is due to the commitment from our students and teachers, setting high goals, our ACT Boot Camp and financial support from our District and PTSA.

Northridge has committed to establishing positive behavior that exemplifies respectable character. This is a valuable component since colleges and careers are becoming more competitive. It is imperative that we train our students to be respectful, resourceful, and responsible. Northridge wants all students to be college and career ready; this includes how students represent themselves. Northridge has established a school climate that holds students accountable for their choices and actions as they grow into young men and women. We are very proud of the progress we have made during the past school year and will continue striving for more academic and personal student success.

We are looking to the future everyday, finding more tools and resources to help our students be even more successful. Our plans include putting more technology into our students' hands and teach them how to use it as a tool to help them be successful. We are determined to equip all of our classrooms with 21st century tools needed to help our faculty and students become driving forces in the future. We are driven to find the correct resources that will not only increase our students' academic success each day but resources that will prepare them for life as they become model citizens.
Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

Northridge is an exciting school, community and family. You will find a variety of academic and extra-curricular opportunities for all. We have highly competitive sports with state championships in track, golf, tennis, soccer, and swimming. We have scholars, students who serve in the community, theater, music, art, strings, jazz band, and many clubs. It is truly a place where one can receive a plethora of experiences. Our teachers are energetic, knowledgeable, caring and take pride in serving all of our students and their families. We take the success of our students seriously and we love our students as if they were our own. Our administration is proud of our students, teachers, parents, and community who invest in making Northridge a school of Excellence! Black and Blue, through and through!! Go Jags!
Improvement Plan Stakeholder Involvement
Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.
Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

The Northridge Leadership Team consists of the Principal, Assistant Principals, Counselors, Graduation Coach, Department Chairs, and the PTSA President. The team also has input from Tuscaloosa City School Coordinators in the areas of: Special Education, Curriculum and Instruction, English Language Learners, Secondary School Improvement, and Federal Services.

At the end of each school year, all Northridge stakeholders are allowed the opportunity to express their thoughts about the needs of Northridge High School through face-to-face conversations, letters, phone calls, or emails. During the Tuscaloosa City Schools system-wide two-day Summer Leadership Professional Development Sessions the Northridge Leadership Team will analyze Tuscaloosa City School District data, Northridge High School data and stakeholder input. After analyzing the data, the team discusses decision-making regarding Northridge's continuous Improvement Plan, sets a date for data review and develops goals for the 2017-2018 school year, with administrative discretion. Throughout the school year and with administrative discretion, data will be monitored and the Leadership Team will make any necessary changes to ensure continuous improvement toward excellence.

Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.

School District Central Office Staff and Coordinators:
Superintendent- Mr. Mike Daria
Data- Mr. Jeff Beasley
Federal Programs- Dr. Sandra Aldridge
Secondary School Improvement- Ms. Kathleen Norstrom
Special Education- Dr. Bruce Prescott
English Language Learners- Mrs. Kava Smith and Mrs. Kristi Garcia
Technology- Mr. Chris Jenks
Tuscaloosa Center of Technology Academy-Mrs. Kelley Norstrom
Northridge High School: Administrative Team
Principal- Kyle Ferguson
Assistant Principal- Sherri Shuttlesworth
Assistant Principal- Keith Jackson
Counselor- Kenneth Smothers, 9th and 10th grade
Counselor- Lauren Wolbach, 11th grade
Counselor- Lynsey Vickery, 12th grade
Improvement Plan Stakeholder Involvement
Graduation Coach and Athletic Director- Sonia Blunt
Academic Department Chairs: Provides school leadership through our mentoring program and supports student achievement, athletics, student growth and personal growth.
Library Media Specialist- Mrs. Marcie Irvin
PTSA: Planning, fundraising, problem solving, communication venue for stakeholders, and supporting Northridge Faculty and Staff.

Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.

The Improvement Plan is reviewed during a faculty meeting and is placed on the school's website for stakeholders to review. The school's Principal sends a School Cast message to notify all parents that the plan was placed on the school's website and will be available year-round for all stakeholders to review. The school board and district office personnel will regularly address any changes that need to be made. The Northridge Leadership Team will review and revise the plan as new goals arrive, achievements are accomplished or state mandates are directed; to ensure full fidelity of the plan.
Student Performance Diagnostic
Introduction

The Student Performance Diagnostic provides an institution with a process to report summative student assessments. This diagnostic is significant to the accreditation and continuous improvement process as it serves as a resource for schools to view content area assessment results required by the state, district, or other entities, determine the quality and reliability of the given assessments, and show the alignment of the assessments to the school's curriculum. The performance level computed at the completion of the diagnostic is used by the external review team as a comprehensive report to understand fully the institution's assessment program; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.
Student Performance Data

<table>
<thead>
<tr>
<th>Label</th>
<th>Assurance</th>
<th>Response</th>
<th>Comment</th>
<th>Attachment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Did you complete the Student Performance Data document offline and upload below?</td>
<td>Yes</td>
<td>When evaluating our discipline data, we saw a significant increase in students leaving the classroom or campus without permission. We established this as our priority goal for the 2017-2018 school year.</td>
<td>ACIP 2016-2017 Evaluation of NHS Goals 2017-2018 ACIP Reading and Math Goals</td>
</tr>
</tbody>
</table>
### Evaluative Criteria and Rubrics

**Overall Rating:** 3.25

<table>
<thead>
<tr>
<th>Statement or Question</th>
<th>Response</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.</strong> Assessment Quality</td>
<td>The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the majority of those curricular aims regarded as high-priority instructional targets. The documentation provided in support of this alignment is relatively persuasive. Most of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements.</td>
<td>Level 3</td>
</tr>
<tr>
<td><strong>2.</strong> Test Administration</td>
<td>All the assessments used by the institution to determine students' performances, whether externally acquired or internally developed, have been administered with complete fidelity to the administrative procedures appropriate for each assessment. In every instance, the students to whom these assessments were administered are accurately representative of the students served by the institution. Appropriate accommodations have been provided for all assessments so that valid inferences can be made about all students' status with respect to all of the institution's targeted curricular outcomes.</td>
<td>Level 4</td>
</tr>
<tr>
<td><strong>3.</strong> Quality of Learning</td>
<td>Evidence of student learning promoted by the institution is acceptably analyzed and presented with reasonable clarity. In comparison to institutions functioning in a similar educational context, students' status, improvement, and/or growth evidence indicates that the level of student learning is at or above what would otherwise be expected.</td>
<td>Level 3</td>
</tr>
<tr>
<td><strong>4.</strong> Equity of Learning</td>
<td>Evidence of student learning indicates achievement gaps exist among subpopulations of students, and these achievement gaps have noticeably declined.</td>
<td>Level 3</td>
</tr>
</tbody>
</table>
Areas of Notable Achievement

Which area(s) are above the expected levels of performance?

Our African American population earned a 9% increase in the area of Reading on the ASPIRE assessment.

Describe the area(s) that show a positive trend in performance.

Our African American population earned a 3% increase in the area of Math on the ASPIRE assessment.

Which area(s) indicate the overall highest performance?

2016-2017 Goals:
Reading, 9% increase in our African American population
Math, 3% increase in our African American population
Culture, there was a 76% decrease in student infractions.

Which subgroup(s) show a trend toward increasing performance?

Our African American population are showing the most improvement academically.

Between which subgroups is the achievement gap closing?

The achievement gap is closing gains between our Caucasian and African American sub-groups.

Which of the above reported findings are consistent with findings from other data sources?

Our African American subgroup is making progress academically in reading and math and shows a significant decrease in the number of discipline incidents.
Areas in Need of Improvement

Which area(s) are below the expected levels of performance?

Math and reading are our two areas that are below the expected level of performance.

Describe the area(s) that show a negative trend in performance.

Math continues to be the area, which shows a negative trend in performance.

Which area(s) indicate the overall lowest performance?

Math is the overall lowest area of performance.

Which subgroup(s) show a trend toward decreasing performance?

Our African American population has typically shown a trend toward decreasing performance.

Between which subgroups is the achievement gap becoming greater?

The subgroups with the greatest achievement gap is within our white and African American subgroups.

Which of the above reported findings are consistent with findings from other data sources?

All reports are consistent with all Tuscaloosa City School data sources.
Report Summary

Scores By Section

<table>
<thead>
<tr>
<th>Section Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.25</td>
</tr>
</tbody>
</table>

Evaluative Criteria and Rubrics
2017-2018 ACIP Assurances
Introduction

By responding to the questions in ASSIST and attaching evidence when required, the institution has verified whether it meets or does not meet each of the required ACIP Assurances.
## ACIP Assurances

<table>
<thead>
<tr>
<th>Label</th>
<th>Assurance</th>
<th>Response</th>
<th>Comment</th>
<th>Attachment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The Instructional Leadership Team members that should 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, EL, etc.), district federal programs coordinator, district chief school financial officer, community stakeholders, or any other member as appropriate. Documentation will be maintained on site.</td>
<td>No</td>
<td>See attached</td>
<td>ACIP Signatures</td>
</tr>
<tr>
<td>2.</td>
<td>The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education.</td>
<td>Yes</td>
<td>See attached</td>
<td>Law and Regulations</td>
</tr>
<tr>
<td>3.</td>
<td>The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.</td>
<td>Yes</td>
<td>See attached</td>
<td>Non-Discrimination</td>
</tr>
<tr>
<td>4.</td>
<td>The institution has a Parent and Family Engagement policy and plan as required in ESSA Section 1116, and ensures that all requirements in Section 1116 and 1112(e)(1)(A)(i)-(ii), Parents' Right-to-Know, are implemented systematically.</td>
<td>Yes</td>
<td>See attached.</td>
<td>Parent and Family Engagement Plan SY17-18</td>
</tr>
<tr>
<td>5.</td>
<td>The institution has a School-Parent Compact. If a Title I school, the School-Parent Compact contains the required components (ESSA Section 1116 (d) and was jointly developed with parents of participating students.</td>
<td>Yes</td>
<td>See attached</td>
<td>Compact 2017-2018</td>
</tr>
</tbody>
</table>
2017-2018 NHS Goals and Plans
Overview

Plan Name

2017-2018 NHS Goals and Plans

Plan Description
The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

<table>
<thead>
<tr>
<th>#</th>
<th>Goal Name</th>
<th>Goal Details</th>
<th>Goal Type</th>
<th>Total Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Northridge will Improve reading proficiency for all ninth and tenth graders during the 2017-2018 school year as measured by Scantron Assessment given in August/September 2017 (baseline data) and Spring 2018.</td>
<td>Objectives:2 Strategies:4 Activities:4</td>
<td>Academic</td>
<td>$6680</td>
</tr>
<tr>
<td>2</td>
<td>Northridge will Improve math proficiency for all ninth and tenth graders during the 2017-2018 school year as measured by Scantron Assessment given in August/September 2017 (baseline data) and Spring 2018.</td>
<td>Objectives:1 Strategies:3 Activities:3</td>
<td>Academic</td>
<td>$0</td>
</tr>
<tr>
<td>3</td>
<td>Increase our daily attendance by reaching 95% (in all grade levels), improve the graduation rate from 87% to 90%, decrease the number of student infractions by 5% from 170 to 160 and reduce the number of black male suspensions by 2% from 49 to 48.</td>
<td>Objectives:4 Strategies:5 Activities:9</td>
<td>Organizational</td>
<td>$117600</td>
</tr>
</tbody>
</table>
Goal 1: Northridge will Improve reading proficiency for all ninth and tenth graders during the 2017-2018 school year as measured by Scantron Assessment given in August/September 2017 (baseline data) and Spring 2018.

Measurable Objective 1:
A 5% increase of Ninth and Tenth grade students will demonstrate a proficiency by scoring 70% (354 students) in the Above Average and Average High category on the Scantron (Global Scholar) Universal Screener in Reading by 05/25/2018 as measured by the Scantron (Global Scholar) Universal Screener baseline data of 65% (329 students) set from the August/September Scantron (Global Scholar) Universal Screener assessment.

Strategy 1:
Close Reading - NHS Literacy Coach will provide professional development on how to utilize close reading strategies (multiple reading of the same text for different purpose) that enable students to interact and engage with complex text.
Category: Develop/Implement Professional Learning and Support

<table>
<thead>
<tr>
<th>Activity - Close Reading Session</th>
<th>Activity Type</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>NHS Literacy Coach will provide professional development during teacher's planning period, faculty meetings, and one-on-one sessions.</td>
<td>Professional Learning</td>
<td>08/07/2017</td>
<td>05/25/2018</td>
<td>$0</td>
<td>No Funding Required</td>
<td>Literacy Coach- Mrs. Tillman</td>
</tr>
</tbody>
</table>

Strategy 2:
Implement Standard-based Learning Target - NHS Literacy Coach will provide professional development on Standard-based Learning Targets; identification and implementation.
Category: Develop/Implement Professional Learning and Support

<table>
<thead>
<tr>
<th>Activity - Professional Development on Standard-based Learning Targets</th>
<th>Activity Type</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>NHS Literacy Coach will provide professional development.</td>
<td>Professional Learning</td>
<td>08/07/2017</td>
<td>05/25/2018</td>
<td>$0</td>
<td>No Funding Required</td>
<td>Literacy Coach, Mrs. Tillman</td>
</tr>
</tbody>
</table>

Strategy 3:
Quality Questioning and Response - NHS Literacy Coach will provide professional development on how to utilize questioning techniques that enable students to develop responses to DOK L2 and DOK L3 questions.
Category: Develop/Implement Professional Learning and Support
Measurable Objective 2:
A 5% increase of All Students will collaborate to increase recreational reading by checking out 3,649 books from 3,475 books that were checked out during the 2016-2017 school year to improve in Reading by 05/25/2018 as measured by the classroom teacher’s records in Destiny reports.

Strategy 1:
D.E.A.R. - Two days a week Northridge students and faculty will choose a book they wish to read based on interest and ability. Everyone will Drop Everything And Read for 20 minutes during the Zero period to encourage independent reading.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement
Research Cited: http://www.ncte.org/standards

<table>
<thead>
<tr>
<th>Activity - Professional Development on Quality Questions and Responses</th>
<th>Activity Type</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>NHS Literacy Coach will provide professional development</td>
<td>Professional Learning</td>
<td>08/07/2017</td>
<td>05/25/2018</td>
<td>$0</td>
<td>No Funding Required</td>
<td>Literacy Coach, Mrs. Tillman</td>
</tr>
</tbody>
</table>

Measurable Objective 2:
A 5% increase of All Students will collaborate to increase recreational reading by checking out 3,649 books from 3,475 books that were checked out during the 2016-2017 school year to improve in Reading by 05/25/2018 as measured by the classroom teacher’s records in Destiny reports.

Strategy 1:
D.E.A.R. - Two days a week Northridge students and faculty will choose a book they wish to read based on interest and ability. Everyone will Drop Everything And Read for 20 minutes during the Zero period to encourage independent reading.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement
Research Cited: http://www.ncte.org/standards

<table>
<thead>
<tr>
<th>Activity - Drop Everything And Read</th>
<th>Activity Type</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two days a week Northridge students and faculty will choose a book they wish to read based on interest and ability. Everyone will Drop Everything And Read for 20 minutes during the Zero period to encourage independent reading.</td>
<td>Academic Support Program, Extra Curricular</td>
<td>08/14/2017</td>
<td>05/25/2018</td>
<td>$6680</td>
<td>Other, Title I School Improvement (ISI)</td>
<td>Classroom teachers, NHS Librarians, Literacy Coach, NHS Leadership Team</td>
</tr>
</tbody>
</table>

Goal 2: Northridge will improve math proficiency for all ninth and tenth graders during the 2017-2018 school year as measured by Scantron Assessment given in August/September 2017 (baseline data) and Spring 2018.

Measurable Objective 1:
A 5% increase of Ninth and Tenth grade students will demonstrate a proficiency by scoring 68% (340 students) in the Above Average and Average High categories on the Scantron (Global Scholar) Universal Screener in Mathematics by 05/25/2018 as measured by the baseline data of 63% (315 students) set from the August/September Scantron (Global Scholar) Universal Screener assessment.

Strategy 1:
Close Reading - NHS Literacy Coach will provide professional development on how to utilize close reading strategies (multiple reading of the same text for different purpose) that enable students to interact and engage with complex text.

Category: Develop/Implement Professional Learning and Support
Strategy 2:
Standard-based Learning Target - NHS Literacy Coach will provide professional development on Standard-based Learning Targets; identification and implementation.
Category: Develop/Implement Professional Learning and Support

<table>
<thead>
<tr>
<th>Activity - Professional Development on Close Reading</th>
<th>Activity Type</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>NHS Literacy Coach will provide professional development on close reading strategies used in math classes.</td>
<td>Professional Learning, Direct Instruction</td>
<td>08/07/2017</td>
<td>05/25/2018</td>
<td>$0</td>
<td>No Funding Required</td>
<td>Literacy Coach, Mrs. Tillman and NHS Classroom Teacher</td>
</tr>
</tbody>
</table>

Activity - Professional Development on Close Reading

<table>
<thead>
<tr>
<th>Activity - Implement Professional Development on Standard-based Learning Targets</th>
<th>Activity Type</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>NHS Literacy Coach will provide professional development.</td>
<td>Professional Learning</td>
<td>08/07/2017</td>
<td>05/25/2018</td>
<td>$0</td>
<td>No Funding Required</td>
<td>Literacy Coach, Mrs. Tillman</td>
</tr>
</tbody>
</table>

Activity - Implement Professional Development on Standard-based Learning Targets

Strategy 3:
Quality Questioning and Response - NHS Literacy Coach will provide professional development on how to utilize questioning techniques that enable students to develop responses to DOK L2 and DOK L3 questions.
Category: Develop/Implement Professional Learning and Support

<table>
<thead>
<tr>
<th>Activity - Professional Development on Quality Questions and Responses</th>
<th>Activity Type</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>NHS Literacy Coach will provide professional development activities to math teachers</td>
<td>Professional Learning</td>
<td>08/07/2017</td>
<td>05/25/2018</td>
<td>$0</td>
<td>No Funding Required</td>
<td>Literacy Coach, Mrs. Tillman</td>
</tr>
</tbody>
</table>

Goal 3: Increase our daily attendance by reaching 95% (in all grade levels), improve the graduation rate from 87% to 90%, decrease the number of student infractions by 5% from 170 to 160 and reduce the number of black male suspensions by 2% from 49 to 48.

Measurable Objective 1:
demonstrate a proficiency in school attendance, by achieving a 95% attendance rate in each grade level by 12/22/2017 as measured by iNow attendance reports.
Strategy 1:
Build Positive Relations - Improve Attendance - Teachers will greet all students as they enter the classroom, building a positive relationship with the students. Teachers will call home when students are absent. Teachers will follow procedure by posting attendance daily by 8:30 am. Teachers will ensure an accurate attendance count by communicating corrections to the schools secretary and attendance AP. Students will adhere to the TCSS's Student Code of Conduct. Students will provide a written excuse when absent. Students will be responsible for making-up work that was assigned while they were out. NHS Leadership Team will monitor student attendance. Students will receive a school system's Call Cast for each absence. Teachers will be notified when attendance is not posted. Parent and student conferences will be held when the student has reached three unexcused absences. Students will be referred to our Early Warning program. Home visits will be conducted by our Dean of Students. Students who do not adhere to the attendance policy will not be permitted to participate in extracurricular activities, such as Prom, Graduation, athletics, etc.

Category: Implement Community Based Support and Intervention System


<table>
<thead>
<tr>
<th>Activity - H.E.R.E. Program</th>
<th>Activity Type</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Dean of Students will check attendance postings daily, run a weekly student attendance report, schedule conferences with student and parents when a student reaches three or more unexcused absences or have excessive absences of five or more. Teachers will take attendance daily and report attendance changes to the Secretary and Dean of Students. Students will be recognized for perfect attendance and improving attendance.</td>
<td>Behavioral Support Program, Policy and Process, Academic Support Program, Career Preparation/Orientation, Community Engagement</td>
<td>08/14/2017</td>
<td>05/25/2018</td>
<td>$0</td>
<td>No Funding Required</td>
<td>Student, Parent, and NHS Faculty and Staff</td>
</tr>
</tbody>
</table>

Measurable Objective 2:
improve graduation rate from 87% to 89% by 05/25/2018 as measured by the number of graduate from the senior class of 2018.

Strategy 1:
Graduate Every Student College and Career Ready - The Response to Instruction Team will assist in setting goals, strategies and activities to address student behaviors.
Northridge will communicate with parents during open house, phone messenger, email and classroom Remind accounts.
Northridge expects students and parents to play an active role in the behaviors of the student. Parents will provided a personal iNow portal passwords which will allow the student and parent to monitor the student's progress. Conference will be scheduled as needed. Teachers will meet during department meetings to discuss student RTI plans. Northridge administration, counselors, and faculty are committed to communicating with the students and parents on a regular basis to ensure student achievement. Northridge will hold all students to a high expectation of excellence.
### Category: Implement Community Based Support and Intervention System

<table>
<thead>
<tr>
<th>Activity - Rti</th>
<th>Activity Type</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student will be assigned to an intervention class where they will receive individualized instruction based on their 2017 Scantron Performance data.</td>
<td>Behavioral Support Program, Academic Support Program, Direct Instruction, Parent Involvement</td>
<td>08/07/2017</td>
<td>05/25/2018</td>
<td>$0</td>
<td>No Funding Required</td>
<td>Rti Team, Classroom Teacher, Student, Parent, Literacy Coach</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity - Advisory</th>
<th>Activity Type</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Northridge teachers will implement research-based Advisory strategies to improve student academic, attendance, and behavioral performance. Student will receive learning supports for outside needs which contribute to students’ dropping out of school.</td>
<td>Behavioral Support Program, Academic Support Program, Career Preparation/Orientation</td>
<td>08/07/2017</td>
<td>05/25/2018</td>
<td>$0</td>
<td>No Funding Required</td>
<td>Advisory Teachers, Counselors, School Social Workers, NHS Literacy Coach, Graduation Coach, School Nurse</td>
</tr>
</tbody>
</table>

**Measurable Objective 3:**

demonstrate a behavior, which will reduce the number of 2.31 student infractions: Leaving class/campus without permission to less than 80 by 12/22/2017 as measured by iNow discipline infraction report.

**Strategy 1:**

Implement Attendance Incentive - Students who meet the attendance requirements will be given the privilege to participate in extracurricular activities such as, homecoming, prom, athletics, clubs, graduation ceremonies, etc. according to the district’s new attendance policy.

Category: Develop/Implement Learning Supports

Measurable Objective 4:
collaborate to reduce the number of black males being suspended by 2% from 49 in 2017 to 48 in 2018 by 05/25/2018 as measured by the Student Incident Report (SIR)...

Strategy 1:
Classroom Organization and Management Program (COMP) - All new teachers and teachers identified as needing training, will be trained and supported in implementing research-based classroom and organizational management strategies.

Category: Develop/Implement Professional Learning and Support
Research Cited: COMP is developed by and based on the research of Dr. Carolyn M. Evertson. The program's benefits for teachers and students are shown in the findings of 12 studies in regular and special education resource settings, grades K-12, that span 15 years and involve over 4,000 hours of observation in 581 classrooms in 100 schools. Since 1989, the program has served over 100,000 teachers and administrators in 33 states and American territories. Findings from evaluation studies show clearly that teachers who use COMP principles experience a decrease in student misbehavior while enjoying increases in student academic engagement, student achievement, and personal satisfaction in teaching. COMP teachers, and other professional educators a place to solicit and discuss information about how classrooms work.

<table>
<thead>
<tr>
<th>Activity - COMP Support</th>
<th>Activity Type</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Each newly trained teacher will receive direct support from a district assigned COMP trainer throughout the school year</td>
<td>Behavioral Support Program</td>
<td>08/28/2017</td>
<td>05/25/2018</td>
<td>$39200</td>
<td>District Funding</td>
<td>District Comp Trainers</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity - Novice Teacher Training</th>
<th>Activity Type</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>All novice teachers will participate in COMP Training during either New Teacher Orientation or during the second month of school depending on their start date.</td>
<td>Professional Learning</td>
<td>07/26/2017</td>
<td>09/29/2017</td>
<td>$39200</td>
<td>District Funding</td>
<td>District Comp Trainers</td>
</tr>
</tbody>
</table>
### Strategy 2:
Restorative Discipline - Northridge will work towards developing Restorative Discipline practices to be implemented school wide.

**Category:** Develop/Implement Student and School Culture Program

**Research Cited:** Restorative Discipline is a whole school relational approach to building school climate and addressing student behavior that fosters belonging over exclusion, social engagement over control, and meaningful accountability over punishment. Its practices replace fear, uncertainty, and punishment as motivators with belonging, connectedness and the willingness to change because people matter to each other.

<table>
<thead>
<tr>
<th>Activity - Veteran Teacher Training</th>
<th>Activity Type</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Veteran teachers will be trained upon administrator's request.</td>
<td>Professional Learning</td>
<td>08/04/2017</td>
<td>12/21/2017</td>
<td>$39200</td>
<td>District Funding</td>
<td>District COMP Trainers</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity - Reflection</th>
<th>Activity Type</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>The NHS Leadership Team will lead staff through a process of reflecting on classroom strategies that prevent and address common discipline problems to include the following: What practices escalate and exacerbate student discipline issues? How can you interact with students differently? What practices could you lead in your classroom?</td>
<td>Behavioral Support Program</td>
<td>08/31/2017</td>
<td>05/25/2018</td>
<td>$0</td>
<td>Other</td>
<td>All School Staff and Stakeholders</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity - Data Collection</th>
<th>Activity Type</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collect and examine data, both at the beginning of the process and throughout, to assess what's working and where, replicate success, uncover classrooms and schools in need of improvement and monitor implementation.</td>
<td>Behavioral Support Program</td>
<td>08/31/2017</td>
<td>05/25/2018</td>
<td>$0</td>
<td>Other</td>
<td>NHS Leadership Team, Tuscaloosa City School’s Coordinator of Student Service</td>
</tr>
</tbody>
</table>
## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Title I School Improvement (ISI)

<table>
<thead>
<tr>
<th>Activity Name</th>
<th>Activity Description</th>
<th>Activity Type</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drop Everything And Read</td>
<td>Two days a week Northridge students and faculty will choose a book they wish to read based on interest and ability. Everyone will Drop Everything And Read for 20 minutes during the Zero period to encourage independent reading.</td>
<td>Academic Support Program, Extra Curricular</td>
<td>08/14/2017</td>
<td>05/25/2018</td>
<td>$5680</td>
<td>Classroom teachers, NHS Librarians, Literacy Coach, NHS Leadership Team</td>
</tr>
<tr>
<td>Reflection</td>
<td>The NHS Leadership Team will lead staff through a process of reflecting on classroom strategies that prevent and address common discipline problems to include the following: What practices escalate and exacerbate student discipline issues? How can you interact with students differently? What practices could you lead in your classroom?</td>
<td>Behavioral Support Program</td>
<td>08/31/2017</td>
<td>05/25/2018</td>
<td>$0</td>
<td>All School Staff and Stakeholders</td>
</tr>
<tr>
<td>Data Collection</td>
<td>Collect and examine data, both at the beginning of the process and throughout, to assess what's working and where, replicate success, uncover classrooms and schools in need of improvement and monitor implementation.</td>
<td>Behavioral Support Program</td>
<td>08/31/2017</td>
<td>05/25/2018</td>
<td>$0</td>
<td>NHS Leadership Team, Tuscaloosa City School's Coordinator of Student Service</td>
</tr>
<tr>
<td>Drop Everything And Read</td>
<td>Two days a week Northridge students and faculty will choose a book they wish to read based on interest and ability. Everyone will Drop Everything And Read for 20 minutes during the Zero period to encourage independent reading.</td>
<td>Academic Support Program, Extra Curricular</td>
<td>08/14/2017</td>
<td>05/25/2018</td>
<td>$1000</td>
<td>Classroom teachers, NHS Librarians, Literacy Coach, NHS Leadership Team</td>
</tr>
</tbody>
</table>

**Total** $5680
## No Funding Required

<table>
<thead>
<tr>
<th>Activity Name</th>
<th>Activity Description</th>
<th>Activity Type</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>PBIS</td>
<td>Students who comply to the district's student code of conduct will be rewarded by participating in extracurricular events at school and incentives throughout the year.</td>
<td>Field Trip, Behavioral Support Program, Policy and Process, Academic Support Program, Parent Involvement, Extra Curricular, Career Preparation/Orientation</td>
<td>08/07/2017</td>
<td>05/25/2018</td>
<td>$0</td>
<td>Student, Classroom Teachers, Leadership Team</td>
</tr>
<tr>
<td>Rti</td>
<td>Student will be assigned to an intervention class where they will receive individualized instruction based on their 2017 Scantron Performance data.</td>
<td>Behavioral Support Program, Academic Support Program, Direct Instruction, Parent Involvement</td>
<td>08/07/2017</td>
<td>05/25/2018</td>
<td>$0</td>
<td>Rti Team, Classroom Teacher, Student, Parent, Literacy Coach</td>
</tr>
<tr>
<td>Professional Development on Quality Questions and Responses</td>
<td>NHS Literacy Coach will provide professional development activities to math teachers</td>
<td>Professional Learning</td>
<td>08/07/2017</td>
<td>05/25/2018</td>
<td>$0</td>
<td>Literacy Coach, Mrs. Tillman</td>
</tr>
<tr>
<td>Professional Development on Standard-based Learning Targets</td>
<td>NHS Literacy Coach will provide professional development.</td>
<td>Professional Learning</td>
<td>08/07/2017</td>
<td>05/25/2018</td>
<td>$0</td>
<td>Literacy Coach, Mrs. Tillman</td>
</tr>
<tr>
<td>Professional Development on Close Reading</td>
<td>NHS Literacy Coach will provide professional development on close reading strategies used in math classes.</td>
<td>Professional Learning, Direct Instruction</td>
<td>08/07/2017</td>
<td>05/25/2018</td>
<td>$0</td>
<td>Literacy Coach, Mrs. Tillman and NHS Classroom Teacher</td>
</tr>
<tr>
<td>Professional Development on Quality Questions and Responses</td>
<td>NHS Literacy Coach will provide professional development activities to math teachers</td>
<td>Professional Learning</td>
<td>08/07/2017</td>
<td>05/25/2018</td>
<td>$0</td>
<td>Literacy Coach, Mrs. Tillman</td>
</tr>
</tbody>
</table>
H.E.R.E. Program

The Dean of Students will check attendance postings daily, run a weekly student attendance report, schedule conferences with student and parents when a student reaches three or more unexcused absences or have excessive absences of five or more. Teachers will take attendance daily and report attendance changes to the Secretary and Dean of Students. Students will be recognized for perfect attendance and improving attendance.

Implement Professional Development on Standard-based Learning Targets

NHS Literacy Coach will provide professional development.

Advisory

Northridge teachers will implement research-based Advisory strategies to improve student academic, attendance, and behavioral performance. Students will receive learning supports for outside needs which contribute to students' dropping out of school.

Close Reading Session

NHS Literacy Coach will provide professional development during teacher’s planning period, faculty meetings, and one-on-one sessions.

District Funding

<table>
<thead>
<tr>
<th>Activity Name</th>
<th>Activity Description</th>
<th>Activity Type</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Novice Teacher Training</td>
<td>All novice teachers will participate in COMP Training during either New Teacher Orientation or during the second month of school depending on their start date.</td>
<td>Professional Learning</td>
<td>07/26/2017</td>
<td>09/29/2017</td>
<td>$39200</td>
<td>District Comp Trainers</td>
</tr>
<tr>
<td>Veteran Teacher Training</td>
<td>Veteran teachers will be trained upon administrator's request.</td>
<td>Professional Learning</td>
<td>08/04/2017</td>
<td>12/21/2017</td>
<td>$39200</td>
<td>District COMP Trainers</td>
</tr>
<tr>
<td>COMP Support</td>
<td>Each newly trained teacher will receive direct support from a district assigned COMP trainer throughout the school year</td>
<td>Behavioral Support Program</td>
<td>08/28/2017</td>
<td>05/25/2018</td>
<td>$39200</td>
<td>District Comp Trainers</td>
</tr>
</tbody>
</table>

Total $117600
2017-2018 Title I Schoolwide Diagnostic
Introduction

This diagnostic tool is aligned to the requirements for Title I Schoolwide School as described in section 1114, Every Student Succeeds Act (ESSA). The comprehensive needs assessment (CNA) requirement is met by completing a School Process Profile and Summary Report. The comprehensive needs assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan. Use the results of the comprehensive needs assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Gap Statements and Causes for Gaps included in the Goals information address all four measures of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).
Component 1: Comprehensive Needs Assessment (Sec.1114(b)(6))

How was the comprehensive needs assessment conducted?

Our Leadership Team analyzes student data consistent with Alabama 2020 Plan to graduate all students College and Career Ready. This data consisted of attendance, discipline, four-year cohort graduation rate, student college remediation rate, gaps in reading and math all students, and student status for College and Career Ready in the following areas: Benchmark Score on ACT: Math, English, Reading, Science, AP score of 3 or higher, Qualifying IB Score, approved College or post secondary credit while in high school (Dual Enrollment/Early College), Benchmark level on the ACT WorkKeys and Approved Industry Credentials. Data was also broken down into subgroups, which include: African American, White, Hispanic, Poverty (Free/Reduced), and Special Education.

What were the results of the comprehensive needs assessment?

The 2015-2016 school year was the baseline year for ACT Aspire Reading. The results from the assessment were analyzed to determine the percentage of students considered "ready" and "not ready". The results for the "All Students" category revealed 36% of the students were considered "ready" on the trajectory towards benchmarking on the ACT in reading while 64% were considered "not ready". By subgroups, 0% of the Special Education Population achieved ACT ASPIRE Benchmark Readiness, 16% of the Black Population achieved ACT ASPIRE Benchmark Readiness, 17% of the Free and Reduced Lunch Population achieved ACT ASPIRE Benchmark Readiness, while 33% of the Hispanic Population achieved ACT ASPIRE Benchmark Readiness.

The 2015-2016 school year was also the baseline year for ACT Aspire Math. The results from the assessment were analyzed to determine the percentage of students "ready" and "not ready". The results for the "All Students" category revealed 4% of the students were considered ready on the trajectory towards benchmarking on the ACT in math while 96% were considered "not ready". By subgroup, 0% of the Special Education and Hispanic population achieved ACT WorkKeys Benchmark Scores, including applied math, which 4% of the Black Population achieved ACT WorkKeys Benchmark Scores, including applied math.

Northridge's 9th grade end-of-the year Classworks results for reading and math were similar to the school's 10th grade ACT Aspire Reading and Math Scores. The readiness percentages for reading were higher than the scores for math. The 9th grade students' reading Classworks' scores showed that 47% of students were on target for being ready for the next grade level. The data also showed that 38.7% were on target for being ready for the next grade level.

In addition to analyzing the ACT Aspire and Classworks Results to determine the percentage of students "ready" and "not ready", the leadership team also reviewed the process made according to the three content domains or reporting categories. The categories include Key Ideas and Details, Craft and Structure, and Integration of Knowledge and Ideas (ACT Incorporated, 2015). The Key Ideas and Details category focuses on a student's ability to make logical inferences, cite textual evidence and supporting claims. Craft and Structure focuses on a student's ability to interpret words and determine how the words are used to set a tone within the text. The Integrating Knowledge and Skills category assesses a student's ability to support text evidence and claims with words, phrases and/or visuals.

Similar to reading, the ACT Aspire math results were disaggregated further to determine how students performed on the five content related reporting categories. The reporting categories include: 1) geometry, 2) algebra, 3) functions, 4) number and quantity, and 5) statistics and probability (ACT Incorporated, 2015). Four additional reporting categories include 1) grade-level progress, 2) foundation, 3) modeling, and 4) justification and explanation (ACT Incorporated, 2015). The grade level progress reporting category
helps to determine how students perform with the new information that is assessed across the previously mentioned content strands. The foundation category assesses how well students perform in the specified content areas during their earlier years in school. Modeling emphasizes how students can apply mathematics in real-world situations on grade-level progress and foundation items on the assessment. Justification and explanation focuses on a student's ability to explain and support their mathematical reasoning. In addition to reviewing academic data, the leadership team considered non-academic data during the data analysis. The school's five year attendance data from August 2010 to May 2015 revealed the annual attendance goal of 95% was met and maintained each year. The 2015-2016 attendance data was 94% which was below the annual goal of 95%.

The school's discipline data indicates an increase in discipline infractions from the 2014 to the 2016 school year. The school had 2,186 infractions in 2014 and 2,446 infractions in 2016. The school's discipline data showed a decrease in the number of suspensions from 2014 to 2016. Suspensions decreased from 445 in 2014 to 231 in 2016.

Mid-year review data and qualitative feedback from parents, teachers, and students indicate that the school environment is not aesthetically pleasing and inviting. All stakeholders stated a need for increased attention to promoting school pride.

As a result of the needs analysis, the leadership team shared the results with all faculty and staff members during a school-wide data session. During the data session, school's priorities were identified and prioritized. The prioritized needs were outlined and defined as the following:

Need 1: Reduce the student achievement gap in reading for identified subgroups.
Need 2: Reduce the student achievement gap in mathematics for identified subgroups.
Need 3: Decrease the number of discipline referrals school-wide.
Need 4: Increase overall graduation rate.
Need 5: Create a culture that promotes college and career readiness.

What conclusions were drawn from the results?

1. When students were asked ways to increase their attendance and decrease their tardies, they stated bringing back the exemption policy would be the best incentive.
2. Progress monitoring through data collection will help Special Education teachers and core teachers assist students who are not meeting proficiency standards on school and standardized assessments.
3. Advisory periods for all students will be put into place in order to monitor progress in all academic areas through the use of grading reports, transcripts, and the student's four year plan.
4. Placing more emphasis on how the ACT can open doors to particular colleges, scholarships, and careers; students can understand the relevance the test will have on their future, and work toward that goal.
5. Students struggle with reading on standardized test, therefore focusing on reading strategies that will build reading skills and give students more confidence in their ability on standardized assessments.
6. Students struggle with math on standardized test, therefore focusing on new math strategies will help build math skills and give students more confidence in their ability on standardized assessments.
7. Placing more emphasis on parental involvement this year to help with both deficient academic performance and behavioral issues across the grade levels. This will include teachers increase the number of parent calls, using Schoolcast, text reminders, website updating and mailed information with progress reports and report cards.
8. Creating a Culture and Climate committee to address the environment that the students feel is unaesthetically pleasing and uninviting.
What information was concluded as a result of analyzing perception, student achievement, school programs/process, and demographic data?

Multiple data sources demonstrate there is an academic gap between subgroups at Northridge High School, which in effect causes a division between students of race and ability in their engagement levels and motivation to be participatory and succeed in school programs which will affect college and career readiness levels. The district-level administration of TCS as well as school-based administration, faculty, and all staff realize the potential future effects in the community and employment base of the community when students do not demonstrate readiness skills to participate in college and career programs to prepare for future employment and adult participation in their community.

Student Achievement Data: Teachers were given vital information regarding struggling students. Student Scantron Performance data and classroom achievement data from core subject areas were used to create our goals and plans. This is the first year to use Scantron Performance, therefore teachers will need professional development to utilize the program.

School Program/Process: Our district has moved to a more rigorous blended instructional to meet students' needs. Our goal is to engage students and promote higher thinking strategies. We want our students to use the higher thinking strategies to become more successful in answering higher DOK level questions.

Perception Data: Students identified our school environment as not being, "aesthetically pleasing and inviting".

Demographic Data: Our system implemented a new strategic plan which called for the re-zoning of schools. This process changed the demographics for our building. Our demographics are: 37.8% African American, 57.5% White, 2.8% Asian, 1.5% American Indian/Alaskan Native and 1.9% other.

How are the school goals connected to priority needs and the needs assessment?

The school goals are a direct result of the priority needs identified in the comprehensive needs assessment. Northridge faculty and staff strive to accomplish our goals and meet the needs of our stakeholders.

How do the goals portray a clear and detailed analysis of multiple types of data?

Northridge strives to meet all stakeholders' needs. The goals identified portray a clear and detailed analysis of multiple types of data. The perception data offers the perception that our parents, students, teachers, and community have about Northridge. The achievement data provides a specific analysis, including sub-group performance, which allows our teachers to target instructional needs and participate in the appropriate professional development for student achievement.

How do the goals address the needs of the whole school population and special recognition to children who are disadvantaged?

Based on Northridge's needs assessment, the goals, objectives, strategies and activities address the achievement of all students and identified sub-groups. Northridge believe that all students can and will learn.
Component 2: Schoolwide Reform Strategies (Sec. 1114(7)(A)(i)(ii)(iii)(I)(II)(III))

Identify the strategies in the schoolwide plan that provide opportunities for all children, including each of the subgroups of students (economically disadvantaged; students from major racial and ethnic groups; children with disabilities; and English Learners) as defined in section 1111(c)(2) to meet the challenging State academic standards.

Goal 1:
Increase our daily attendance by reaching 95% (in all grade levels), improve the graduation rate from 87% to 90%, decrease the number of student infractions by 5% from 170 to 160 and reduce the number of black male suspensions by 2% from 49 to 48.

Measurable Objective 1:
demonstrate a behavior, which will reduce the number of 2.31 student infractions: Leaving class/campus without permission to less than 80 by 12/22/2017 as measured by iNow discipline infraction report.

Strategy 1:
Implement Attendance Incentive - Students who meet the attendance requirements will be given the privilege to participate in extracurricular activities such as, homecoming, prom, athletics, clubs, graduation ceremonies, etc. according to the district's new attendance policy.
Category: Develop/Implement Learning Supports

<table>
<thead>
<tr>
<th>Activity Type</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Funding Amount &amp; Source</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extra Curricular Policy and Process</td>
<td>08/07/2017</td>
<td>05/25/2018</td>
<td>$0 - No Funding Required</td>
<td>Student, Classroom Teachers, Leadership Team</td>
</tr>
<tr>
<td>Parent Involvement Behavioral Support Program</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Career Preparation/Orientation Academic Support Program</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Field Trip</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Measurable Objective 2:
Improve graduation rate from 87% to 89% by 05/25/2018 as measured by the number of graduate from the senior class of 2018.

Strategy 1:
Graduate Every Student College and Career Ready - The Response to Instruction Team will assist in setting goals, strategies and activities to address student behaviors.
Northridge will communicate with parents during open house, phone messenger, email and classroom Remind accounts. Northridge expects students and parents to play an active role in the behaviors of the student. Parents will provided a personal iNow portal passwords which will allow the student and parent to monitor the student's progress. Conference will be scheduled as needed. Teachers will meet during department meetings to discuss student RTI plans. Northridge administration, counselors, and faculty are committed to communicating with the students and parents on a regular basis to ensure student achievement. Northridge will hold all students to a high expectation of excellence.

Category: Implement Community Based Support and Intervention System

Research Cited:

<table>
<thead>
<tr>
<th>Activity - Advisory</th>
<th>Activity Type</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Funding Amount &amp; Source</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Northridge teachers will implement research-based Advisory strategies to improve student academic, attendance, and behavioral performance. Student will receive learning supports for outside needs which contribute to students' dropping out of school.</td>
<td>Career Preparation/ Orientation Behavioral Support Program Academic Support Program</td>
<td>08/07/2017</td>
<td>05/25/2018</td>
<td>$0 - No Funding Required</td>
<td>Advisory Teachers, Counselors, School Social Workers, NHS Literacy Coach, Graduation Coach, School Nurse</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity - Rti</th>
<th>Activity Type</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Funding Amount &amp; Source</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student will be assigned to an intervention class where they will receive individualized instruction based on their 2017 Scantron Performance data.</td>
<td>Parent Involvement Academic Support Program Direct Instruction Behavioral Support Program</td>
<td>08/07/2017</td>
<td>05/25/2018</td>
<td>$0 - No Funding Required</td>
<td>Rti Team, Classroom Teacher, Student, Parent, Literacy Coach</td>
</tr>
</tbody>
</table>

Measurable Objective 3:

demonstrate a proficiency in school attendance, by achieving a 95% attendance rate in each grade level by 12/22/2017 as measured by iNow attendance reports.

Strategy1:

Build Positive Relations - Improve Attendance - Teachers will greet all students as they enter the classroom, building a positive relationship with the students. Teachers will call home when students are absent. Teachers will follow procedure by posting attendance daily by 8:30 am. Teachers will ensure an accurate attendance count by communicating corrections to the schools secretary and attendance AP. Students will adhere to the TCSS's Student Code of Conduct. Students will provide a written excuse when absent. Students will be responsible for making-up work that was assigned while they were out. NHS Leadership Team will monitor student attendance. Students will receive a school system's Call Cast for each absence. Teachers will be notified when attendance is not posted. Parent and student conferences will be held when the student has reached three unexcused absences. Students will be referred to our Early Warning program. Home visits will be conducted by our Dean of Students.

Students who do not adhere to the attendance policy will not be permitted to participate in extracurricular activities, such as Prom, Graduation, athletics, etc.
Category: Implement Community Based Support and Intervention System


<table>
<thead>
<tr>
<th>Activity - H.E.R.E. Program</th>
<th>Activity Type</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Funding Amount &amp; Source</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Dean of Students will check attendance postings daily, run a weekly student attendance report, schedule conferences with student and parents when a student reaches three or more unexcused absences or have excessive absences of five or more. Teachers will take attendance daily and report attendance changes to the Secretary and Dean of Students. Students will be recognized for perfect attendance and improving attendance.</td>
<td>Community Engagement Career Preparation/ Orientation Policy and Process Academic Support Program Behavioral Support Program</td>
<td>08/14/2017</td>
<td>05/25/2018</td>
<td>$0 - No Funding Required</td>
<td>Student, Parent, and NHS Faculty and Staff</td>
</tr>
</tbody>
</table>

**Measurable Objective 4:**

collaborate to reduce the number of black males being suspended by 2% from 49 in 2017 to 48 in 2018 by 05/25/2018 as measured by the Student Incident Report (SIR)...

**Strategy1:**

Classroom Organization and Management Program (COMP) - All new teachers and teachers identified as needing training, will be trained and supported in implementing research-based classroom and organizational management strategies.

Category: Develop/Implement Professional Learning and Support

Research Cited: COMP is developed by and based on the research of Dr. Carolyn M. Evertson. The program’s benefits for teachers and students are shown in the findings of 12 studies in regular and special education resource settings, grades K-12, that span 15 years and involve over 4,000 hours of observation in 581 classrooms in 100 schools. Since 1989, the program has served over 100,000 teachers and administrators in 33 states and American territories. Findings from evaluation studies show clearly that teachers who use COMP principles experience a decrease in student misbehavior while enjoying increases in student academic engagement, student achievement, and personal satisfaction in teaching. COMP teachers, and other professional educators a place to solicit and discuss information about how classrooms work.

<table>
<thead>
<tr>
<th>Activity - COMP Support</th>
<th>Activity Type</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Funding Amount &amp; Source</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Each newly trained teacher will receive direct support from a district assigned COMP trainer throughout the school year</td>
<td>Behavioral Support Program</td>
<td>08/28/2017</td>
<td>05/25/2018</td>
<td>$39200 - District Funding</td>
<td>District Comp Trainers</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity - Veteran Teacher Training</th>
<th>Activity Type</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Funding Amount &amp; Source</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Veteran teachers will be trained upon administrator's request.</td>
<td>Professional Learning</td>
<td>08/04/2017</td>
<td>12/21/2017</td>
<td>$0 - Other</td>
<td>District COMP Trainers</td>
</tr>
</tbody>
</table>
Strategy 2:
Restorative Discipline - Northridge will work towards developing Restorative Discipline practices to be implemented school wide.
Category: Develop/Implement Student and School Culture Program
Research Cited: Restorative Discipline is a whole school relational approach to building school climate and addressing student behavior that fosters belonging over exclusion, social engagement over control, and meaningful accountability over punishment. Its practices replace fear, uncertainty, and punishment as motivators with belonging, connectedness and the willingness to change because people matter to each other.

Goal 2:
Increase recreational reading by 5% from 3475 books to 3649 books read by our student population by May 25th, 2018 as measured from the classroom teacher’s records and Destiny reports.

Measurable Objective 1:
increase student growth in recreational reading during our D.E.A.R program by 05/25/2018 as measured by the number of books read by Northridge students as recorded by classroom teachers and Destiny reports.

Strategy 1:
D.E.A.R. - Two days a week Northridge students and faculty will choose a book they wish to read based on interest and ability. Everyone will Drop Everything And Read for 20 minutes during the Zero period to encourage independent reading.
Category: Develop/Implement Research Based Best Practices for Continuous Improvement
Research Cited: http://www.ncte.org/standards
Goal 3:
Engage and Empower the Learner Through Technology

Measurable Objective 1:
100% of All Students will demonstrate a behavior Students will use digital tools, individually and collaboratively. They will learn to gather, organize, evaluate, share, and present information in English Language Arts by 05/25/2018 as measured by lesson plan development, collaborative and co-teaching between literacy coach, technology coach and library media specialist, observations, student projects and walk-throughs.

Strategy 1:
Creative and Critical Thinking Skills - Students demonstrate creative and critical thinking skills by developing creative projects and processes using technology in many types of learning environments. Students will become proficient in the use of Chromebooks and Google Apps. They will utilize credible webpages in their research, plus media and images that are known to be fair use, public domain or Creative Common. Students will demonstrate their proficiency in developing/creating technology driven projects that show understanding of subject-area concepts.

Category: Other - Critical Thinking Skills

Research Cited: http://www.commonsensemedia.org/research/zero-to-eight-childrens-media-use-in-america; Adapted from NETS-Teacher, 1a-ed, Plan 2020, p. 26-80

Goal 4:
Identify how many students do not have devices and/or Internet access at home

Measurable Objective 1:
100% of All Students will demonstrate a proficiency Students will be able to use digital tools regardless of access in English Language Arts by 05/25/2018 as measured by student homework and projects.
Strategy 1:
1:1 chromebook implementation - The 1:1 chromebook implementation will reach the high schools in August 2018. Preparations and policies are being revised for the high school students.
Category: Align Fiscal Resources
Research Cited:

<table>
<thead>
<tr>
<th>Activity - Student camps</th>
<th>Activity Type</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Funding Amount &amp; Source</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student camps that cover how to work offline in Google Drive</td>
<td>Academic Support Program Technology</td>
<td>01/08/2018</td>
<td>08/31/2018</td>
<td>$0 - District Funding</td>
<td>Instructional Technology coach</td>
</tr>
</tbody>
</table>

Goal 5:
All faculty, staff, students and parents will have access to a varied but comprehensive communications infrastructure in which everyone involved will be able to stay informed of all school related activities, communications and assignments.

Measurable Objective 1:
100% of All Students will demonstrate a behavior All parents, students and faculty will become proficient in the use of several communications venues including Remind, GroupMe, Google Classroom, Canvas, webpages, school text service, PTSA blogs and all calls from NHS administration in Practical Living by 05/25/2018 as measured by observations, parental and student feedback, number of participants visiting services, and school yearly parent/student surveys.

Strategy 1:
Instructional Technology - Students will be introduced and instructed in how to use several communication services such as Remind, GroupMe, webpages and Google Classroom. Parents will also be instructed on how to access Northridge communication services.
Category: Other - Communications between school, students and parents
Research Cited:

<table>
<thead>
<tr>
<th>Activity - Communication Services at Northridge</th>
<th>Activity Type</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Funding Amount &amp; Source</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be instructed in the use of several communication services used by Northridge faculty and administration. Parents will also be introduced to these communication services via open houses, Northridge Tech night and Parent Visitation Day.</td>
<td>Professional Learning Community Engagement Technology Parent Involvement Career Preparation/Orientation Extra Curricular Academic Support Program</td>
<td>10/19/2017</td>
<td>05/25/2018</td>
<td>$0 - No Funding Required</td>
<td>Instructional Technology coach, faculty, Library Media Specialists and NHS staff</td>
</tr>
</tbody>
</table>
Goal 6: Engage and Empower the Learner Through Technology

Measurable Objective 1:
100% of All Students will demonstrate a proficiency. Student and faculty will become proficient in the use digital tools, individually and collaboratively. They will learn to gather, organize, evaluate, share, and present information in Reading by 05/25/2018 as measured by lesson plan development, student projects and assignments, observations, and formative assessments.

Strategy 1:
Creative technology use - Students and faculty will demonstrate creative and critical thinking skills by developing creative products and processes using technology in all types of learning environments. Students will demonstrate their proficiency in developing/creating technology driven projects that show understanding of subject-area concepts. Faculty, with the help of in-house technology training, will foster the development of these technology skills each day in their classrooms.

Category: Develop/Implement College and Career Ready Standards

Research Cited:

<table>
<thead>
<tr>
<th>Activity - Technology Instruction</th>
<th>Activity Type</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Funding Amount &amp; Source</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students and faculty will be instructed in new technologies to increase student achievement and creativity.</td>
<td>Technology Academic Support Program Career Preparation/Orientation Direct Instruction</td>
<td>10/13/2017</td>
<td>05/25/2018</td>
<td>$0 - No Funding Required</td>
<td>Instructional Technology Coach, Library Media Specialists</td>
</tr>
</tbody>
</table>

Goal 7: Increase the application and use of technology to enhance job performance and productivity.

Measurable Objective 1:
complete a portfolio or performance using the state provided KUDER program during Northridge's Advisory period by 05/25/2018 as measured by the classroom teacher's report to our counselors.

Strategy 1:
Advisory - NHS Counselor's will use the REACH program that is a Grade 5-12 Alabama Student Advisement Model and is research-based and standards-based. The website provides planning and implementation tools, including curriculum maps and standards-based lesson plans designed to enhance academic, career and personal-social development for Alabama middle and high school students.

Category: Implement Guidance and Counseling Plan

Research Cited: https://connect.alsde.edu/sites/reach/_layouts/15/start.aspx#/SitePages/Home.aspx
Identify the instructional strategies and methods used that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

Goal 1:
Increase our daily attendance by reaching 95% (in all grade levels), improve the graduation rate from 87% to 90%, decrease the number of student infractions by 5% from 170 to 160 and reduce the number of black male suspensions by 2% from 49 to 48.

Measurable Objective 1:
improve graduation rate from 87% to 89% by 05/25/2018 as measured by the number of graduate from the senior class of 2018.

Strategy 1:
Graduate Every Student College and Career Ready - The Response to Instruction Team will assist in setting goals, strategies and activities to address student behaviors.
Northridge will communicate with parents during open house, phone messenger, email and classroom Remind accounts.
Northridge expects students and parents to play an active role in the behaviors of the student. Parents will provided a personal iNow portal passwords which will allow the student and parent to monitor the student's progress. Conference will be scheduled as needed. Teachers will meet during department meetings to discuss student RTI plans. Northridge administration, counselors, and faculty are committed to communicating with the students and parents on a regular basis to ensure student achievement. Northridge will hold all students to a high expectation of excellence
Category: Implement Community Based Support and Intervention System
Research Cited:

<table>
<thead>
<tr>
<th>Activity - Student Career Portfolio</th>
<th>Activity Type</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Funding Amount &amp; Source</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>The REACH curriculum is designed to bridge the gap between what is taught in the core curriculum and the skills necessary for success in school, post-secondary education and the work place by addressing six major skills areas: School Success Skills, Academic Planning, Career Exploration, Post-Secondary Planning, Interpersonal/Life Skills, and Work Ethic.</td>
<td>Technology Academic Support Program Career Preparation/Orientation</td>
<td>08/08/2017</td>
<td>05/25/2018</td>
<td>$0 - Other</td>
<td>NHS counselors, teachers, and leadership team</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity - Advisory</th>
<th>Activity Type</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Funding Amount &amp; Source</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Northridge teachers will implement research-based Advisory strategies to improve student academic, attendance, and behavioral performance. Student will receive learning supports for outside needs which contribute to students' dropping out of school.</td>
<td>Behavioral Support Program Career Preparation/Orientation Academic Support Program</td>
<td>08/07/2017</td>
<td>05/25/2018</td>
<td>$0 - No Funding Required</td>
<td>Advisory Teachers, Counselors, School Social Workers, NHS Literacy Coach, Graduation Coach, School Nurse</td>
</tr>
</tbody>
</table>
Measurable Objective 2:

demonstrate a proficiency in school attendance, by achieving a 95% attendance rate in each grade level by 12/22/2017 as measured by iNow attendance reports.

Strategy 1:

Build Positive Relations - Improve Attendance - Teachers will greet all students as they enter the classroom, building a positive relationship with the students. Teachers will call home when students are absent. Teachers will follow procedure by posting attendance daily by 8:30 am. Teachers will ensure an accurate attendance count by communicating corrections to the schools secretary and attendance AP. Students will adhere to the TCSS's Student Code of Conduct. Students will provide a written excuse when absent. Students will be responsible for making-up work that was assigned while they were out. NHS Leadership Team will monitor student attendance. Students will receive a school system's Call Cast for each absence. Teachers will be notified when attendance is not posted. Parent and student conferences will be held when the student has reached three unexcused absences. Students will be referred to our Early Warning program. Home visits will be conducted by our Dean of Students.

Students who do not adhere to the attendance policy will not be permitted to participate in extracurricular activities, such as Prom, Graduation, athletics, etc.

Category: Implement Community Based Support and Intervention System


Measurable Objective 3:

demonstrate a behavior, which will reduce the number of 2.31 student infractions: Leaving class/campus without permission to less than 80 by 12/22/2017 as measured by iNow discipline infraction report.
Strategy1:
Implement Attendance Incentive - Students who meet the attendance requirements will be given the privilege to participate in extracurricular activities such as, homecoming, prom, athletics, clubs, graduation ceremonies, etc. according to the district's new attendance policy.
Category: Develop/Implement Learning Supports

<table>
<thead>
<tr>
<th>Activity - PBIS</th>
<th>Activity Type</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Funding Amount &amp; Source</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students who comply to the district's student code of conduct will be rewarded by participating in extracurricular events at school and incentives throughout the year.</td>
<td>Policy and Process Career Preparation/ Orientation Academic Support Program Parent Involvement Field Trip Behavioral Support Program Extra Curricular</td>
<td>08/07/2017</td>
<td>05/25/2018</td>
<td>$0 - No Funding Required</td>
<td>Student, Classroom Teachers, Leadership Team</td>
</tr>
</tbody>
</table>

Measurable Objective 4:
collaborate to reduce the number of black males being suspended by 2% from 49 in 2017 to 48 in 2018 by 05/25/2018 as measured by the Student Incident Report (SIR)...

Strategy1:
Restorative Discipline - Northridge will work towards developing Restorative Discipline practices to be implemented school wide.
Category: Develop/Implement Student and School Culture Program
Research Cited: Restorative Discipline is a whole school relational approach to building school climate and addressing student behavior that fosters belonging over exclusion, social engagement over control, and meaningful accountability over punishment. Its practices replace fear, uncertainty, and punishment as motivators with belonging, connectedness and the willingness to change because people matter to each other

<table>
<thead>
<tr>
<th>Activity - Data Collection</th>
<th>Activity Type</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Funding Amount &amp; Source</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collect and examine data, both at the beginning of the process and throughout, to assess what's working and where, replicate success, uncover classrooms and schools in need of improvement and monitor implementation.</td>
<td>Behavioral Support Program</td>
<td>08/31/2017</td>
<td>05/25/2018</td>
<td>$0 - Other</td>
<td>NHS Leadership Team, Tuscaloosa City School's Coordinator of Student Service</td>
</tr>
</tbody>
</table>
Strategy 2:
Classroom Organization and Management Program (COMP) - All new teachers and teachers identified as needing training, will be trained and supported in implementing research-based classroom and organizational management strategies.

Category: Develop/Implement Professional Learning and Support

Research Cited: COMP is developed by and based on the research of Dr. Carolyn M. Evertson. The program's benefits for teachers and students are shown in the findings of 12 studies in regular and special education resource settings, grades K-12, that span 15 years and involve over 4,000 hours of observation in 581 classrooms in 100 schools. Since 1989, the program has served over 100,000 teachers and administrators in 33 states and American territories. Findings from evaluation studies show clearly that teachers who use COMP principles experience a decrease in student misbehavior while enjoying increases in student academic engagement, student achievement, and personal satisfaction in teaching. COMP teachers, and other professional educators a place to solicit and discuss information about how classrooms work.

### Activity - Reflection

The NHS Leadership Team will lead staff through a process of reflecting on classroom strategies that prevent and address common discipline problems to include the following:

- What practices escalate and exacerbate student discipline issues?
- How can you interact with students differently?
- What practices could you lead in your classroom?

<table>
<thead>
<tr>
<th>Activity Type</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Funding Amount &amp; Source</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behavioral Support Program</td>
<td>08/31/2017</td>
<td>05/25/2018</td>
<td>$0 - Other</td>
<td>All School Staff and Stakeholders</td>
</tr>
</tbody>
</table>

### Goal 2:
Increase recreational reading by 5% from 3475 books to 3649 books read by our student population by May 25th, 2018 as measured from the classroom teacher's records and Destiny reports.

### Measurable Objective 1:
Increase student growth in recreational reading during our D.E.A.R program by 05/25/2018 as measured by the number of books read by Northridge students as recorded by classroom teachers and Destiny reports.
Strategy 1:
D.E.A.R. - Two days a week Northridge students and faculty will choose a book they wish to read based on interest and ability. Everyone will Drop Everything And Read for 20 minutes during the Zero period to encourage independent reading.
Category: Develop/Implement Research Based Best Practices for Continuous Improvement
Research Cited: http://www.ncte.org/standards

<table>
<thead>
<tr>
<th>Activity - Drop Everything And Read</th>
<th>Activity Type</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Funding Amount &amp; Source</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two days a week Northridge students and faculty will choose a book they wish to read based on interest and ability. Everyone will Drop Everything And Read for 20 minutes during the Zero period to encourage independent reading.</td>
<td>Academic Support Program Extra Curricular</td>
<td>08/14/2017</td>
<td>05/25/2018</td>
<td>$5680 - Title I Part A $1000 - Other</td>
<td>Library Media Specialist, Classroom Teachers, NHS Literacy Coach, NHS Leadership Team</td>
</tr>
</tbody>
</table>

Goal 3:
Engage and Empower the Learner Through Technology

Measurable Objective 1:
100% of All Students will demonstrate a behavior Students will use digital tools, individually and collaboratively. They will learn to gather, organize, evaluate, share, and present information in English Language Arts by 05/25/2018 as measured by lesson plan development, collaborative and co-teaching between literacy coach, technology coach and library media specialist, observations, student projects and walk-throughs.

Strategy 1:
Creative and Critical Thinking Skills - Students demonstrate creative and critical thinking skills by developing creative projects and processes using technology in many types of learning environments. Students will become proficient in the use of Chromebooks and Google Apps. They will utilize credible webpages in their research, plus media and images that are known to be fair use, public domain or Creative Common. Students will demonstrate their proficiency in developing/creating technology driven projects that show understanding of subject-area concepts.
Category: Other - Critical Thinking Skills
Research Cited: http://www.commonsensemedia.org/research/zero-to-eight-childrens-media-use-in-america; Adapted from NETS-Teacher, 1a-ed, Plan 2020, p. 26-80
Goal 4:
All faculty, staff, students and parents will have access to a varied but comprehensive communications infrastructure in which everyone involved will be able to stay informed of all school related activities, communications and assignments.

Measurable Objective 1:
100% of All Students will demonstrate a behavior All parents, students and faculty will become proficient in the use of several communications venues including Remind, GroupMe, Google Classroom, Canvas, webpages, school text service, PTSA blogs and all calls from NHS administration in Practical Living by 05/25/2018 as measured by observations, parental and student feedback, number of participants visiting services, and school yearly parent/student surveys.

Strategy1:
Instructional Technology - Students will be introduced and instructed in how to use several communication services such as Remind, GroupMe, webpages and Google Classroom. Parents will also be instructed on how to access Northridge communication services.
Category: Other - Communications between school, students and parents
Research Cited:

Goal 5:
Engage and Empower the Learner Through Technology

Measurable Objective 1:
Activity - Student Portfolios

<table>
<thead>
<tr>
<th>Activity Type</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Funding Amount &amp; Source</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technology Direct Instruction</td>
<td>08/14/2017</td>
<td>05/25/2018</td>
<td>$0 - No Funding Required</td>
<td>Instructional Technology Coach, Literacy Coach, Library Media Specialists, all Faculty and administration</td>
</tr>
</tbody>
</table>

Activity - Communication Services at Northridge

<table>
<thead>
<tr>
<th>Activity Type</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Funding Amount &amp; Source</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career Preparation/ Orientation Professional Learning Community Engagement Academic Support Program Technology Extra Curricular Parent Involvement</td>
<td>10/19/2017</td>
<td>05/25/2018</td>
<td>$0 - No Funding Required</td>
<td>Instructional Technology coach, faculty, Library Media Specialists and NHS staff</td>
</tr>
</tbody>
</table>

ACIP
Northridge High School

© 2017 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.
100% of All Students will demonstrate a proficiency. Student and faculty will become proficient in the use of digital tools, individually and collaboratively. They will learn to gather, organize, evaluate, share, and present information in Reading by 05/25/2018 as measured by lesson plan development, student projects and assignments, observations, and formative assessments.

Strategy 1:
Creative technology use - Students and faculty will demonstrate creative and critical thinking skills by developing creative products and processes using technology in all types of learning environments. Students will demonstrate their proficiency in developing/creating technology-driven projects that show understanding of subject-area concepts. Faculty, with the help of in-house technology training, will foster the development of these technology skills each day in their classrooms.
Category: Develop/Implement College and Career Ready Standards
Research Cited:

<table>
<thead>
<tr>
<th>Activity - Technology Instruction</th>
<th>Activity Type</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Funding Amount &amp; Source</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students and faculty will be instructed in new technologies to increase student achievement and creativity.</td>
<td>Technology Academic Support Program Direct Instruction Career Preparation/Orientation</td>
<td>10/13/2017</td>
<td>05/25/2018</td>
<td>$0 - No Funding Required</td>
<td>Instructional Technology Coach, Library Media Specialists</td>
</tr>
</tbody>
</table>

Goal 6:
Increase the application and use of technology to enhance job performance and productivity.

Measurable Objective 1:
complete a portfolio or performance using the state provided KUDER program during Northridge’s Advisory period by 05/25/2018 as measured by the classroom teacher’s report to our counselors.

Strategy 1:
Advisory - NHS Counselor’s will use the REACH program that is a Grade 5-12 Alabama Student Advisement Model and is research-based and standards-based. The website provides planning and implementation tools, including curriculum maps and standards-based lesson plans designed to enhance academic, career and personal-social development for Alabama middle and high school students.
Category: Implement Guidance and Counseling Plan
Research Cited: https://connect.alsde.edu/sites/reach/_layouts/15/start.aspx#/SitePages/Home.aspx
Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, through activities which may include:

- counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas

- preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools)

- implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.)

Goal 1:
Northridge will improve reading proficiency for all ninth and tenth graders during the 2017-2018 school year as measured by Scantron Assessment given in August/September 2017 (baseline data) and Spring 2018.

Measurable Objective 1:
A 5% increase of All Students will collaborate to increase recreational reading by checking out 3,649 books from 3,475 books that were checked out during the 2016-2017 school year to improve in Reading by 05/25/2018 as measured by the classroom teacher's records in Destiny reports.

Strategy 1:
D.E.A.R. - Two days a week Northridge students and faculty will choose a book they wish to read based on interest and ability. Everyone will Drop Everything And Read for 20 minutes during the Zero period to encourage independent reading.
Category: Develop/Implement Research Based Best Practices for Continuous Improvement
Research Cited: http://www.ncte.org/standards

<table>
<thead>
<tr>
<th>Activity - Student Career Portfolio</th>
<th>Activity Type</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Funding Amount &amp; Source</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>The REACH curriculum is designed to bridge the gap between what is taught in the core curriculum and the skills necessary for success in school, post-secondary education and the work place by addressing six major skills areas: School Success Skills, Academic Planning, Career Exploration, Post-Secondary Planning, Interpersonal/Life Skills, and Work Ethic.</td>
<td>Academic Support Program Career Preparation/Orientation Technology</td>
<td>08/08/2017</td>
<td>05/25/2018</td>
<td>$0 - Other</td>
<td>NHS counselors, teachers, and leadership team</td>
</tr>
</tbody>
</table>
Measurable Objective 2:
A 5% increase of Ninth and Tenth grade students will demonstrate a proficiency by scoring 70% (354 students) in the Above Average and Average High category on the Scantron (Global Scholar) Universal Screener in Reading by 05/25/2018 as measured by the Scantron (Global Scholar) Universal Screener baseline data of 65% (329 students) set from the August/September Scantron (Global Scholar) Universal Screener assessment.

Strategy 1:
Implement Standard-based Learning Target - NHS Literacy Coach will provide professional development on Standard-based Learning Targets; identification and implementation.
Category: Develop/Implement Professional Learning and Support
Research Cited:

<table>
<thead>
<tr>
<th>Activity - Drop Everything And Read</th>
<th>Activity Type</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Funding Amount &amp; Source</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two days a week Northridge students and faculty will choose a book they wish to read based on interest and ability. Everyone will Drop Everything And Read for 20 minutes during the Zero period to encourage independent reading.</td>
<td>Academic Support Program Extra Curricular</td>
<td>08/14/2017</td>
<td>05/25/2018</td>
<td>$5680 - Title I School Improvement (ISI) $1000 - Other</td>
<td>Classroom teachers, NHS Librarians, Literacy Coach, NHS Leadership Team</td>
</tr>
</tbody>
</table>

Strategy 2:
Close Reading - NHS Literacy Coach will provide professional development on how to utilize close reading strategies (multiple reading of the same text for different purpose) that enable students to interact and engage with complex text.
Category: Develop/Implement Professional Learning and Support
Research Cited:

<table>
<thead>
<tr>
<th>Activity - Professional Development on Standard-based Learning Targets</th>
<th>Activity Type</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Funding Amount &amp; Source</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>NHS Literacy Coach will provide professional development.</td>
<td>Professional Learning</td>
<td>08/07/2017</td>
<td>05/25/2018</td>
<td>$0 - No Funding Required</td>
<td>Literacy Coach, Mrs. Tillman</td>
</tr>
</tbody>
</table>

Strategy 3:
Quality Questioning and Response - NHS Literacy Coach will provide professional development on how to utilize questioning techniques that enable students to develop responses to DOK L2 and DOK L3 questions.
Category: Develop/Implement Professional Learning and Support
Research Cited:
Goal 2:
Northridge will improve math proficiency for all ninth and tenth graders during the 2017-2018 school year as measured by Scantron Assessment given in August/September 2017 (baseline data) and Spring 2018.

Measurable Objective 1:
A 5% increase of Ninth and Tenth grade students will demonstrate a proficiency by scoring 68% (340 students) in the Above Average and Average High categories on the Scantron (Global Scholar) Universal Screener in Mathematics by 05/25/2018 as measured by the baseline data of 63% (315 students) set from the August/September Scantron (Global Scholar) Universal Screener assessment.

Strategy 1:
Standard-based Learning Target - NHS Literacy Coach will provide professional development on Standard-based Learning Targets; identification and implementation.
Category: Develop/Implement Professional Learning and Support
Research Cited:

<table>
<thead>
<tr>
<th>Activity - Professional Development on Quality Questions and Responses</th>
<th>Activity Type</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Funding Amount &amp; Source</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>NHS Literacy Coach will provide professional development</td>
<td>Professional</td>
<td>08/07/2017</td>
<td>05/25/2018</td>
<td>$0 - No Funding Required</td>
<td>Literacy Coach, Mrs. Tillman</td>
</tr>
</tbody>
</table>

Strategy 2:
Close Reading - NHS Literacy Coach will provide professional development on how to utilize close reading strategies (multiple reading of the same text for different purpose) that enable students to interact and engage with complex text.
Category: Develop/Implement Professional Learning and Support
Research Cited:

<table>
<thead>
<tr>
<th>Activity - Implement Professional Development on Standard-based Learning Targets</th>
<th>Activity Type</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Funding Amount &amp; Source</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>NHS Literacy Coach will provide professional development.</td>
<td>Professional</td>
<td>08/07/2017</td>
<td>05/25/2018</td>
<td>$0 - No Funding Required</td>
<td>Literacy Coach, Mrs. Tillman</td>
</tr>
</tbody>
</table>

Strategy 3:
Quality Questioning and Response - NHS Literacy Coach will provide professional development on how to utilize questioning techniques that enable students to develop responses to DOK L2 and DOK L3 questions.
Category: Develop/Implement Professional Learning and Support
Research Cited:

<table>
<thead>
<tr>
<th>Activity - Professional Development on Quality Questions and Responses</th>
<th>Activity Type</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Funding Amount &amp; Source</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>NHS Literacy Coach will provide professional development activities to math teachers</td>
<td>Professional Learning</td>
<td>08/07/2017</td>
<td>05/25/2018</td>
<td>$0 - No Funding Required</td>
<td>Literacy Coach, Mrs. Tillman</td>
</tr>
</tbody>
</table>

Goal 3:
Increase our daily attendance by reaching 95% (in all grade levels), improve the graduation rate from 87% to 90%, decrease the number of student infractions by 5% from 170 to 160 and reduce the number of black male suspensions by 2% from 49 to 48.

Measurable Objective 1:
demonstrate a behavior, which will reduce the number of 2.31 student infractions: Leaving class/campus without permission to less than 80 by 12/22/2017 as measured by iNow discipline infraction report.

Strategy1:
Implement Attendance Incentive - Students who meet the attendance requirements will be given the privilege to participate in extracurricular activities such as, homecoming, prom, athletics, clubs, graduation ceremonies, etc. according to the district's new attendance policy.
Category: Develop/Implement Learning Supports

<table>
<thead>
<tr>
<th>Activity - PBIS</th>
<th>Activity Type</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Funding Amount &amp; Source</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students who comply to the district's student code of conduct will be rewarded by participating in extracurricular events at school and incentives throughout the year.</td>
<td>Extra Curricular Field Trip Academic Support Program Career Preparation/Orientation Policy and Process Parent Involvement Behavioral Support Program</td>
<td>08/07/2017</td>
<td>05/25/2018</td>
<td>$0 - No Funding Required</td>
<td>Student, Classroom Teachers, Leadership Team</td>
</tr>
</tbody>
</table>

Measurable Objective 2:
demonstrate a proficiency in school attendance, by achieving a 95% attendance rate in each grade level by 12/22/2017 as measured by iNow attendance reports.

Strategy1:
Build Positive Relations - Improve Attendance - Teachers will greet all students as they enter the classroom, building a positive relationship with the students. Teachers will call home when students are absent. Teachers will follow procedure by posting attendance daily by 8:30 am.
Teachers will ensure an accurate attendance count by communicating corrections to the schools secretary and attendance AP. Students will adhere to the TCSS's Student Code of Conduct. Students will provide a written excuse when absent. Students will be responsible for making-up work that was assigned while they were out. NHS Leadership Team will monitor student attendance. Students will receive a school system's Call Cast for each absence. Teachers will be notified when attendance is not posted. Parent and student conferences will be held when the student has reached three unexcused absences. Students will be referred to our Early Warning program. Home visits will be conducted by our Dean of Students. Students who do not adhere to the attendance policy will not be permitted to participate in extracurricular activities, such as Prom, Graduation, athletics, etc.

Category: Implement Community Based Support and Intervention System

<table>
<thead>
<tr>
<th>Activity - H.E.R.E. Program</th>
<th>Activity Type</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Funding Amount &amp; Source</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Dean of Students will check attendance postings daily, run a weekly student attendance report, schedule conferences with student and parents when a student reaches three or more unexcused absences or have excessive absences of five or more. Teachers will take attendance daily and report attendance changes to the Secretary and Dean of Students. Students will be recognized for perfect attendance and improving attendance.</td>
<td>Academic Support Program Community Engagement Career Preparation/ Orientation Behavioral Support Program Policy and Process</td>
<td>08/14/2017</td>
<td>05/25/2018</td>
<td>$0 - No Funding Required</td>
<td>Student, Parent, and NHS Faculty and Staff</td>
</tr>
</tbody>
</table>

Measurable Objective 3:
improve graduation rate from 87% to 89% by 05/25/2018 as measured by the number of graduate from the senior class of 2018.

Strategy 1:
Graduate Every Student College and Career Ready - The Response to Instruction Team will assist in setting goals, strategies and activities to address student behaviors.
Northridge will communicate with parents during open house, phone messenger, email and classroom Remind accounts.
Northridge expects students and parents to play an active role in the behaviors of the student. Parents will provided a personal iNow portal passwords which will allow the student and parent to monitor the student's progress. Conference will be scheduled as needed. Teachers will meet during department meetings to discuss student RTI plans. Northridge administration, counselors, and faculty are committed to communicating with the students and parents on a regular basis to ensure student achievement. Northridge will hold all students to a high expectation of excellence
Category: Implement Community Based Support and Intervention System
Research Cited:
**Measurable Objective 4:**
collaborate to reduce the number of black males being suspended by 2% from 49 in 2017 to 48 in 2018 by 05/25/2018 as measured by the Student Incident Report (SIR)...

**Strategy 1:**
Restorative Discipline - Northridge will work towards developing Restorative Discipline practices to be implemented school wide.
Category: Develop/Implement Student and School Culture Program

Research Cited: Restorative Discipline is a whole school relational approach to building school climate and addressing student behavior that fosters belonging over exclusion, social engagement over control, and meaningful accountability over punishment. Its practices replace fear, uncertainty, and punishment as motivators with belonging, connectedness and the willingness to change because people matter to each other

<table>
<thead>
<tr>
<th>Activity - Advisory</th>
<th>Activity Type</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Funding Amount &amp; Source</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Northridge teachers will implement research-based Advisory strategies to improve student academic, attendance, and behavioral performance. Student will receive learning supports for outside needs which contribute to students’ dropping out of school.</td>
<td>Behavioral Support Program Career Preparation/Orientation Academic Support Program</td>
<td>08/07/2017</td>
<td>05/25/2018</td>
<td>$0 - No Funding Required</td>
<td>Advisory Teachers, Counselors, School Social Workers, NHS Literacy Coach, Graduation Coach, School Nurse</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity - Rti</th>
<th>Activity Type</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Funding Amount &amp; Source</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student will be assigned to an intervention class where they will receive individualized instruction based on their 2017 Scantron Performance data.</td>
<td>Behavioral Support Program Parent Involvement Academic Support Program Direct Instruction</td>
<td>08/07/2017</td>
<td>05/25/2018</td>
<td>$0 - No Funding Required</td>
<td>Rti Team, Classroom Teacher, Student, Parent, Literacy Coach</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity - Data Collection</th>
<th>Activity Type</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Funding Amount &amp; Source</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collect and examine data, both at the beginning of the process and throughout, to assess what’s working and where, replicate success, uncover classrooms and schools in need of improvement and monitor implementation.</td>
<td>Behavioral Support Program</td>
<td>08/31/2017</td>
<td>05/25/2018</td>
<td>$0 - Other</td>
<td>NHS Leadership Team, Tuscaloosa City School’s Coordinator of Student Service</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity - Reflection</th>
<th>Activity Type</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Funding Amount &amp; Source</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>The NHS Leadership Team will lead staff through a process of reflecting on classroom strategies that prevent and address common discipline problems to include the following: What practices escalate and exacerbate student discipline issues? How can you interact with students differently? What practices could you lead in your classroom?</td>
<td>Behavioral Support Program</td>
<td>08/31/2017</td>
<td>05/25/2018</td>
<td>$0 - Other</td>
<td>All School Staff and Stakeholders</td>
</tr>
</tbody>
</table>
Strategy 2:
Classroom Organization and Management Program (COMP) - All new teachers and teachers identified as needing training, will be trained and supported in implementing research-based classroom and organizational management strategies.

Category: Develop/Implement Professional Learning and Support
Research Cited: COMP is developed by and based on the research of Dr. Carolyn M. Evertson. The program’s benefits for teachers and students are shown in the findings of 12 studies in regular and special education resource settings, grades K-12, that span 15 years and involve over 4,000 hours of observation in 581 classrooms in 100 schools. Since 1989, the program has served over 100,000 teachers and administrators in 33 states and American territories. Findings from evaluation studies show clearly that teachers who use COMP principles experience a decrease in student misbehavior while enjoying increases in student academic engagement, student achievement, and personal satisfaction in teaching. COMP teachers, and other professional educators a place to solicit and discuss information about how classrooms work.

<table>
<thead>
<tr>
<th>Activity - Veteran Teacher Training</th>
<th>Activity Type</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Funding Amount &amp; Source</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Veteran teachers will be trained upon administrator's request.</td>
<td>Professional Learning</td>
<td>08/04/2017</td>
<td>12/21/2017</td>
<td>$0 - Other</td>
<td>District COMP Trainers</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity - COMP Support</th>
<th>Activity Type</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Funding Amount &amp; Source</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Each newly trained teacher will receive direct support from a district assigned COMP trainer throughout the school year</td>
<td>Behavioral Support Program</td>
<td>08/28/2017</td>
<td>05/25/2018</td>
<td>$39200 - District Funding</td>
<td>District Comp Trainers</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity - Novice Teacher Training</th>
<th>Activity Type</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Funding Amount &amp; Source</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>All novice teachers will participate in COMP Training during either New Teacher Orientation or during the second month of school depending on their start date.</td>
<td>Professional Learning</td>
<td>07/26/2017</td>
<td>09/29/2017</td>
<td>$0 - Other</td>
<td>District Comp Trainers</td>
</tr>
</tbody>
</table>

Goal 4:
Engage and Empower the Learner Through Technology

Measurable Objective 1:
100% of All Students will demonstrate a behavior Students will use digital tools, individually and collaboratively. They will learn to gather, organize, evaluate, share, and present information in English Language Arts by 05/25/2018 as measured by lesson plan development, collaborative and co-teaching between literacy coach, technology coach and library media specialist, observations, student projects and walk-throughs..

Strategy 1:
Creative and Critical Thinking Skills - Students demonstrate creative and critical thinking skills by developing creative projects and processes using technology in many types of learning environments. Students will become proficient in the use of Chromebooks and Google Apps.
They will utilize credible webpages in their research, plus media and images that are known to be fair use, public domain or Creative Common. Students will demonstrate their proficiency in developing/creating technology driven projects that show understanding of subject-area concepts.

Category: Other - Critical Thinking Skills

Research Cited: http://www.commonsensemedia.org/research/zero-to-eight-childrens-media-use-in-america;  Adapted from NETS-Teacher, 1a-ed, Plan 2020, p. 26-80

Goal 5:
All faculty, staff, students and parents will have access to a varied but comprehensive communications infrastructure in which everyone involved will be able to stay informed of all school related activities, communications and assignments.

Measurable Objective 1:
100% of All Students will demonstrate a behavior  All parents, students and faculty will become proficient in the use of several communications venues including Remind, GroupMe, Google Classroom, Canvas, webpages, school text service, PTSA blogs and all calls from NHS administration in Practical Living by 05/25/2018 as measured by observations, parental and student feedback, number of participants visiting services, and school yearly parent/student surveys.

Strategy1:
Instructional Technology - Students will be introduced and instructed in how to use several communication services such as Remind, GroupMe, webpages and Google Classroom. Parents will also be instructed on how to access Northridge communication services.

Category: Other - Communications between school, students and parents

Research Cited:
Goal 6:
Engage and Empower the Learner Through Technology

Measurable Objective 1:
100% of All Students will demonstrate a proficiency. Student and faculty will become proficient in the use of digital tools, individually and collaboratively. They will learn to gather, organize, evaluate, share, and present information in Reading by 05/25/2018 as measured by lesson plan development, student projects and assignments, observations, and formative assessments.

Strategy 1:
Creative technology use - Students and faculty will demonstrate creative and critical thinking skills by developing creative products and processes using technology in all types of learning environments. Students will demonstrate their proficiency in developing/creating technology driven projects that show understanding of subject-area concepts. Faculty, with the help of in-house technology training, will foster the development of these technology skills each day in their classrooms.

Category: Develop/Implement College and Career Ready Standards

Research Cited:

Goal 7:
Increase the application and use of technology to enhance job performance and productivity.

Measurable Objective 1:
complete a portfolio or performance using the state provided KUDER program during Northridge's Advisory period by 05/25/2018 as
measured by the classroom teacher's report to our counselors.

Strategy 1:
Advisory - NHS Counselor's will use the REACH program that is a Grade 5-12 Alabama Student Advisement Model and is research-based and standards-based. The website provides planning and implementation tools, including curriculum maps and standards-based lesson plans designed to enhance academic, career and personal-social development for Alabama middle and high school students.
Category: Implement Guidance and Counseling Plan
Research Cited: https://connect.alsde.edu/sites/reach/_layouts/15/start.aspx#/SitePages/Home.aspx

<table>
<thead>
<tr>
<th>Activity - Student Career Portfolio</th>
<th>Activity Type</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Funding Amount &amp; Source</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>The REACH curriculum is designed to bridge the gap between what is taught in the core curriculum and the skills necessary for success in school, post-secondary education and the work place by addressing six major skills areas: School Success Skills, Academic Planning, Career Exploration, Post-Secondary Planning, Interpersonal/Life Skills, and Work Ethic.</td>
<td>Career Preparation/ Orientation Technology Academic Support Program</td>
<td>08/08/2017</td>
<td>05/25/2018</td>
<td>$0 - Other</td>
<td>NHS counselors, teachers, and leadership team</td>
</tr>
</tbody>
</table>

English Language Proficiency Goal (Should address identified weaknesses and gaps):

Goal 1:
Northridge will improve reading proficiency for all ninth and tenth graders during the 2017-2018 school year as measured by Scantron Assessment given in August/September 2017 (baseline data) and Spring 2018.

Measurable Objective 1:
A 5% increase of All Students will collaborate to increase recreational reading by checking out 3,649 books from 3,475 books that were checked out during the 2016-2017 school year to improve in Reading by 05/25/2018 as measured by the classroom teacher's records in Destiny reports..

Strategy 1:
D.E.A.R. - Two days a week Northridge students and faculty will choose a book they wish to read based on interest and ability. Everyone will Drop Everything And Read for 20 minutes during the Zero period to encourage independent reading.
Category: Develop/Implement Research Based Best Practices for Continuous Improvement
Research Cited: http://www.ncte.org/standards
Measurable Objective 2:
A 5% increase of Ninth and Tenth grade students will demonstrate a proficiency by scoring 70% (354 students) in the Above Average and Average High category on the Scantron (Global Scholar) Universal Screener in Reading by 05/25/2018 as measured by the Scantron (Global Scholar) Universal Screener baseline data of 65% (329 students) set from the August/September Scantron (Global Scholar) Universal Screener assessment.

Strategy 1:
Close Reading - NHS Literacy Coach will provide professional development on how to utilize close reading strategies (multiple reading of the same text for different purpose) that enable students to interact and engage with complex text.
Category: Develop/Implement Professional Learning and Support
Research Cited:

<table>
<thead>
<tr>
<th>Activity - Close Reading Session</th>
<th>Activity Type</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Funding Amount &amp; Source</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>NHS Literacy Coach will provide professional development during teacher’s planning period, faculty meetings, and one-on-one sessions.</td>
<td>Professional Learning</td>
<td>08/07/2017</td>
<td>05/25/2018</td>
<td>$0 - No Funding Required</td>
<td>Literacy Coach- Mrs. Tillman</td>
</tr>
</tbody>
</table>

Strategy 2:
Implement Standard-based Learning Target - NHS Literacy Coach will provide professional development on Standard-based Learning Targets; identification and implementation.
Category: Develop/Implement Professional Learning and Support
Research Cited:

<table>
<thead>
<tr>
<th>Activity - Professional Development on Standard-based Learning Targets</th>
<th>Activity Type</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Funding Amount &amp; Source</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>NHS Literacy Coach will provide professional development.</td>
<td>Professional Learning</td>
<td>08/07/2017</td>
<td>05/25/2018</td>
<td>$0 - No Funding Required</td>
<td>Literacy Coach, Mrs. Tillman</td>
</tr>
</tbody>
</table>

Strategy 3:
Quality Questioning and Response - NHS Literacy Coach will provide professional development on how to utilize questioning techniques that enable students to develop responses to DOK L2 and DOK L3 questions.
Category: Develop/Implement Professional Learning and Support
Research Cited:
Goal 2:
Northridge will improve math proficiency for all ninth and tenth graders during the 2017-2018 school year as measured by Scantron Assessment given in August/September 2017 (baseline data) and Spring 2018.

Measurable Objective 1:
A 5% increase of Ninth and Tenth grade students will demonstrate a proficiency by scoring 68% (340 students) in the Above Average and Average High categories on the Scantron (Global Scholar) Universal Screener in Mathematics by 05/25/2018 as measured by the baseline data of 63% (315 students) set from the August/September Scantron (Global Scholar) Universal Screener assessment.

Strategy 1:
Close Reading - NHS Literacy Coach will provide professional development on how to utilize close reading strategies (multiple reading of the same text for different purpose) that enable students to interact and engage with complex text.
Category: Develop/Implement Professional Learning and Support
Research Cited:

Strategy 2:
Quality Questioning and Response - NHS Literacy Coach will provide professional development on how to utilize questioning techniques that enable students to develop responses to DOK L2 and DOK L3 questions.
Category: Develop/Implement Professional Learning and Support
Research Cited:

Strategy 3:
Standard-based Learning Target - NHS Literacy Coach will provide professional development on Standard-based Learning Targets; identification and implementation.
Category: Develop/Implement Professional Learning and Support
Research Cited:
Goal 3:
Increase our daily attendance by reaching 95% (in all grade levels), improve the graduation rate from 87% to 90%, decrease the number of student infractions by 5% from 170 to 160 and reduce the number of black male suspensions by 2% from 49 to 48.

Measurable Objective 1:
collaborate to reduce the number of black males being suspended by 2% from 49 in 2017 to 48 in 2018 by 05/25/2018 as measured by the Student Incident Report (SIR)...

Strategy1:
Restorative Discipline - Northridge will work towards developing Restorative Discipline practices to be implemented school wide.
Category: Develop/Implement Student and School Culture Program
Research Cited: Restorative Discipline is a whole school relational approach to building school climate and addressing student behavior that fosters belonging over exclusion, social engagement over control, and meaningful accountability over punishment. Its practices replace fear, uncertainty, and punishment as motivators with belonging, connectedness and the willingness to change because people matter to each other

Strategy2:
Classroom Organization and Management Program (COMP) - All new teachers and teachers identified as needing training, will be trained and supported in implementing research-based classroom and organizational management strategies.
Category: Develop/Implement Professional Learning and Support

<table>
<thead>
<tr>
<th>Activity - Implement Professional Development on Standard-based Learning Targets</th>
<th>Activity Type</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Funding Amount &amp; Source</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>NHS Literacy Coach will provide professional development.</td>
<td>Professional Learning</td>
<td>08/07/2017</td>
<td>05/25/2018</td>
<td>$0 - No Funding Required</td>
<td>Literacy Coach, Mrs. Tillman</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity - Reflection</th>
<th>Activity Type</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Funding Amount &amp; Source</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>The NHS Leadership Team will lead staff through a process of reflecting on classroom strategies that prevent and address common discipline problems to include the following: What practices escalate and exacerbate student discipline issues? How can you interact with students differently? What practices could you lead in your classroom?</td>
<td>Behavioral Support Program</td>
<td>08/31/2017</td>
<td>05/25/2018</td>
<td>$0 - Other</td>
<td>All School Staff and Stakeholders</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity - Data Collection</th>
<th>Activity Type</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Funding Amount &amp; Source</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collect and examine data, both at the beginning of the process and throughout, to assess what's working and where, replicate success, uncover classrooms and schools in need of improvement and monitor implementation.</td>
<td>Behavioral Support Program</td>
<td>08/31/2017</td>
<td>05/25/2018</td>
<td>$0 - Other</td>
<td>NHS Leadership Team, Tuscaloosa City School's Coordinator of Student Service</td>
</tr>
</tbody>
</table>
Research Cited: COMP is developed by and based on the research of Dr. Carolyn M. Evertson. The program’s benefits for teachers and students are shown in the findings of 12 studies in regular and special education resource settings, grades K-12, that span 15 years and involve over 4,000 hours of observation in 581 classrooms in 100 schools. Since 1989, the program has served over 100,000 teachers and administrators in 33 states and American territories. Findings from evaluation studies show clearly that teachers who use COMP principles experience a decrease in student misbehavior while enjoying increases in student academic engagement, student achievement, and personal satisfaction in teaching. COMP teachers, and other professional educators a place to solicit and discuss information about how classrooms work.

<table>
<thead>
<tr>
<th>Activity - Veteran Teacher Training</th>
<th>Activity Type</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Funding Amount &amp; Source</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Veteran teachers will be trained upon administrator’s request.</td>
<td>Professional Learning</td>
<td>08/04/2017</td>
<td>12/21/2017</td>
<td>$0 - Other</td>
<td>District COMP Trainers</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity - COMP Support</th>
<th>Activity Type</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Funding Amount &amp; Source</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Each newly trained teacher will receive direct support from a district assigned COMP trainer throughout the school year</td>
<td>Behavioral Support Program</td>
<td>08/28/2017</td>
<td>05/25/2018</td>
<td>$39200 - District Funding</td>
<td>District Comp Trainers</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity - Novice Teacher Training</th>
<th>Activity Type</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Funding Amount &amp; Source</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>All novice teachers will participate in COMP Training during either New Teacher Orientation or during the second month of school depending on their start date.</td>
<td>Professional Learning</td>
<td>07/26/2017</td>
<td>09/29/2017</td>
<td>$0 - Other</td>
<td>District Comp Trainers</td>
</tr>
</tbody>
</table>

Measurable Objective 2:

demonstrate a proficiency in school attendance, by achieving a 95% attendance rate in each grade level by 12/22/2017 as measured by iNow attendance reports.

Strategy 1:

Build Positive Relations - Improve Attendance - Teachers will greet all students as they enter the classroom, building a positive relationship with the students. Teachers will call home when students are absent. Teachers will follow procedure by posting attendance daily by 8:30 am. Teachers will ensure an accurate attendance count by communicating corrections to the schools secretary and attendance AP. Students will adhere to the TCSS’s Student Code of Conduct. Students will provide a written excuse when absent. Students will be responsible for making-up work that was assigned while they were out. NHS Leadership Team will monitor student attendance. Students will receive a school system's Call Cast for each absence. Teachers will be notified when attendance is not posted. Parent and student conferences will be held when the student has reached three unexcused absences. Students will be referred to our Early Warning program. Home visits will be conducted by our Dean of Students. Students who do not adhere to the attendance policy will not be permitted to participate in extracurricular activities, such as Prom, Graduation, athletics, etc.

Category: Implement Community Based Support and Intervention System

Research Cited: Attendance Works: Advancing Student Success By Reducing Chronic Absences http://www.attendanceworks.org/what-
Measurable Objective 3:
demonstrate a behavior, which will reduce the number of 2.31 student infractions: Leaving class/campus without permission to less than 80 by 12/22/2017 as measured by iNow discipline infraction report.

Strategy:
Implement Attendance Incentive - Students who meet the attendance requirements will be given the privilege to participate in extracurricular activities such as, homecoming, prom, athletics, clubs, graduation ceremonies, etc. according to the district's new attendance policy.

Category: Develop/Implement Learning Supports

<table>
<thead>
<tr>
<th>Activity - H.E.R.E. Program</th>
<th>Activity Type</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Funding Amount &amp; Source</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Dean of Students will check attendance postings daily, run a weekly student attendance report, schedule conferences with student and parents when a student reaches three or more unexcused absences or have excessive absences of five or more. Teachers will take attendance daily and report attendance changes to the Secretary and Dean of Students. Students will be recognized for perfect attendance and improving attendance.</td>
<td>Career Preparation/ Orientation Behavioral Support Program Policy and Process Academic Support Program Community Engagement</td>
<td>08/14/2017</td>
<td>05/25/2018</td>
<td>$0 - No Funding Required</td>
<td>Student, Parent, and NHS Faculty and Staff</td>
</tr>
</tbody>
</table>

Measurable Objective 4:
improve graduation rate from 87% to 89% by 05/25/2018 as measured by the number of graduate from the senior class of 2018.

Strategy:
Graduate Every Student College and Career Ready - The Response to Instruction Team will assist in setting goals, strategies and activities to address student behaviors.
Northridge will communicate with parents during open house, phone messenger, email and classroom Remind accounts.

Northridge expects students and parents to play an active role in the behaviors of the student. Parents will provided a personal iNow portal passwords which will allow the student and parent to monitor the student's progress. Conference will be scheduled as needed. Teachers will meet during department meetings to discuss student RTI plans. Northridge administration, counselors, and faculty are committed to communicating with the students and parents on a regular basis to ensure student achievement. Northridge will hold all students to a high expectation of excellence.

Category: Implement Community Based Support and Intervention System

Research Cited:

<table>
<thead>
<tr>
<th>Activity - Advisory</th>
<th>Activity Type</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Funding Amount &amp; Source</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Northridge teachers will implement research-based Advisory strategies to improve student academic, attendance, and behavioral performance. Student will receive learning supports for outside needs which contribute to students’ dropping out of school.</td>
<td>Academic Support Program Career Preparation/ Orientation Behavioral Support Program</td>
<td>08/07/2017</td>
<td>05/25/2018</td>
<td>$0 - No Funding Required</td>
<td>Advisory Teachers, Counselors, School Social Workers, NHS Literacy Coach, Graduation Coach, School Nurse</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity - Rti</th>
<th>Activity Type</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Funding Amount &amp; Source</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student will be assigned to an intervention class where they will receive individualized instruction based on their 2017 Scantron Performance data.</td>
<td>Parent Involvement Academic Support Program Direct Instruction Behavioral Support Program</td>
<td>08/07/2017</td>
<td>05/25/2018</td>
<td>$0 - No Funding Required</td>
<td>Rti Team, Classroom Teacher, Student, Parent, Literacy Coach</td>
</tr>
</tbody>
</table>

Describe how the school provides individual student academic achievement results and interpretation of the results to parents of English Learners in a language they can understand.

Northridge relies on the district EL Director and social worker to assist in provides documents in native language to students and parents. We hold conference with students and parents to interpret academic results.
Component 3: Instruction by Qualified Staff (Sec. 1112(c)(6))

<table>
<thead>
<tr>
<th>Label</th>
<th>Assurance</th>
<th>Response</th>
<th>Comment</th>
<th>Attachment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Do all of the instructional paraprofessionals meet the state requirements? If no, what is the number that has not met state requirements and what is being done to address this?</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Do all of the teachers meet the state requirements and licensing criteria for the grade levels and subject areas in which the teachers provide instruction? If no, what is the number that has not met state requirements and licensing criteria, and what is being done to address this?</td>
<td>No</td>
<td>Northridge has one teacher who has a masters in her field of study but is lacking her educational certification. She is currently working with the University to gain the state requirements.</td>
<td></td>
</tr>
</tbody>
</table>

Describe how staffing decision ensure that highly qualified, well trained teachers provide instruction and how their assignments most effectively address identified academic needs.

Our school follows established recruitment procedures of the Tuscaloosa City School System. System requirements mandate that all teachers should be highly qualified. Teachers applying for open positions must complete the application process and have documentation of the Highly Qualified Status on file before an interview for that position can take place. A teacher is considered highly qualified if he/she passes an Alabama-approved subject-specific test in each academic subject taught. When the principal hires new personnel, our goal is to interview highly qualified applicants, unless there is a shortage of applicants in fields such as math, science and special education. When a position comes open, the principal requests approval from the Tuscaloosa City School's Human Resource Coordinator to post the job vacancy. Vacancies are posted on the Tuscaloosa City School's website and the Alabama State Department of Education employment site. Interviews are scheduled with highly qualified applicants from the State Department website. Once hired, teachers are assigned to a grade level according to their content certification, experience and special training. Students are assigned to a team of teachers which incorporates all required academic areas and electives. A collaborative special education teacher is assigned to team teach with the General Education teacher assigned to those Special Education Students. Student's previous grade, assessment data, IEP and teacher recommendations are considered when being placed in a specific classroom.
Component 4: Strategies to Attract Qualified Teachers (Sec. 1114(7)(A)(iii)(IV))

What is the school's teacher turnover rate for this school year?

Our district participated in a demographic study. As a result of the study, the district rezoned the student population to better utilize the building spaces in all three high schools. Northridge lost 9 teachers who were assigned to teach in one of the two other high schools in our district.

What is the experience level of key teaching and learning personnel?

The experience level of key teaching and learning personnel is as follows:
- 36 teachers have 10 or more years of experience.
- 4 teachers have 3-5 years of experience.
- 7 teachers have 1-3 years of experience.
- 5 teachers are beginning their first year of teaching.

If there is a high turnover rate, list initiatives the school or school district has implemented to attempt to lower the turnover rate (recruitment and retention strategies).

Each year our district participates in job fairs that are held in areas of Alabama and neighboring states, which are sponsored by college and universities for the purpose of attracting highly qualified teachers. Prospective teachers are given information about the school system. Contact information is collected from prospective teachers in high-need areas. The most promising candidates from these recruitment fairs are invited to the district's invitation only Prospective Teacher Fair where they are able to meet local school principals and leadership teams. As vacancies are posted, applicants are selected using the state department web application process. The decision of hiring highly qualified staff is made by the local school. Principals are required to have the knowledge of each teacher's highly qualified status and the area the teacher is highly qualified to teach. All scheduling and assignment decisions are made using this information. New teachers participate in Northridge high School's New Teacher Mentoring Program where they meet monthly. They are also assigned mentors within the school for the first three years and are monitored all three years by the administration and Central Office staff. All teachers are required to participate in professional development activities organized by the administration of the local school and encouraged to seek additional professional development activities. Funding for high-quality, on-going activities is provided by local, state and federal funds. Our district also offers signing bonuses to qualified Math and Science prospects.
Component 5: High Quality and Ongoing Professional Development (Sec. 1114(7)(A)(iii)(IV))

Describe how data is used from academic assessments to determine professional development.

Northridge analyse grade distributions, scantron performance screener scores, AP scores, ACT scores, and student surveys to determine professional development needed at Northridge High School.

Identify the professional development opportunities for teachers, principals, paraprofessionals, and other school personnel to improve instruction.

Northridge is blessed to have a variety of opportunities for personal growth. Our district provides district-wide and specific professional development in-house. Plus, or teachers, principals, paraprofessionals and other school personnel have the opportunity to attend any professional development session that will enhance their teaching and increase student academic growth.

Identify the teacher mentoring activities included in the schoolwide plan. For example, new or inexperienced teachers are given support from an assigned master teacher.

Northridge has a strong new teacher program, which meets monthly. The program is led by a veteran teacher with more than 10 years experience. The mentor and mentees meet monthly, after school for one hour to discuss programs, instructional strategies, technology, parent communication, etc. Northridge department chairs also work directly with our new teachers to provide one-on-one support and guidance.

Describe how all professional development is "sustained and ongoing."

The Tuscaloosa City Schools District provides professional development throughout the school year and during the summer. Northridge supports the district's professional development focus by holding professional development turn-around sessions during the teacher's prep period and after school. Northridge also offers technology professional development session, which are led by our school's Media Specialist. Northridge has a professional development committee to ensures professional development is taking based on our school's needs, goals, Title 1 requirements, and professional growth.
Component 6: Transition Strategies (Sec.1114(7)(A)(iii)(V))

Identify the strategies in the schoolwide plan that support and assist students in transitioning from one grade level to the next. For example, preschool preparation for Kindergarten and/or eighth grade transition to high school and/or high school to college/work force.

Goal 1:
Identify how many students do not have devices and/or Internet access at home

Measurable Objective 1:
100% of All Students will demonstrate a proficiency Students will be able to use digital tools regardless of access in English Language Arts by 05/25/2018 as measured by student homework and projects.

Strategy1:
1:1 chromebook implementation - The 1:1 chromebook implementation will reach the high schools in August 2018. Preparations and policies are being revised for the high school students
Category: Align Fiscal Resources
Research Cited:

<table>
<thead>
<tr>
<th>Activity - Student camps</th>
<th>Activity Type</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Funding Amount &amp; Source</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student camps that cover how to work offline in Google Drive will be incorporated into high school curriculum.</td>
<td>Academic Support Program Technology</td>
<td>01/08/2018</td>
<td>08/31/2018</td>
<td>$0 - District Funding</td>
<td>Instructional Technology coach</td>
</tr>
</tbody>
</table>

Goal 2:
Increase the application and use of technology to enhance job performance and productivity.

Measurable Objective 1:
complete a portfolio or performance using the state provided KUDER program during Northridge's Advisory period by 05/25/2018 as measured by the classroom teacher's report to our counselors.

Strategy1:
Advisory - NHS Counselor's will use the REACH program that is a Grade 5-12 Alabama Student Advisement Model and is research-based and standards-based. The website provides planning and implementation tools, including curriculum maps and standards-based lesson plans designed to enhance academic, career and personal-social development for Alabama middle and high school students.
Category: Implement Guidance and Counseling Plan
Research Cited: https://connect.alsde.edu/sites/reach/_layouts/15/start.aspx#/SitePages/Home.aspx

<table>
<thead>
<tr>
<th>Activity - Student Career Portfolio</th>
<th>Activity Type</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Funding Amount &amp; Source</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>The REACH curriculum is designed to bridge the gap between what is taught in the core curriculum and the skills necessary for success in school, post-secondary education and the work place by addressing six major skills areas: School Success Skills, Academic Planning, Career Exploration, Post-Secondary Planning, Interpersonal/Life Skills, and Work Ethic.</td>
<td>Career Preparation/Orientation Technology Academic Support Program</td>
<td>08/08/2017</td>
<td>05/25/2018</td>
<td>$0 - Other</td>
<td>NHS counselors, teachers, and leadership team</td>
</tr>
</tbody>
</table>

**Narrative:**

Northridge holds a "Jaguar Jumpstart Night" for all incoming ninth graders and new tenth graders. The new students are given the opportunity to meet their administrators, counselors, and classroom teachers. They are provided with a brochure containing key information and their class schedule. Students then run through a mock school day, giving them more confidence on the first day of school. Parents and students greatly appreciate this opportunity and it allows Northridge to begin building new family relationships.

Northridge also conducts grade level meetings for students in the tenth, eleventh, and twelfth grade during the first week of school. These meetings allow students to meet their new teachers and administrators, learn school expectations and procedures, gain information about extracurricular opportunities and academic assistance offerings.
Component 7: Teacher Participation in Making Assessment Decisions (Sec.1114(b)(2))

What measures are in place to include teachers in decisions regarding the use of results of statewide academic assessments?

All academic teachers participate in departmental data meetings where assessments are reviewed, teachers collaborate on lesson planning, and students are identified for intervention. Teachers from core subject areas participate in system-wide curriculum planning where lesson and pre and post assessments are created that will help students achieve higher academic results. Statewide academic assessments are shared with department chairs who then share with their department members.
Component 8: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards (Sec.1114 (7)(A))

What is the process to identify students who experience difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level?

Teachers review classroom data, make adjustments to strategies used in the classroom, and refer students to our Rti/PST for further review. Administrator and Counselors also review student data to place students in classrooms where they will receive the best academic opportunity.

How is timely, effective, additional assistance provided to students who are experiencing difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level?

Students are identified during a 4.5 to 9 week period throughout the school year. Students have several opportunities for additional assistance such as before school, during lunch, after school tutoring, Zero Intervention period, online programs such as PLATO, Scantron Performance Series, and ACT.org practice. Our Media Specialist keeps a wide range of tutorial sites for student assistance in all areas of education. Our teacher provide Rti Tier I and II levels of instruction and students receive level III instruction from our Literacy Coach and other core subject area teachers. Special Education students receive assistance during their Zero and Transition periods, before and after school and in the classroom. Teacher use WIDA standards in the classroom to provide academic assistance to English Language Learners and provide tutoring during the Zero period.

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.

Northridge offers before and after school tutoring and provides a variety of online websites which can assist students with daily lessons, tests, and academic skills. Several Advanced Placement teachers offer Saturday study sessions for students to prepare for the AP tests.

Describe procedures used to address challenges for each group of Migrant, English Language Learners, Economically Disadvantaged, Special Education, Neglected and/or Delinquent, and Homeless Students.

Migrant
An annual survey is conducted in the district to identify students who may be eligible for services as migratory or formerly migratory. Such students, when identified, are eligible to participate in all programs of the school system on the same basis of all other students. Currently based upon the Employment Surveys, there are no identified migrant students for the 2017-2018 school year.

English Language Learners
Students identified as limited-English proficient are served through an individualized English learning plan (I-ELP). EL Specialists/Coaches
coordinate ELL Committee meetings each semester to discuss progress of English Learners. In addition, supplemental services are offered to students as needed. Partnerships within the community such as Spanish Outreach and Global Cafe offer assistance in supporting our limited-English proficient families. In order to communicate effectively with all parents, the district uses TransAct, Language Line and SchoolCast. Combined, these resources provide written and verbal communication in multiple different languages.

Neglected/Delinquent
Turning Point and Tuscaloosa Group Home are the only residential facilities/programs for neglected students within the Tuscaloosa City Schools zone. Students are afforded equality opportunity to participate in all programs of the school system. Neglected students in need of school supplies, field trip funds, counseling services, and or referral to outside agencies for medical or other services are identified by school guidance counselors, teachers or administrators. Funds set aside for neglected students are used to make necessary purchases or to obtain services for these students. Although students housed in our local juvenile detention center do not stay the time required to qualify as delinquent students, Tuscaloosa City School District employs a full-time certified teacher for these students. The district supplies textbooks, computers, software, and instructional materials for students assigned to the local juvenile detention center.

Students with Disabilities
Tuscaloosa City Schools operates Pre-K programs to serve 3 and 4-year old students with disabilities, and 4-year-old students without disabilities in schools located throughout the district. The district provides transportation for all Pre-K students as needed. The Pre-K school year begins and ends with the regular school program. The average pupil teacher ratio in these classes is one adult to every 9 students. Teachers are certified early childhood teachers. Pre-K teachers participate in all school system in-service training and interact daily with other members of the school staff to ensure curriculum alignment and skills development. Students are assessed twice each year using the DIAL 4 to measure progress. Priority is given to students who have disabilities, English Language Learners, and those who qualify as homeless/displaced under the McKinney- Vento Act.

Homeless
Homeless students may enroll on the same basis as all other students. Students identified as homeless are referred to the system coordinator of homeless services. Transportation, school supplies, tutoring services, clothing & hygiene products, referral to outside agencies, housing assistance, counseling, and/or medical services are coordinated through the homeless coordinator's office.

Special Populations as listed in the Carl D. Perkins Career and Technical Education Act of 2006 - Describe procedures used to address challenges 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.

Northridge has Central Office Directors who assist in meeting the needs of Migrant, ELL, Economically Disadvantaged, SPE Neglected and/or Delinquent, and Homeless students. Northridge teachers who teach these groups of students go through professional development training from the School District's Special Coordinators in those specific areas. Northridge also has an assigned Social Worker who assists in parent-teacher-student conferences to ensure the needs of our students are met.
Northridge teachers participate in an in-house professional development session each semester with Kava Smith. She provides instructional strategies for teachers to use in the classroom and provides one-on-one teacher assistance as requested. Our EL students are scheduled in a Zero period where they receive extra support in academics and personal needs.
Component 9: Coordination and Integration of Federal, State and Local Programs and Resources 
(Sec.1114(b)(V))

List the State, Federal and local programs that are consolidated/coordinated in the schoolwide program and describe how all programs and resources are coordinated and integrated toward the achievement of the schoolwide goals.

At Northridge High School, we use the following programs to support our students and families: Our Harassment Awareness Learning Together, HALT program is an anti-bullying program to help bring awareness to and stop bullying. Our Helping Education Link Parents, H.E.L.P program assists students, along with their families, who are referred for attendance and behavior problems which prevent them from being successful in academics and life. We have students who benefit from the McKinney/Vento Act where our system's social workers provides assistance to families in need of finding shelter and food, as well as paying bills and receiving medical attention. We have a graduation coach who meets with students who are highlighted as At Risk in the Graduation Tracking System. We work with the Family Counseling Services where Families can receive 8 free counseling sessions if student's academics are falling because of issues taking place in the home. PRIDE- students participate in an annual PRIDE survey Title I School-wide Diagnostic Our school system has a Success Preparatory Program for students who are behind one or more grade levels. Students can attend this program and work toward getting back on their cohort. Our system also has the STARS Academy where students who have severe behavior problems receive small group instruction and intensive behavior therapy to build skills that will help the student make better life choices.

How does the school coordinate and integrate the following Federal, State and local services in a manner applicable to the grade level to support achievement of the schoolwide goals: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d)?

At Northridge High School, we use the following programs to support our students and families: Our Harassment Awareness Learning Together, HALT program is an anti-bullying program to help bring awareness to and stop bullying. Our Helping Education Link Parents, H.E.L.P program is a program where students and families are referred for attendance and behavior problems which prevent them from being successful in academics and life. We have students who benefit from the McKinney/Vento Act where our system's social workers provides assistance to families in need of finding shelter and food, as well as paying bills and receiving medical attention. We have a graduation coach who meets with students who are highlighted as At Risk in the Graduation Tracking System. We work with the Family Counseling Services where Families can receive 8 free counseling sessions if student's academics are falling because of issues taking place in the home. PRIDE- students participate in an annual PRIDE survey Title I School-wide Diagnostic. Our school system has a Success Preparatory Program for students who are behind one or more grade levels. Students can attend this program and work toward getting back on their cohort. Our system also has the STARS Academy where students who have severe behavior problems receive small group instruction and intensive behavior therapy to build skills that will help the student make better life choices.
Component 10: Evaluation (Sec.1114(b)(3)):

How does the school evaluate the implementation of the schoolwide program?

Data from parent/student surveys, teacher feedback and community input is reviewed during the summer and programs are implemented based on the needs assessment. Northridge monitors the programs through classroom walk-throughs, instructional rounds, and data meetings. The programs are reviewed based on the 30-60-90 school improvement plan.

How does the school evaluate the results achieved by the schoolwide program using data from the State's annual assessments and other indicators of academic achievement?

Our Leadership Team analyses student data consistent with Alabama 2020 Plan to graduate all students College and Career Ready. This data consisted of our: four-year cohort graduation rate, student college remediation rate, gaps in reading and math for all eleventh graders, and student status for College and Career Ready in the following areas: Benchmark Score on ACT: Math, English, Reading, Science, AP score of 3 or higher, Qualifying IB Score, Approved College or post-secondary credit while in high school (Dual Enrollment/Early College), Benchmark level on the ACT WorkKeys and Approved Industry Credential. Data was also broken down into subgroups, which included: African American, White, Hispanic, Limited English Proficient, Poverty (Free/Reduced), and Special Education. We also review SPE and EL program data, plus our at risk of graduating due to attendance, discipline and academics.

How does the school determine whether the schoolwide program has been effective in increasing the achievement of students who are furthest from achieving the standards?

By analyzing and comparing the previous year’s data to the current year’s data in order to identify academic gains in the areas of student progress, graduation rate and attendance.

What process is followed by the school to revise the plan as necessary, based on the evaluation, to ensure continuous improvement of students in the schoolwide program?

Leadership Team and Department Team data meetings are held to ensure continuous improvement in the classroom and to identify areas of student needs.
2017-2018 Coordination of Resources - Comprehensive Budget
Introduction

List all federal, state, and local monies that the school uses to run its program.
FTE Teacher Units

<table>
<thead>
<tr>
<th>Label</th>
<th>Question</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Provide the number of Teachers assigned units.</td>
<td>56.7</td>
</tr>
</tbody>
</table>

Provide the number of classroom teachers.

56.7

<table>
<thead>
<tr>
<th>Label</th>
<th>Question</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.</td>
<td>Provide the total of all salaries for the FTE Teacher Units.</td>
<td>3117887.0</td>
</tr>
</tbody>
</table>

Total  

3,117,887.00
## Administrator Units

<table>
<thead>
<tr>
<th>Label</th>
<th>Question</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Provide the number of Administrator assigned units.</td>
<td>1.0</td>
</tr>
</tbody>
</table>

Provide the number of administrators.

1.0

<table>
<thead>
<tr>
<th>Label</th>
<th>Question</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.</td>
<td>Provide the total of all salaries for the FTE administrator units.</td>
<td>144702.0</td>
</tr>
</tbody>
</table>

Total

144,702.00
Assistant Principal

<table>
<thead>
<tr>
<th>Label</th>
<th>Question</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Provide the number of Assistant Principal assigned units.</td>
<td>2.0</td>
</tr>
<tr>
<td>3.</td>
<td>Provide the total of all salaries for the Assistant Principal.</td>
<td>193540.0</td>
</tr>
</tbody>
</table>

Total 193,540.00
Provide the number of Counselors.

3.0

<table>
<thead>
<tr>
<th>Label</th>
<th>Question</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Provide the number of Counselor assigned units.</td>
<td>2.5</td>
</tr>
<tr>
<td>3.</td>
<td>Provide the total of all salaries for the Counselor.</td>
<td>213963.0</td>
</tr>
</tbody>
</table>

Total 213,963.00
Provide the number of Librarians.

2.0

Provide the total of all salaries for the Librarian.

153,357.00
# Career and Technical Education Administrator

<table>
<thead>
<tr>
<th>Label</th>
<th>Question</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Provide the number of Career and Technical Education Administrator assigned units.</td>
<td>0.0</td>
</tr>
</tbody>
</table>

Provide the number of Career and Technical Education Administrators.

0

<table>
<thead>
<tr>
<th>Label</th>
<th>Question</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.</td>
<td>Provide the total of all salaries for the Career and Technical Education Administrator.</td>
<td>0.0</td>
</tr>
</tbody>
</table>

Total 0.00
### Career and Technical Education Counselor

<table>
<thead>
<tr>
<th>Label</th>
<th>Question</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Provide the number of Career and Technical Education Counselor assigned units.</td>
<td>0.0</td>
</tr>
</tbody>
</table>

Provide the number of Career and Technical Education Counselors.

0

<table>
<thead>
<tr>
<th>Label</th>
<th>Question</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.</td>
<td>Provide the total of all salaries for the Career and Technical Education Counselor.</td>
<td>0.0</td>
</tr>
</tbody>
</table>

Total 0.00
## Technology

<table>
<thead>
<tr>
<th>Label</th>
<th>Question</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Not applicable, please place a value of 0 in the box.</td>
<td>0.0</td>
</tr>
</tbody>
</table>

Not applicable, please place a value of 0 in the box.

0

<table>
<thead>
<tr>
<th>Label</th>
<th>Question</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.</td>
<td>Provide the total of all funding for Technology.</td>
<td>13579.0</td>
</tr>
</tbody>
</table>

Total

13,579.00
Professional Development

<table>
<thead>
<tr>
<th>Label</th>
<th>Question</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Not applicable, please place a value of 0 in the box.</td>
<td>0.0</td>
</tr>
</tbody>
</table>

Not applicable, please place a value of 0 in the box.

0

<table>
<thead>
<tr>
<th>Label</th>
<th>Question</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.</td>
<td>Provide the total of all funding for Professional Development.</td>
<td>4979.0</td>
</tr>
</tbody>
</table>

Total                                                                 4,979.00
## EL Teachers

<table>
<thead>
<tr>
<th>Label</th>
<th>Question</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Provide the number of EL Teachers in FTEs.</td>
<td>0.0</td>
</tr>
</tbody>
</table>

Provide the number of EL Teachers.

0

<table>
<thead>
<tr>
<th>Label</th>
<th>Question</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.</td>
<td>Provide the total of all funding for EL Teachers.</td>
<td>0.0</td>
</tr>
</tbody>
</table>

Total 0.00
### Instructional Supplies

<table>
<thead>
<tr>
<th>Label</th>
<th>Question</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Not applicable, please place a value of 0 in the box.</td>
<td>0.0</td>
</tr>
</tbody>
</table>

Not applicable, please place a value of 0 in the box.

0

<table>
<thead>
<tr>
<th>Label</th>
<th>Question</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.</td>
<td>Provide the total of all funding for Instructional Supplies.</td>
<td>27061.0</td>
</tr>
</tbody>
</table>

Total 27,061.00
## Library Enhancement

<table>
<thead>
<tr>
<th>Label</th>
<th>Question</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Not applicable, please place a value of 0 in the box.</td>
<td>0.0</td>
</tr>
<tr>
<td>3.</td>
<td>Provide the total of all funding for Library Enhancement.</td>
<td>1954.0</td>
</tr>
</tbody>
</table>

Total 1,954.00
Title I

Provide a brief explanation and breakdown of expenses.

Graduation Coach, $79,733.00
Parent Involvement Program, $1,648.00
Parent Involvement Supplies, $3,000.00
Professional Development, $467.00
Other-Copier Maintenance Agreement, $5,000.00

<table>
<thead>
<tr>
<th>Label</th>
<th>Question</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Improving the Academic Achievement of the Disadvantaged Provide the total.</td>
<td>89200.0</td>
</tr>
</tbody>
</table>

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

Our librarian, along with another NHS teacher, attends the BER: Young Adult Literature Conference each year. They provide a turn-around session to our faculty and implement the learned practices in our library.

https://www.ber.org/onsite/browse6-12.cfm

Young Adult Literature:
Best Books
The Best Young Adult Books of the Decade and How to Use Them in Your Program (Grades 6-12)
The Best of the Best in Young Adult Literature: 101 Classics and How to Use Them in Your Program
The Best Books for Reluctant Teen Readers and How to Use Them in Your Program (Grades 6-12)
The Best Books for Students in Grades 4-8: Practical Activities and Strategies
Library Programs
MAKERSPACES: Creating Motivating, Engaging Work Spaces for Your Library
101 Best Strategies to Increase the Effectiveness and Impact of Your School Library Program (Grades K-12)
101 Best Strategies to Increase the Effectiveness of Your School Library Program
Increase the Effectiveness of Your SCHOOL LIBRARY Program: Strategies, Strategies, Strategies!
## Title III

<table>
<thead>
<tr>
<th>Label</th>
<th>Question</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>For English Learners. Provide the total.</td>
<td>0.0</td>
</tr>
</tbody>
</table>

Provide a brief explanation and a breakdown of expenses.

N/A
Title IV

<table>
<thead>
<tr>
<th>Label</th>
<th>Question</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>21st Century Schools. Provide the total.</td>
<td>0.0</td>
</tr>
</tbody>
</table>

Provide a brief explanation and a breakdown of expenses.

NHS applied for the 21st Century Schools Grant but was not award the grant.
Title V

<table>
<thead>
<tr>
<th>Label</th>
<th>Question</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>For Rural and Low-income Schools Provide the total.</td>
<td>0.0</td>
</tr>
</tbody>
</table>

Provide a brief explanation and a breakdown of expenses.

N/A
Career and Technical Education-Perkins IV

<table>
<thead>
<tr>
<th>Label</th>
<th>Question</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Basic Grant (Title I)</td>
<td>0.0</td>
</tr>
<tr>
<td></td>
<td>Provide total.</td>
<td></td>
</tr>
</tbody>
</table>

Provide a brief explanation and breakdown of expenses.

N/A
## Career and Technical Education-Perkins IV

<table>
<thead>
<tr>
<th>Label</th>
<th>Question</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Basic Grant (Title I)</td>
<td>0.0</td>
</tr>
<tr>
<td></td>
<td>Provide total.</td>
<td></td>
</tr>
</tbody>
</table>

Provide a brief explanation and breakdown of expenses.

N/A

<table>
<thead>
<tr>
<th>Label</th>
<th>Question</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Tech Prep (Title II)</td>
<td>0.0</td>
</tr>
<tr>
<td></td>
<td>Provide the total.</td>
<td></td>
</tr>
</tbody>
</table>

Provide a brief explanation and breakdown of expenses.

N/A
Provide a brief explanation and a breakdown of expenses.

N/A
Local Funds

<table>
<thead>
<tr>
<th>Label</th>
<th>Question</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Provide the total</td>
<td>103045.0</td>
</tr>
</tbody>
</table>

Provide a brief explanation and breakdown of expenses.

Teacher Materials and Supplies, $27,061.00
Technology, $13,579.00
Library Enhancement, $1954.00
Professional Development, $4979.00
Textbooks, $55,472.00
2017-2018 Parent and Family Engagement
Introduction

All Title I Schoolwide and Targeted Assistance Schools must complete the following diagnostics: the Stakeholder Feedback Diagnostic, the Parent and Family Engagement Diagnostic, the Coordination of Resource/Comprehensive Budget Diagnostic, and EITHER the Title I Targeted Assistance Diagnostic OR the Title I Schoolwide Diagnostic. Parent Survey must be done annually, but it can be done electronically or by paper.
Parent and Family Engagement

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 involved. (Sec. 1116(c)(1))

Parents are notified of the meeting through letter sent home by students, school marque, social media (NHS Twitter account, NHS Calendar, NHS website). The school Principal will also send a SchoolCast message to all students, parents and faculty announcing that a Title 1 meeting will be held at 5:30 in the school auditorium before Open House begins.

A PowerPoint prepared by the State Department of Education will be used to educate parents on aspects of the Title I program with an emphasis on parental rights. The following are discussed: the Continuous Improvement Plan, the Title I program and participation; its services and parents' rights, the School-Parent Compacts, and the Parent survey. One percent of the funding is set-aside specifically for parental involvement. Title I funds are used to increase communication with parents, conduct workshops, bring in experts to help parents and school officials find ways to increase parental involvement.

To help students and parents with limited English proficiency, documentation is also converted into a form that is comprehensible. Translators/interpreters are provided as needed.

Describe: 1) How there will be a flexible number and format of parent meetings offered, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement; 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. (Sec. 1116(c)(2)(3))

1). Northridge High School support the importance of parental involvement and place measures to ensure parent assistance when needed. There are flexible number of parent meetings offered at multiple times to accommodate a variety of parent’s schedules; morning, afternoon and night. Title I meetings are held during the month of August, October and January. Stakeholders may also request a time that is more convenient and meet with a Northridge Leadership Team for information and input.

2). All Title I parents are surveyed annually seeking their input on activities, training, and materials that the school should offer to parents in the upcoming school year.

The Northridge Leadership Team invites parents of Title I students to participate on the Title I Committee. During the meeting the committee will review the Title I Policies and Procedures Guide and the Tuscaloosa City School District's Title I budget allocations for Northridge High School. The committee will discuss the improvements needed and how the funds will be allocated during the school year; under administrative discretion.

3). The parent involvement portion of the Title I funds was designated for parent communication, which was indicated in our parent survey as an area of need. The use of funds include the printing and distribution cost of: parenting pamphlets, mailing postage, parent letters, report cards, communicative materials, Title I Handbook and results from our District-wide Parental Involvement Policy and Parenting Survey.
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. (Sec. 1116(c)(4)(A)(B)(C))

Northridge High School provides information to parents through the school's website, school marquee, counselor's blog, and social media (Twitter), and SchoolCast messaging. SchoolCast messaging allows messages to be sent in a wide variety of native languages. Plus, the Tuscaloosa City School's English Language Learner Coordinators provides documents in the parent's native language when needed and the TCSS has made available the use of Transact, a telecommunication translator, for parent conferences or everyday communication needs. At any time a stakeholders may request a more convenient time to meet with a Northridge Leadership Team member to provide input or gather information; we are here to service our stakeholders and create lasting relationships.

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). (Sec.1116(d))

The System-wide School-Parent Compact is reviewed, revised and updated annually by the Parent Advisory Committee. The Parent Advisory Committee is made up of parents, parent coordinator, curriculum specialist and students. The revision is given to the appropriate administration to include in the next year's Continuous Improvement Plan (CIP). The School-Parent Compact is housed in each teacher's classroom. The compact is developed through a coordinated effort by school faculty, parents, and the CIP planning committee. All parents will be given a copy of the new compact. All parents, teacher, students, and principal will be asked to sign the compact signifying the commitment in partnership, with the school, to ensure the success of this child in school. The compact will be discussed with teachers at faculty meetings. Teachers will be expected to explain the compact to their students and obtain the student's signature. The teacher will sign the compacts and house them in his/her classroom for use during parent-teacher and or student teacher conferences.

Describe procedures to allow parents to submit comments of dissatisfaction with the Continuous Improvement Plan. (Sec. 1116(c)(5))

The Continuous Improvement Plan (CIP) is reviewed annually. Parents are notified of the scheduled review and invited to participate. Parents and community representative include on the CIP committee will represent our school's parents and community. During the review process, notices will be sent home for all parents that the continuous improvement plan is under review.
1. Parents have a right to offer input regarding the revision of the plan. The notice will also state after the plan is finalized and approved; and the parent finds the plan to be unsatisfactory, they have a right to submit their concerns in writing to the school.
2. Parents have a right to review the final document. Should a parent be dissatisfied with the plan or have concerns about the content, they may submit those concerns in writing to the CIP committee.
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 ESSA Sec. 1116, requirements for building capacity and parental and family engagement).

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:

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)

The Northridge Parental Liaison conducts several meetings throughout the year where parents are invited to learn more about the day-to-day process of Northridge High School and the different programs available such as; the Title I, the curriculum, academic/state assessments, student services, parent/teacher conferences, and student schedules.

At the beginning of the year, students are provided a copy of the Student Code Handbook, which includes detailed information about Tuscaloosa City School's expectations and consequences. Parents are always encouraged to schedule conferences with their child's teacher to learn more about specific information and classroom policies and procedures.

The Northridge Parental Liaison conducts several parent workshops throughout the year where parents are invited to learn more about the day-to-day process of Northridge High School and the different programs available such as; the Title I, the curriculum, academic/state assessments, student services, parent/teacher conferences, and student schedules.

Parents are invited to Parent Conference Day where they can discuss the progress of their child and determine ways to support learning in the classroom. Mid-semester, parents are invited to Parent Visitation Day where teachers highlight student achievement and provide parents with a view of their child's school day. The school level Literacy Coach assist teachers in developing plans and strategies to help students academically in each content area in reading. A day is set aside for parents to review helpful tips for reading strategies.

It is Northridge's goal to establish relationships with our Northridge families, which promote student success.

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 ESSA Sec. 1116, 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:

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)
the most parent participation possible.

Northridge annually hosts a Parent Day where parents are invited to tour the school and see the exciting things their child/children are doing in class. Teachers provide displays of student work and classroom information for parents to view.

After Parent Day, the Northridge Parent Liaison conducts several Parent Nights where various topics of interests are discussed such as; how to use iNow, school website, google, etc. Parents will have an opportunity to ask questions about their child's education and provide feedback, which is valuable to the growth of Northridge High School.

Parents are also provided progress report about academics every four and a half weeks. Parents are encouraged to call the school and schedule meetings at any time they need assistance. Northridge welcomes and needs parental involvement because it takes a village to raise a child.

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 ESSA Sec 1116, 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:

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)

Northridge High School coordinates its parent involvement program for all parents. A tentative schedule for events such as grade-level Honors Assemblies, Open House, progress reports and report cards is set before school begins each year. The school calendar is provided to the PTSA President and posted on the school’s website.

To ensure school-to-parent communication and parent participation, the Northridge Student Government Association posts all major events on the school's marquee located in the front of the school, teachers are required to make parent contact during every nine-week period as needed via; email, notes, communication notebooks or direct phone calls to discuss student progress with the parents/guardians. Parents are provided a web-based iNow code where they can be proactive in their child's academic success. This code allows parents to review their child's attendance, discipline, comprehensive academic report and final grades. Computers are also available at Northridge if a parent or guardian does not have access from home. Northridge takes pride in the fact that we go above and beyond in our effort to involve our parents in every aspect of their child's school days.

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 ESSA Sec. 1116, 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:

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)
Information is translated into the parent’s native language and ELL personnel is available to aide in conversations as needed. Parent surveys are conducted yearly. The committee reviews the survey results to better meet the need of the parents. Parents may also request a conference with the teacher at any time throughout the year. Northridge High School has a small population of Spanish-speaking students, all notices of parent meetings are sent to parents of these children in Spanish. Our District provides important documents in Spanish and provides Transact, a telecommunication translator, for Northridge to communicate in a parent’s native language.

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 ESSA Sec. 1116, 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:

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

Parents are encouraged to participate in all planning, reviewing, and improvement of the school-wide programs. Suggestions from yearly parent surveys and meetings play a huge role in the day-to-day operations of the school. The information from this communication is used to develop plans that will meet the needs of our parents. Parents are invited to participate in all school events and volunteer during the school day. Parents are involved in the Title I Plan, Parental Involvement Plan, and the Continuous Improvement plan. The school’s PTSA group supports the parent population in a number of ways: monthly meetings, email alerts of events, the school’s daily calendar and opportunities for volunteer work.

Describe how the school will ensure the provision for participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language such parents understand. (See ESSA Sec. 1117(f))

Northridge High School currently has a small Spanish-speaking student body. The District provides documentation in Spanish and provides Transact, a telecommunication translator, for Northridge to communicate in a parent’s native language. Currently, Northridge is using Google Translate in all classrooms to help with translation.

All notices of parent meetings are sent to parents in Spanish. In addition, the school district has an ELL representative and Social Worker assigned to assist Northridge in meeting the needs of our Spanish speaking families. Every effort is made to accommodate parents.