



ACIP

Odenville Intermediate School

St. Clair County Board of Education

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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?

Odenville Intermediate School was established in 2007. Housing grades three through five, OIS is unique because it is the only intermediate school in the county. Grades three and four were formerly housed at Odenville Elementary School and grade five at Odenville Middle School. It is located approximately 20 miles northeast of I-20. It is centrally located in St. Clair County, and is a rural community. According to the 2010 census, there were 3,585 people, 1,341 households, and 1,033 families in Odenville. Over the past three years, Odenville has remained relatively stable without any major changes in growth or loss. A major challenge for OIS is the small number of businesses located in the area. All of the large businesses that create significant tax revenue are located in adjacent communities in the county. The businesses in Odenville are small and independently owned; therefore, OIS does not receive a meaningful amount of money from local sources. In 2010, the median income for a family was \$61,646. Some areas within the community have lower income households which can affect student achievement because of their lack of supplies and access to technology outside of school. Lower income parents are also often working during the hours when their children need academic support at home.

OIS is a Title I school which currently serves 349 students. The biggest ethnic group at OIS is Caucasian with 89.7 %, the second largest ethnic group is African-American with 6%, followed by the Hispanic population of 3.4%, mixed races make up 0.9%, and Asian population is less than 1%. The percentage of students at Odenville Intermediate who qualify for free or reduced lunches is 55.6%. The special education population at OIS is 22.9%. This number includes students that are SLD, AUT, SLI, OHI, and ID. The gifted population is 5.4%. There are not any specific changes in any of the student populations from the previous school year.

All teachers at Odenville Intermediate School are highly qualified. The average teaching experience for teachers at OIS is 12.3 years. Of the twenty-five teachers at OIS, three teachers hold Educational Specialist degrees, thirteen hold master's degrees, and nine hold bachelor's degrees. OIS is fortunate because the teachers and support staff work well together to provide phenomenal educational and emotional support for all students.

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.

The purpose of Odenville Intermediate is to prepare students for college, career, and life. The mission of Odenville Intermediate is to ensure that high expectations are maintained for all students by providing a safe environment, instruction with rigor and relevance, and enriched stakeholder relationships in order to educate and prepare each student to succeed in an ever changing world. The vision of OIS is to be recognized as one of Alabama's premier schools and to provide opportunities and challenges that will prepare each student for college, career, and adulthood in the 21st century.

The Vision for St. Clair County Schools is to provide opportunities and challenges that will prepare each student for college/career/adulthood in the 21st century.

The mission for St. Clair County Schools is to educate and prepare each student to succeed in an ever changing world.

The school system's beliefs include the following:

- *Effective teachers and leaders are the key to student achievement,
 - *Teaching to the standard coupled with high quality professional learning will result in a clear direction and expected outcomes,
 - *Regular progress monitoring through formative and benchmark assessments that are clearly aligned with high standards will lead to adjusted and differentiated instruction which will lead to student growth,
 - *Alignment of human programmatic and fiscal resources that support implementation of the approved curriculum will lead to student achievement,
 - *Student focus with multiple pathways to learning will enhance instruction and engage learners,
 - *When students are provided with a learning environment that is socially, emotionally, and physically supportive..... the students' confidence, engagement, and achievement will rise,
 - *Through the use of technology, students will gain 21st century skills and make a reconnection with the world around them,
 - *Parent engagement with knowledge of their child's performance will reinforce strengths and help address weaknesses,
 - *Community engagement through volunteerism and community partnership will benefit all students from the additional resources provided.
- Odenville Intermediate School values are providing a safe and supportive learning culture in which relationships are built and maintained, providing classroom instruction which is relevant to the 21st century learner, and providing a rigorous curriculum where students become lifelong problem solvers and critical thinkers.

Odenville Intermediate School is preparing students for college, career, and life in a variety of ways. We are increasing the use of technology in all classrooms and programs. Students at OIS have leadership opportunities through the National Elementary Honor Society. They are encouraged to take part in community service by participating in things such as cleaning up around our campus and by bringing food and other items for food drives and Toys for Tots. In third grade, an informational program called Body Quest is offered. This program provides guidelines to encourage students to eat a more healthy diet and exercise on a regular basis. Fourth grade students participate in 4-H, whose goal is to mentor students in citizenship, science, and healthy living. Fifth grade students participate in the D.A.R.E. program. D.A.R.E. stands for Drug Abuse Resistance Education. This ten week course teaches and encourages students to resist drugs and alcohol. BodyTrek will also be offered to all students. Optional programs include OIS Color Guard, Safety Patrol, Welcoming Crew, and Saints for Christ. Fantabulous Friday takes place two times a month. Students can attend an enrichment class of their choice during Fantabulous Friday. Additionally, the faculty of OIS has implemented a program to facilitate high expectations for student behavior. For the positive behavior plan, OIS is using a house system. Students are randomly separated into four houses. Students earn points for their house by exhibiting

positive behavior. A house winner is announced each week and the house flag is displayed outside of the school to promote parent involvement. Students and staff members eat lunch with their houses twice a month as well as have house meetings regularly. OIS promotes achievement by having an academic pep rally at each nine week period. Students who exhibited positive behavior, excellence attendance, and A or A/B academic grades are recognized. Teachers write positive notes on progress reports report cards. One honor assembly will also be held at the end of the school year. OIS also hosts a chapter of the National Elementary Honor Society.

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.

Areas of achievement and improvement include acquiring enough technology devices to get classrooms 2:1 which means there is either one iPad or Laptop per every two students. Smart Projectors were installed in majority of our classrooms. Our school was chosen as a "Be A Healthy School Grant" winner. OIS will use this grant money to build a student vegetable garden and outdoor track for our students. PowerHour was implemented this school year. Students are separated according to ability level such as gifted, intervention, special education, small group setting, and enrichment. Students spend thirty minutes in Reading and thirty minutes in Math on Monday thru Thursday during their PowerHour time. During this time, teachers focus on increasing vocabulary, math fact fluency, and skill mastery. DEAR time was implemented school wide to increase students silent reading opportunities. Grade level recess time has been implemented to adjust schedule opportunities. Library has adopted the "Book Whisperer" philosophy and is using a school wide writing program with journals where students communicate through writing. Our librarian provides a written response to each student which increases students' reading, writing, and thinking skills. Student data folders were implemented. Students can track their attendance, academic, and assessment progress in these folders. Teachers spend time conference with students and goal setting. Parents will also be allowed access to review student data folders to look for strengths and areas of growth. Read 180 and System 44 programs. These programs are designed to close gaps in reading for our Special Education and at-risk students. These programs help target students' reading weaknesses, teach to those weaknesses, and monitor their progress. OIS also has a multisensory structured language education program for students who have deficits in phonemic awareness, phonics, and word level reading skills. Students participate in a multisensory language education class with a certified academic language therapist who utilizes multisensory techniques using the Take Flight program and SPIRE. OIS has recently had a second teacher becoming certified in MSLE. The fifth grade D.A.R.E program has given out approximately 1,000 certificates to students completing the ten week program. The 4-H program has sent numerous students to county contests with essays written and projects made. The Moby Max program was purchased for help with math fact fluency instruction and practice opportunities. In order to make sure nutritional needs are met, students are provided an additional meal to take home at the end of the day to alleviate food insecurity. As previously mentioned, OIS participates in Back Pack Buddies, which is a program that sends food home for the weekend for students who may not get to eat otherwise.

Some areas of improvement include a need for increased proficiency in math and reading on Scantron performance Series with a focus on moving students from Low Average to High Average in both math and reading. Teachers are focusing on reading instruction to increase proficiency in all subgroups, with an extra focus on special education. Furthermore, parental involvement needs to be increased in the community. To help this, Odenville Intermediate has implemented several parent nights throughout the school year in order to attract more parental involvement. Parents are invited during the school day to earn points for students houses in our house system. We frequently offer new activities in order to increase parental and stakeholder involvement. Another area of need at OIS is a lunchroom on our campus. Students have to walk across two roads to reach the lunchroom inside Odenville Elementary school. This causes a huge safety concern when weather is unpleasant due to extreme cold, heat, and ominous storms. An on-site lunchroom is ultimately needed at Odenville Intermediate. The BOE is aware of this and the solution is referenced in the 10 year SCCBOE plan.

Additional Information

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

OIS may not be rich in local revenue, but it is rich in history. The Odenville community is fortunate to have the Fortson Museum and Archives located at 150 Alabama Street in Odenville, which is a very short walk from OIS. It is a small hometown museum that has artifacts from days gone by which are preserved to share with the young and old alike. The museum includes local history from Odenville, Branchville and surrounding areas, including family histories and historic articles along with many pictures of the people and scenes of the area. The museum is also home to the "Hall of Heroes" where it displays photos of the men and women that have served or are serving in the armed forces of our great nation. The museum sponsors a history fair for the fourth grade students at OIS. Cash prizes are awarded to the top three projects that focus on St. Clair County history. Another historical building is the First Baptist Church in Odenville. Built largely by local labor, the sanctuary is of natural field rock and solid masonry. Men of the church and of the community donated time and labor toward the completion of the building. Double-teams of horses and mules pulled wagon loads of stones and sand from Stovall Mountain to help with construction. To raise money, the women of the church drove about the Odenville area seeking donations of chickens, eggs, or anything that could be sold for money to add to the building fund. Once the funds were raised, the structure was erected stone by stone, and the first service was held in August 1935. OIS uses this building each year today to host the induction of the National Elementary Honor Society students. Another historical building is the Odenville Public Library. It was established in 1960 and was formerly located where the Fortson Museum is now housed. The library has over 17,500 items for check out as well as over 75,000 items to download from the online catalogue. There are 10 public computers and Wi-Fi is available for use with a library card. Not only does Odenville have historical places, but we also have some rather famous people in our little town. Joseph Whitten, a former teacher and librarian for the Odenville schools, is a published historian and author. Mr. Whitten is famous for his historical photos and books. He also has written several poetry books which can be purchased from Amazon.com. However, Mr. Whitten is not the only famous author from Odenville. Mary Ellen Sparks wrote the book, "Candy Kisses My Miracle from God: A Mom's Journey in Faith," which is written about one of our very own teachers at OIS. The book describes how Candy Sparks Carden, third grade teacher, survived a battle with leukemia as a child. This published book, written by her mother, is also available on Amazon.com. In the area of athletics, a student who once attended Odenville Schools is now a player in the NFL. Dee Ford, who plays for the Kansas City Chiefs, was drafted by the Chiefs in the first round of the 2014 NFL Draft. He played college football at Auburn after being noticed for his tackling while playing football for St. Clair County High. As you can tell, Odenville may be a small town, but what we do have is worth some attention.

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

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.

Committees are formed each year at OIS. At least one teacher from each grade level is represented on the CIP committee along with representatives from administration and special populations. Parents are asked to volunteer to serve on the committee, and grade level teachers make recommendations for parent committee members. The continuous improvement team meets in August of each year to review data from state assessments, beginning, and end of year school assessments. Stakeholder, teacher, and student survey results are also reviewed. Needs are identified and strategies to address these needs are discussed. District goals are provided through the BOE Continuous Improvement Coordinator based on data reviewed at the district level. The team meets after school multiple times to review the questions asked in the plan and submit responses. The team meets again mid year to review the plan to consider implementation of the strategies set forth in the plan. Stakeholders will be provided opportunities to participate in the on line survey during school night functions as well as info sent home on how to participate from their home. Teachers and students participate during the school day.

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

The stakeholder groups involved were:

parents
teachers from each grade level 3rd-5th
media specialist
instructional partner
special education teacher
interventionist
EL teacher
administrators
central office personnel

These groups analyzed data and developed objectives and strategies to meet the needs identified.

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

OIS core content teachers and resource teachers receive a summary of the Goals and Actions steps for the Strategies identified to refer to in their planning. The entire plan is available to all stakeholders on the OIS website and copies are also included on the Parent Resource table and in the Teacher Workroom. The CIP at a Glance document is sent to all parents once the ACIP has received BOE approval. The Parent Involvement section is condensed into a informative newsletter and sent home to all parents. Both the CIP At a Glance and the Parent

Involvement Newsletter are also available on the OIS website to be reviewed at any time during the year.

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

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes		Student Performance Diagnostic 2018-2019

Evaluative Criteria and Rubrics

Overall Rating: 3.5

	Statement or Question	Response	Rating
1.	Assessment Quality	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.	Level 3

	Statement or Question	Response	Rating
2.	Test Administration	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.	Level 4

	Statement or Question	Response	Rating
3.	Quality of Learning	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.	Level 3

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates no significant achievement gaps among subpopulations of students, or the achievement gaps have substantially declined.	Level 4

Areas of Notable Achievement

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

Scores on Scantron Performance Series show that the standard item pool (SIP) percentage for each grade is above the expected level of performance in overall reading at 79% in third grade, 78% in fourth grade, and 79% in fifth grade.

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

Nonfiction text in third grade continues to be are highest scoring category across multiple years. Fourth grade also showed growth in nonfiction text, and it was their highest scoring category. Nonfiction text in fifth grade was also the highest scoring area in reading.

In math, third grade has showed growth in the area of data analysis and probability, increasing from 2380 to 2525. In fourth grade, data analysis and probability increased from 2429 to 2525.

Which area(s) indicate the overall highest performance?

According to 2017-2018 Spring Performance Series data:

5th grade math exceeded the national percentile at 58%.

Highest Reading Skills:

3rd grade - Nonfiction Text

4th grade - Long Passages

5th grade - Nonfiction Text

Highest Math Skills:

3rd grade - Data Analysis & Probability

4th grade - Data Analysis & Probability

5th grade - Geometry

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

According to the Performance Series Bands report from the spring of 2017, females slightly performed higher than males in reading. The mean score in reading for females was 2658, and the mean score in reading for males was 2599. In math, females also slightly performed higher than males in math. The mean math score for females was 2505, and the mean score in math for males was 2494.

In math, our Hispanic population showed a trend toward increasing performance, and scored at a mean of 2513 compared to the school
SY 2018-2019

mean of 2500.

Between which subgroups is the achievement gap closing?

According to the Spring Performance Series report from 2017-2018, the gap was closing between females and males in reading and math in all grades.

In math, our Hispanic population showed a trend toward increasing performance, and scored at a mean of 2513 compared to the school mean of 2500. In reading, our Hispanic population is working toward closing the achievement gap with a mean score of 2567 compared to the mean of 2627.

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

At this time, there are no other data sources with which to compare reported findings.

Areas in Need of Improvement

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

According to data from the spring of 2017, math in third and fourth grades are below the national percentile of 50%. Reading is below the national percentile of 50% in all grades.

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

According to data from Performance Series Assessments:

In third grade, there was a decrease in reading vocabulary from 2498 to 2485 from end of year 2017 to end of year 2018.

In fourth grade, there was a decrease in math in numbers in operations from 2460 to 2436 from end of year 2017 to end of year 2019. There was also a decrease in geometry from 2494 to 2487. There was also a decrease in measurement from 2517 to 2467.

In fifth grade, there was a decrease in reading long passages from 2789 to 2739 from end of year 2017 to end of year 2018. There was also a decrease in reading fiction from 2817 to 2764 and in reading nonfiction from 2818 to 2785.

Which area(s) indicate the overall lowest performance?

According to the 2017-2018 Spring Scantron Performance Series report:

Lowest Reading Skills:

3rd grade - Reading Vocabulary

4th grade - Reading Vocabulary

5th grade - Long Passage

Lowest Math Skills:

3rd grade - Numbers & Operations

4th grade - Numbers & Operations

5th grade - Algebra

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

According to the Performance Series Bands report from the spring of 2017, males continue to perform slightly below females in both reading and math. African American students performed at a mean of 2367 in reading which is below the mean the school mean of 2500. African American students performed at a mean of 2458 in math which is below the school mean of 2627.

Between which subgroups is the achievement gap becoming greater?

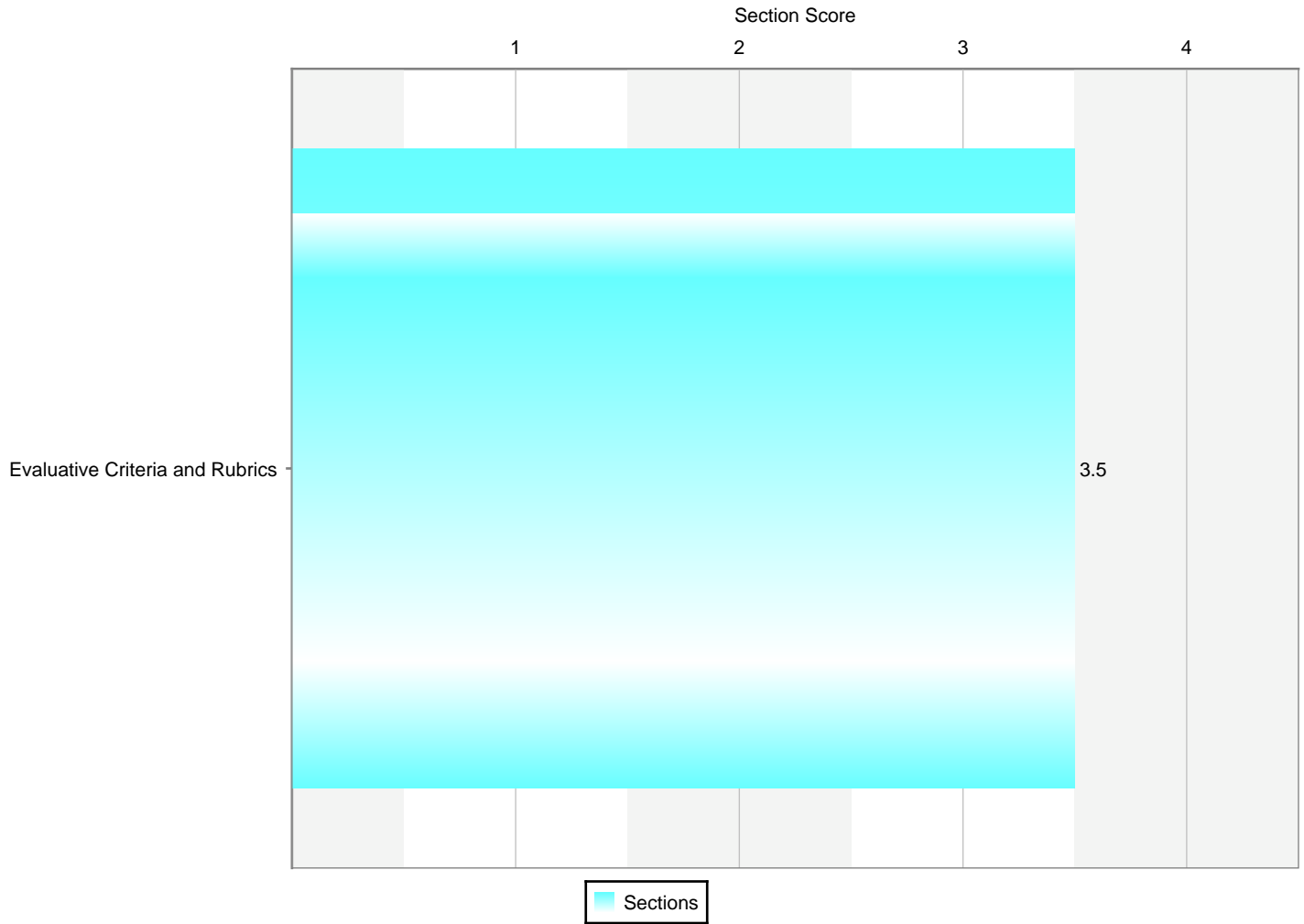
The achievement gap between females and males remains a slight gap. Previous data to compare performance of African American students is not available to determine if the achievement gap is becoming greater.

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

At this time, there are no other data sources with which to compare reported findings.

Report Summary

Scores By Section



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

Label	Assurance	Response	Comment	Attachment
1.	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.	Yes		Signature Page

Label	Assurance	Response	Comment	Attachment
2.	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.	Yes		FY18 - Assurance of Compliance

Label	Assurance	Response	Comment	Attachment
3.	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.	Yes	Joe L. Goble 410 Roy Drive Ashville, AL 35953 (205) 594-7131	Federal Compliance 2018 Equal Education Opportunity

Label	Assurance	Response	Comment	Attachment
4.	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.	Yes		Parent Plan 2018-2019

Label	Assurance	Response	Comment	Attachment
5.	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.	Yes		Parent-Student Compact 2018-2019

Plan for ACIP 2018-2019

Overview

Plan Name

Plan for ACIP 2018-2019

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students at Odenville Intermediate School will improve reading proficiency	Objectives: 1 Strategies: 2 Activities: 8	Academic	\$121224
2	All students at Odenville Intermediate School will improve math proficiency.	Objectives: 1 Strategies: 2 Activities: 7	Academic	\$121422
3	All faculty and staff at Odenville Intermediate School will promote positive student behavior.	Objectives: 1 Strategies: 2 Activities: 7	Organizational	\$180
4	All students at Odenville Intermediate School will be prepared for transitioning schools.	Objectives: 1 Strategies: 1 Activities: 6	Organizational	\$0
5	EL students will increase English proficiency	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$0

Goal 1: All students at Odenville Intermediate School will improve reading proficiency

Measurable Objective 1:

A 1% increase of All Students will demonstrate a proficiency in reading in English Language Arts by 05/17/2019 as measured by Performance Series Assessment.

Strategy 1:

Lesson Planning - All core reading teachers will correlate their lesson plans with the ELA CCRS and pacing guides. All core reading teachers will upload lesson plans to One-Note for lesson plan review.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Yes

Activity - Power Hour Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each grade will implement a power hour to provide additional instruction in reading. Students will spend 30 minutes of the power hour working on reading skills. Special education teachers and the reading intervention teacher will provide small group instruction to Tier III students who are either special education students or have been identified by the PST committee as in need of additional instruction. RLC teacher will provide extra support and enhancement to students who need accelerated instruction.	Direct Instruction	09/04/2018	05/10/2019	\$0	No Funding Required	Core reading teachers, special education teachers, reading intervention teacher, RLC teacher

Activity - Assessment/Reflection	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
At the end of each lesson, all core reading teachers will reflect on the content of the lesson in a manner that formatively assesses comprehension of all students and uses the results of the assessments to guide instruction. Achievement Series assessments are given in reading at least once per nine weeks.	Other - Assessment	08/20/2018	05/10/2019	\$0	No Funding Required	All core reading teachers

Activity - Analyze Longitudinal Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All core reading teachers will use the Class Standard Student Detail Report from the Performance Series assessment and informal classroom assessments to identify strengths and weaknesses to target in instruction. This data will be used to identify and monitor at risk students, plan interventions, and adjust lesson plans.	Other - Strategic teaching	10/01/2018	05/10/2019	\$0	No Funding Required	All core reading teachers

Activity - Title I Teachers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
To ensure class sizes are small enough to facilitate strategic teaching, 2 core classroom teachers were funded using Title I funds.	Class Size Reduction	08/08/2018	05/24/2019	\$121224	Title I Schoolwide	2 Classroom teachers

ACIP

Odenville Intermediate School

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All core reading teachers will use progress monitoring to monitor the progress of all students. Informal assessments are given based on classroom reading skills.	Academic Support Program	09/04/2018	05/10/2019	\$0	No Funding Required	Core reading teachers & assistant principal

Strategy 2:

Increased Complexity in Reading and Writing - All core content teachers will integrate reading and writing complexity into their lessons by building knowledge through content-rich nonfiction with a 50/50 balance between informational and literacy reading.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Yes

Activity - Phonics Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All 3rd grade classroom teachers will incorporate phonics instruction to improve ability to read text accurately and fluently.	Direct Instruction	08/20/2018	05/10/2019	\$0	No Funding Required	All core reading content teachers

Activity - Silent Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All core teachers have scheduled a time for silent reading everyday from 2:15-2:30. Students are also given the opportunity for additional silent reading in the gym upon arriving in the morning.	Academic Support Program	08/13/2018	05/10/2019	\$0	No Funding Required	All core content teachers

Activity - Schoolwide Reading Initiative	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School library media specialist will administer the initiative based on strategies from the "Book Whisperer." Students check out books from the library on their instructional reading level, and they complete reading responses in a reading journal. The students turn in their journals and the library media specialist responds to their writing. Students are encouraged to meet a 40 book challenge.	Academic Support Program	09/04/2018	05/10/2019	\$0	No Funding Required	Library media specialist

Goal 2: All students at Odenville Intermediate School will improve math proficiency.**Measurable Objective 1:**

A 2% increase of All Students will demonstrate a proficiency in math skills in Mathematics by 05/10/2019 as measured by Performance Series Assessment.

Strategy 1:

Lesson Planning - All core math teachers will correlate their lesson plans with the Math CCRS and pacing guides. All core math teachers will upload their lesson plans to One-Note for administration review.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Yes

Activity - Analyze Longitudinal Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All core math teachers will use the Class Standard Student Detail Report from the Performance Series assessment and informal classroom assessments to identify strengths and weaknesses to target in instruction. This data will be used to identify and monitor at risk students, plan interventions, and adjust lesson plans.	Academic Support Program	10/01/2018	05/10/2019	\$0	No Funding Required	All core math teachers
Activity - Power Hour Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each grade will implement a power hour to provide additional instruction in math. Students will spend 30 minutes of the power hour working on math skills. Special education teachers will provide small group instruction to Tier III students who are either special education students. committee as in need of additional instruction. RLC teacher will provide extra support and enhancement to students who need accelerated instruction.	Academic Support Program	09/04/2018	05/10/2019	\$0	No Funding Required	All care math teachers
Activity - Title I Teachers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
To ensure class sizes are small enough to facilitate strategic teaching, 2 core classroom teachers were funded using Title I funds.	Class Size Reduction	08/08/2018	05/24/2019	\$121224	Title I Schoolwide	2 core classroom teachers
Activity - Assessment/Reflection	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
At the end of each lesson, all core math teachers will reflect on the content of the lesson in a manner that formatively assesses math skills of all students and uses the results of the assessments to guide instruction. Achievement Series assessments are given in math at least once per nine weeks.	Other - Assesment, Academic Support Program	08/20/2018	05/10/2019	\$0	No Funding Required	All core math teachers
Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All core math teachers will use progress monitoring to monitor the progress of all students. Informal assessments are given based on classroom math skills.	Academic Support Program	09/04/2018	05/10/2019	\$0	No Funding Required	All core math teachers & assistant principal

Strategy 2:

Increased Computation Skills in Math - All core math teachers will integrate practice of computation skills into their lessons by providing opportunities to use technology and repeated practice.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Yes

Activity - Technology Integration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All core math teachers will utilize 21st Century tools and strategies to improve math computation skills. Students are given the opportunity to use the Moby Max Fact Fluency program to practice basic math facts.	Technology	09/04/2018	05/10/2019	\$198	General Fund	All core math teachers

Activity - Schoolwide Math Initiative	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students are given a multiplication assessment once a month administered by the assistant principal. The assessments are graded, and students who make 100% are given an intrinsic reward.	Academic Support Program	10/01/2018	05/10/2019	\$0	No Funding Required	All core math teachers & assistant principal

Goal 3: All faculty and staff at Odenville Intermediate School will promote positive student behavior.

Measurable Objective 1:

collaborate to promote positive student behavior by 05/18/2018 as measured by a decrease in the percentage of office referrals.

Strategy 1:

Promoting Positive Student Behavior - All core teachers will promote positive student behavior through character education.

Category: Develop/Implement Student and School Culture Program

Research Cited: Yes

Activity - House System	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
OIS will continue implementation of our HALO school wide behavior plan. All faculty and staff will teach students the HALO strategy through classroom and counseling instruction. Core classroom teachers will reinforce this strategy throughout the school day by giving HALO tickets that the students can trade in for prizes. (HALO is an acronym for: H - Have respect A - Arrive prepared L - Listen Carefully and O - Own your choices.	Behavioral Support Program	08/14/2017	05/15/2019	\$0	No Funding Required	All faculty and staff at OIS.

ACIP

Odenville Intermediate School

Activity - DARE	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The county school resource officer will provide instruction to 5th grade students on the dangers of drug abuse using the DARE program. Core 5th grade teachers will reinforce this information through character education in the classroom on an on-going basis.	Behavioral Support Program	08/14/2017	12/19/2017	\$0	No Funding Required	The student resource officer and 5th grade core teachers

Activity - Positive Behavior Intervention Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Faculty and staff will incorporate Positive Behavior Interventions into discipline and attendance expectations. Incentives are provided to students of the month who exhibited designated character traits. These students' pictures are posted in the main hallway, and each student is recognized and provided a sign of recognition for their residence.	Behavioral Support Program	08/20/2018	05/20/2019	\$130	General Fund	All faculty and staff at OIS.

Strategy 2:

Promote daily student attendance - All core classroom teachers will promote daily student attendance using the Three Tiers Model.

Category: Develop/Implement Student and School Culture Program

Research Cited: Yes

Activity - Classroom Incentives	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All core teachers will promote a classroom attendance incentive program. Each homeroom will spell the word "Attendance." Homeroom classes earn a letter each day all students are present. Once the class has spelled attendance, the class will receive a reward to be determined by the classroom teacher.	Behavioral Support Program	08/20/2018	05/20/2019	\$0	No Funding Required	All core classroom teachers

Activity - Individual Attendance Incentives	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All core teachers will recognize students with monthly perfect attendance. These students will be rewarded with house points	Behavioral Support Program	08/20/2018	05/20/2019	\$0	No Funding Required	All faculty and staff.

Activity - Honor Assemblies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All core teachers will recognize various levels of student attendance: perfect, outstanding, and excellent. These students will be recognized by the awarding of a certificate during honor assemblies at the end of the year.	Behavioral Support Program	08/20/2018	05/20/2019	\$50	General Fund	Core classroom teachers

Activity - Perfect Attendance Incentive	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Perfect attendance is displayed on the board monthly. Each month, the classroom with the best attendance rate receives school wide recognition.	Behavioral Support Program	08/20/2018	05/20/2019	\$0	No Funding Required	Office staff and administrator
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Goal 4: All students at Odenville Intermediate School will be prepared for transitioning schools.

Measurable Objective 1:

collaborate to prepare students to transition to and from Odenville Intermediate School by 05/17/2019 as measured by a record of the number of visits between schools.

Strategy 1:

Transitioning to and from OIS - Students who will be attending OIS during the following school year will visit OIS during the spring of their second grade year. Students who will be attending Odenville Middle School during the following school year will be taken by OIS teachers to visit OMS during the spring of their fifth grade year.

Category: Develop/Implement Student and School Culture Program

Research Cited: Yes

Activity - Transitioning from OES to OIS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Second grade students at Odenville Elementary School will be brought to Odenville Intermediate School to visit by their classroom teachers. Each class will visit a third grade classroom. During the visit, the third grade teacher will talk to the students about expectations and differences between the schools. Students are given the opportunity to ask questions. Students also tour the entire school building.	Other - Transitioning opportunity	04/19/2019	05/24/2019	\$0	No Funding Required	Third grade classroom teachers
Activity - Transitioning from OIS to OMS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Fifth grade students will visit Odenville Middle School in the spring. They will tour the building and visit the sixth grade hall. An administrator from OMS meets with the students and explains rules, expectations, and activities available. The students are able to ask questions.	Other - Transitioning opportunity	04/19/2019	05/24/2019	\$0	No Funding Required	All fifth grade teachers
Activity - Transitioning for students with disabilities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Special education teachers from Odenville Intermediate School will attend IEP meetings for students who will be transitioning to OIS from OES for the following school year when invited. Special education teachers from both schools will collaborate together to make a smooth transition for students with disabilities. Special education students who need multiple exposures to their new environment may be brought for additional school visits. Special education teachers at Odenville Middle School will be invited to IEP meetings for students with disabilities who will be transitioning to OMS.	Other - Transitioning opportunity	03/01/2019	05/24/2019	\$0	No Funding Required	Special education teachers

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Odenville Intermediate School

Activity - 5th Grade SGA elections	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
SGA officers are elected by current 5th graders for the 6th grade school year at OMS. Students are visited by the SGA teacher from OMS. Students who wish to run for office must be teacher approved, maintain good grades, and display good character. Then students from OMS come to OIS to work with students who are running for office. OMS students coach OIS students on campaigning and speeches. All 5th grade then attends an election day at OMS to hear all 5th grade speeches and elect representatives for their 6th grade year at OMS.	Other - Transitioning opportunity	04/19/2019	05/24/2019	\$0	No Funding Required	All core 5th grade teachers
Activity - Orientation Night	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents and students are invited to visit classrooms and to meet classroom teachers before the first day of the school year in order to develop positive relationships and to familiarize third grade families and new students with their new school environment.	Community Engagement	08/06/2018	08/06/2018	\$0	No Funding Required	All school staff
Activity - Data Sharing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
OIS shares fifth grade Performance Series data with OMS to help them identify students who may need intervention in sixth grade. OIS shares third grade Performance Series data with OES to help them identify curricular gaps between second and third grade instruction. OES shares end-of-year Performance Series and DIBELS scores from second grade to help OIS identify students entering the third grade who made be in need of intervention.	Other - Transitional data	08/08/2018	05/24/2019	\$0	No Funding Required	All core teachers, resource teachers, and the leadership team

Goal 5: EL students will increase English proficiency**Measurable Objective 1:**

33% of English Learners students will demonstrate a proficiency by increasing 0.5 in English proficiency in English Language Arts by 05/17/2019 as measured by the 2019 ACCESS test.

Strategy 1:

WIDA Standards - Based on the latest WIDA standards and the CCRS, a focus will be on establishing higher academic language vocabulary skills.

Category: Develop/Implement Learning Supports

Research Cited: Best Practices for English Language Learners; WIDA Standards

Activity - Vocabulary Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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ACIP

Odenville Intermediate School

Provide students with supports of visual, sensory, and interactive representations of vocabulary to increase real life connections with content.	Academic Support Program	09/04/2018	05/10/2019	\$0	No Funding Required	ESOL teacher and instructional support aide
Activity - Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Limited English Proficient (LEP 2) Students who are not making adequate progress will be pulled out by the ESOL Teacher for Sheltered Instruction. LEP Students can also be referred for Tier II or Tier III intervention.	Academic Support Program	09/04/2018	05/17/2019	\$0	No Funding Required	ESOL teacher and instructional support aide

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Honor Assemblies	All core teachers will recognize various levels of student attendance: perfect, outstanding, and excellent. These students will be recognized by the awarding of a certificate during honor assemblies at the end of the year.	Behavioral Support Program	08/20/2018	05/20/2019	\$50	Core classroom teachers
Positive Behavior Intervention Support	Faculty and staff will incorporate Positive Behavior Interventions into discipline and attendance expectations. Incentives are provided to students of the month who exhibited designated character traits. These students' pictures are posted in the main hallway, and each student is recognized and provided a sign of recognition for their residence.	Behavioral Support Program	08/20/2018	05/20/2019	\$130	All faculty and staff at OIS.
Technology Integration	All core math teachers will utilize 21st Century tools and strategies to improve math computation skills. Students are given the opportunity to use the Moby Max Fact Fluency program to practice basic math facts.	Technology	09/04/2018	05/10/2019	\$198	All core math teachers
Total					\$378	

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Title I Teachers	To ensure class sizes are small enough to facilitate strategic teaching, 2 core classroom teachers were funded using Title I funds.	Class Size Reduction	08/08/2018	05/24/2019	\$121224	2 core classroom teachers
Title I Teachers	To ensure class sizes are small enough to facilitate strategic teaching, 2 core classroom teachers were funded using Title I funds.	Class Size Reduction	08/08/2018	05/24/2019	\$121224	2 Classroom teachers
Total					\$242448	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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ACIP

Odenville Intermediate School

5th Grade SGA elections	SGA officers are elected by current 5th graders for the 6th grade school year at OMS. Students are visited by the SGA teacher from OMS. Students who wish to run for office must be teacher approved, maintain good grades, and display good character. Then students from OMS come to OIS to work with students who are running for office. OMS students coach OIS students on campaigning and speeches. All 5th grade then attends an election day at OMS to hear all 5th grade speeches and elect representatives for their 6th grade year at OMS.	Other - Transitioning opportunity	04/19/2019	05/24/2019	\$0	All core 5th grade teachers
Phonics Instruction	All 3rd grade classroom teachers will incorporate phonics instruction to improve ability to read text accurately and fluently.	Direct Instruction	08/20/2018	05/10/2019	\$0	All core reading content teachers
Data Sharing	OIS shares fifth grade Performance Series data with OMS to help them identify students who may need intervention in sixth grade. OIS shares third grade Performance Series data with OES to help them identify curricular gaps between second and third grade instruction. OES shares end-of-year Performance Series and DIBELS scores from second grade to help OIS identify students entering the third grade who made be in need of intervention.	Other - Transitional data	08/08/2018	05/24/2019	\$0	All core teachers, resource teachers, and the leadership team
Orientation Night	Parents and students are invited to visit classrooms and to meet classroom teachers before the first day of the school year in order to develop positive relationships and to familiarize third grade families and new students with their new school environment.	Community Engagement	08/06/2018	08/06/2018	\$0	All school staff
Vocabulary Instruction	Provide students with supports of visual, sensory, and interactive representations of vocabulary to increase real life connections with content.	Academic Support Program	09/04/2018	05/10/2019	\$0	ESOL teacher and instructional support aide
Silent Reading	All core teachers have scheduled a time for silent reading everyday from 2:15-2:30. Students are also given the opportunity for additional silent reading in the gym upon arriving in the morning.	Academic Support Program	08/13/2018	05/10/2019	\$0	All core content teachers
Schoolwide Math Initiative	Students are given a multiplication assessment once a month administered by the assistant principal. The assessments are graded, and students who make 100% are given an intrinsic reward.	Academic Support Program	10/01/2018	05/10/2019	\$0	All core math teachers & assistant principal
Schoolwide Reading Initiative	School library media specialist will administer the initiative based on strategies from the "Book Whisperer." Students check out books from the library on their instructional reading level, and they complete reading responses in a reading journal. The students turn in their journals and the library media specialist responds to their writing. Students are encouraged to meet a 40 book challenge.	Academic Support Program	09/04/2018	05/10/2019	\$0	Library media specialist

ACIP

Odenville Intermediate School

Transitioning from OES to OIS	Second grade students at Odenville Elementary School will be brought to Odenville Intermediate School to visit by their classroom teachers. Each class will visit a third grade classroom. During the visit, the third grade teacher will talk to the students about expectations and differences between the schools. Students are given the opportunity to ask questions. Students also tour the entire school building.	Other - Transitioning opportunity	04/19/2019	05/24/2019	\$0	Third grade classroom teachers
Analyze Longitudinal Data	All core math teachers will use the Class Standard Student Detail Report from the Performance Series assessment and informal classroom assessments to identify strengths and weaknesses to target in instruction. This data will be used to identify and monitor at risk students, plan interventions, and adjust lesson plans.	Academic Support Program	10/01/2018	05/10/2019	\$0	All core math teachers
Transitioning from OIS to OMS	Fifth grade students will visit Odenville Middle School in the spring. They will tour the building and visit the sixth grade hall. An administrator from OMS meets with the students and explains rules, expectations, and activities available. The students are able to ask questions.	Other - Transitioning opportunity	04/19/2019	05/24/2019	\$0	All fifth grade teachers
Power Hour Instruction	Each grade will implement a power hour to provide additional instruction in math. Students will spend 30 minutes of the power hour working on math skills. Special education teachers will provide small group instruction to Tier III students who are either special education students. committee as in need of additional instruction. RLC teacher will provide extra support and enhancement to students who need accelerated instruction.	Academic Support Program	09/04/2018	05/10/2019	\$0	All core math teachers
Power Hour Instruction	Each grade will implement a power hour to provide additional instruction in reading. Students will spend 30 minutes of the power hour working on reading skills. Special education teachers and the reading intervention teacher will provide small group instruction to Tier III students who are either special education students or have been identified by the PST committee as in need of additional instruction. RLC teacher will provide extra support and enhancement to students who need accelerated instruction.	Direct Instruction	09/04/2018	05/10/2019	\$0	Core reading teachers, special education teachers, reading intervention teacher, RLC teacher
Transitioning for students with disabilities	Special education teachers from Odenville Intermediate School will attend IEP meetings for students who will be transitioning to OIS from OES for the following school year when invited. Special education teachers from both schools will collaborate together to make a smooth transition for students with disabilities. Special education students who need multiple exposures to their new environment may be brought for additional school visits. Special education teachers at Odenville Middle School will be invited to IEP meetings for students with disabilities who will be transitioning to OMS.	Other - Transitioning opportunity	03/01/2019	05/24/2019	\$0	Special education teachers
Individual Attendance Incentives	All core teachers will recognize students with monthly perfect attendance. These students will be rewarded with house points	Behavioral Support Program	08/20/2018	05/20/2019	\$0	All faculty and staff.

ACIP

Odenville Intermediate School

Progress Monitoring	All core reading teachers will use progress monitoring to monitor the progress of all students. Informal assessments are given based on classroom reading skills.	Academic Support Program	09/04/2018	05/10/2019	\$0	Core reading teachers & assistant principal
Assessment/Reflection	At the end of each lesson, all core reading teachers will reflect on the content of the lesson in a manner that formatively assesses comprehension of all students and uses the results of the assessments to guide instruction. Achievement Series assessments are given in reading at least once per nine weeks.	Other - Assessment	08/20/2018	05/10/2019	\$0	All core reading teachers
Assessment/Reflection	At the end of each lesson, all core math teachers will reflect on the content of the lesson in a manner that formatively assesses math skills of all students and uses the results of the assessments to guide instruction. Achievement Series assessments are given in math at least once per nine weeks.	Other - Assessment, Academic Support Program	08/20/2018	05/10/2019	\$0	All core math teachers
Intervention	All Limited English Proficient (LEP 2) Students who are not making adequate progress will be pulled out by the ESOL Teacher for Sheltered Instruction. LEP Students can also be referred for Tier II or Tier III intervention.	Academic Support Program	09/04/2018	05/17/2019	\$0	ESOL teacher and instructional support aide
Perfect Attendance Incentive	Perfect attendance is displayed on the board monthly. Each month, the classroom with the best attendance rate receives school wide recognition.	Behavioral Support Program	08/20/2018	05/20/2019	\$0	Office staff and administrator
Progress Monitoring	All core math teachers will use progress monitoring to monitor the progress of all students. Informal assessments are given based on classroom math skills.	Academic Support Program	09/04/2018	05/10/2019	\$0	All core math teachers & assistant principal
Analyze Longitudinal Data	All core reading teachers will use the Class Standard Student Detail Report from the Performance Series assessment and informal classroom assessments to identify strengths and weaknesses to target in instruction. This data will be used to identify and monitor at risk students, plan interventions, and adjust lesson plans.	Other - Strategic teaching	10/01/2018	05/10/2019	\$0	All core reading teachers
DARE	The county school resource officer will provide instruction to 5th grade students on the dangers of drug abuse using the DARE program. Core 5th grade teachers will reinforce this information through character education in the classroom on an on-going basis.	Behavioral Support Program	08/14/2017	12/19/2017	\$0	The student resource officer and 5th grade core teachers
House System	OIS will continue implementation of our HALO school wide behavior plan. All faculty and staff will teach students the HALO strategy through classroom and counseling instruction. Core classroom teachers will reinforce this strategy throughout the school day by giving HALO tickets that the students can trade in for prizes. (HALO is an acronym for: H - Have respect A - Arrive prepared L - Listen Carefully and O - Own your choices.	Behavioral Support Program	08/14/2017	05/15/2019	\$0	All faculty and staff at OIS.

ACIP

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Classroom Incentives	All core teachers will promote a classroom attendance incentive program. Each homeroom will spell the word "Attendance." Homeroom classes earn a letter each day all students are present. Once the class has spelled attendance, the class will receive a reward to be determined by the classroom teacher.	Behavioral Support Program	08/20/2018	05/20/2019	\$0	All core classroom teachers
					Total	\$0

Stakeholder Feedback Diagnostic

Introduction

The Stakeholder Feedback Diagnostic is designed to analyze the institution's survey results in terms of areas of achievement and areas that need improvement. Further, the diagnostic is essential to the accreditation and continuous improvement processes in that it provides the institution with a comprehensive view of the aggregate scores of the surveys administered, and the actual total of respondents for each survey type to derive a single score for this diagnostic. The performance level score computed at the completion of the diagnostic is used to broaden and enhance the external review team's understanding of the stakeholder's perceptions of the institution; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes		Student Data Document

Evaluative Criteria and Rubrics

Overall Rating: 1.5

	Statement or Question	Response	Rating
1.	Questionnaire Administration	Few or no required AdvancED questionnaires were used by the institution. The minimum response rate was not met (parent questionnaire: less than 20%, student questionnaire(s): less than 40%, staff questionnaire: less than 60%). Questionnaires were administered with no fidelity to the administrative procedures. The participants to whom these questionnaires were administered did not represent the populations served by the institution. Appropriate accommodations were not provided for participants.	Level 1

	Statement or Question	Response	Rating
2.	Stakeholder Feedback Results and Analysis	One or more of the stakeholder questionnaires had an average item value below 3.20 (on a 5.0 scale). Results of stakeholder feedback collected by the institution were indifferently analyzed and presented with little clarity.	Level 2

Areas of Notable Achievement

Which area(s) indicate the overall highest level of satisfaction or approval?

The areas with the highest overall level of satisfaction or approval are:

Students believe their teachers want them to do their best work.

Parents believe the school communicates effectively about the school's goals and activities, and parents believe our school provides a safe learning environment.

Teachers believe that our school maintains facilities that support student learning, and our school provides qualified staff members to support student learning.

Which area(s) show a trend toward increasing stakeholder satisfaction or approval?

Survey results indicate that OIS is showing a trend toward increasing stakeholder satisfaction in increasing technology available, improving facilities, and communication with parents.

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

According to the St. Clair County Schools Parent Survey, parents' percentages aligned with the on-line parent response survey (as reflected in the uploaded data document).

Areas in Need of Improvement

Which area(s) indicate the overall lowest level of satisfaction or approval?

The areas with the lowest levels of satisfaction are:

Students are not asked enough by their principal and teachers what they think about school.

Parents and teachers are both concerned about support services (counseling).

Which area(s) show a trend toward decreasing stakeholder satisfaction or approval?

An area that continues to show up as a weakness from surveys is the provision of support services (counseling).

What are the implications for these stakeholder perceptions?

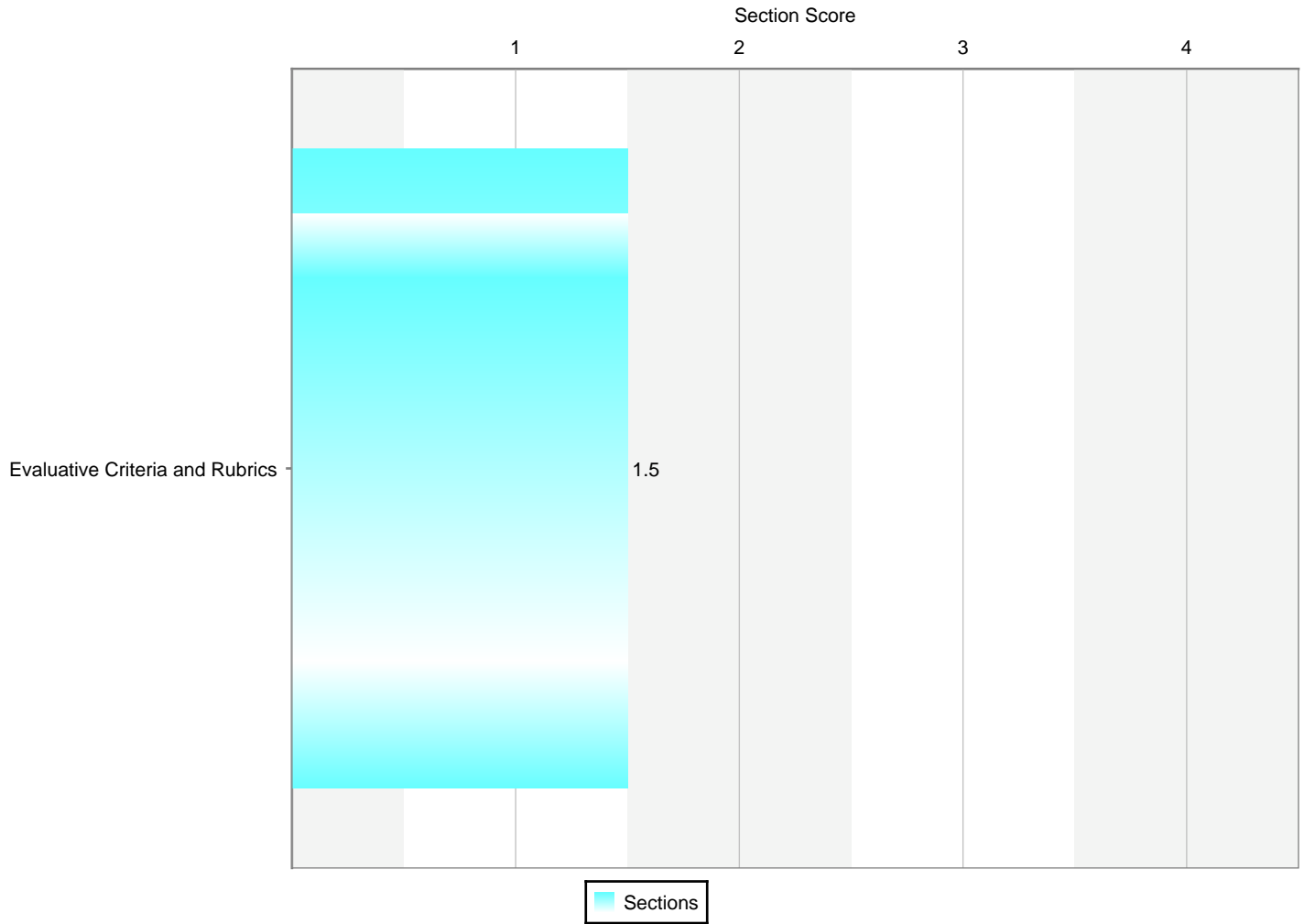
The implications are that teachers are supporting student learning and holding students to high expectations. Our CIP will continue to support academic success through goals in reading and math. Support services are an area of concern because OIS only has a counselor in our building for part of the day and shares the counselor with another school.

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

These reported findings are consistent with the St. Clair County Parent Survey that is sent home each year.

Report Summary

Scores By Section



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?

The OIS ACIP team used notes from round table discussions of the 2017 - 2018 CIP Plan to identify needs based on the previous year's plan. The team also reviewed data from Performance Series assessments to determine gaps in instruction and student achievement. Data from reading intervention screenings, using Scholastic Reading Inventory, was also reviewed. Parent surveys and parent meetings were conducted so that parents could give input and identify needs from perspective of the parent of a student at OIS. This information was analyzed by the ACIP team in order to identify areas of strengths and weaknesses.

What were the results of the comprehensive needs assessment?

Scantron Performance Series results from the spring of 2017-2018 reveal that reading is an area of overall need. The area of nonfiction text is a strength in all grades. Reading vocabulary was an area of weakness in both third and fourth grades.

Scantron Performance Series results from the spring of 2017-2018 reveal that 5th grade is exceeding expectations in math. In third and fourth grades, data analysis & probability is an area of strength. In third and fourth grades, numbers and operations was an area of need.

What conclusions were drawn from the results?

Goals, strategies, and action steps have been developed to address areas to continue improvement. A power hour time was developed to address needs in reading and math. The librarian is implementing strategies from "The Book Whisperer" to encourage independent reading. Computer software is being used to increase math fact fluency to increase numbers and operations.

What information was concluded as a result of analyzing perception, student achievement, school programs/process, and demographic data?

With regards to student achievement, Scantron Performance Series will be used by all core teachers to indicate areas of focus in reading and math. Reading intervention programs such as Read 180, System 44, SPIRE and Take Flight are continued at OIS to remediate reading difficulties among students who are not meeting standards. During the power hour, students will have additional time to work on reading and math skills. OIS uses the math intervention program Moby Max to remediate math students in fact fluency. In addition to Scantron Performance Series scores, demographic data shows that OIS has a high population of students who are economically disadvantaged.

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

School goals were developed to address priority needs identified in the needs assessment. Goals in reading and math were created to improve proficiency in these areas based on the needs identified through an analysis of spring 2018 Performance Series. The school goals are connected to improving standards that were identified as areas of focus in many ways such as: Teachers will use lesson plans aligned to the course of study, include phonics instruction in third grade, provide targeted instruction during power hour, and use incentives to increase knowledge of math facts.

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

The goals directly address needs identified from an analysis of spring 2018 Performance Series data. The data was analyzed and supports the areas targeted by academic goals.

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

There is a reading and math goal that addresses the needs of the whole school population which focuses on improving the proficiency of reading and math skills among all students. Students who are disadvantaged receive targeted instruction during the power hour, and students identified as in need of intervention receive additional instruction in reading.

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:

All students at Odenville Intermediate School will improve reading proficiency

Measurable Objective 1:

A 1% increase of All Students will demonstrate a proficiency in reading in English Language Arts by 05/17/2019 as measured by Performance Series Assessment.

Strategy1:

Lesson Planning - All core reading teachers will correlate their lesson plans with the ELA CCRS and pacing guides. All core reading teachers will upload lesson plans to One-Note for lesson plan review.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Yes

Activity - Assessment/Reflection	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
At the end of each lesson, all core reading teachers will reflect on the content of the lesson in a manner that formatively assesses comprehension of all students and uses the results of the assessments to guide instruction. Achievement Series assessments are given in reading at least once per nine weeks.	Other - Assessment	08/20/2018	05/10/2019	\$0 - No Funding Required	All core reading teachers

Activity - Title I Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
To ensure class sizes are small enough to facilitate strategic teaching, 2 core classroom teachers were funded using Title I funds.	Class Size Reduction	08/08/2018	05/24/2019	\$121224 - Title I Schoolwide	2 Classroom teachers

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Activity - Student Friendly Objectives	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All core reading teachers will open each lesson with a student friendly objective which will be revisited throughout the lesson for understanding (formative assessment) each day. The objective will be posted in the classroom. All core reading teachers will begin each class by establishing a purpose for the lesson, build background knowledge, and generate questions to investigate, or discuss essential vocabulary.	Direct Instruction	08/21/2017	05/18/2018	\$0 - No Funding Required	Core reading teachers

Activity - Analyze Longitudinal Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All core reading teachers will use the Class Standard Student Detail Report from the Performance Series assessment and informal classroom assessments to identify strengths and weaknesses to target in instruction. This data will be used to identify and monitor at risk students, plan interventions, and adjust lesson plans.	Other - Strategic teaching	10/01/2018	05/10/2019	\$0 - No Funding Required	All core reading teachers

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All core reading teachers will use progress monitoring to monitor the progress of all students. Informal assessments are given based on classroom reading skills.	Academic Support Program	09/04/2018	05/10/2019	\$0 - No Funding Required	Core reading teachers & assistant principal

Activity - Power Hour Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each grade will implement a power hour to provide additional instruction in reading. Students will spend 30 minutes of the power hour working on reading skills. Special education teachers and the reading intervention teacher will provide small group instruction to Tier III students who are either special education students or have been identified by the PST committee as in need of additional instruction. RLC teacher will provide extra support and enhancement to students who need accelerated instruction.	Direct Instruction	09/04/2018	05/10/2019	\$0 - No Funding Required	Core reading teachers, special education teachers, reading intervention teacher, RLC teacher

Strategy2:

Increased Complexity in Reading and Writing - All core content teachers will integrate reading and writing complexity into their lessons by building knowledge through content-rich nonfiction with a 50/50 balance between informational and literacy reading.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Yes

Activity - Phonics Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All 3rd grade classroom teachers will incorporate phonics instruction to improve ability to read text accurately and fluently.	Direct Instruction	08/20/2018	05/10/2019	\$0 - No Funding Required	All core reading content teachers

Activity - Silent Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All core teachers have scheduled a time for silent reading everyday from 2:15-2:30. Students are also given the opportunity for additional silent reading in the gym upon arriving in the morning.	Academic Support Program	08/13/2018	05/10/2019	\$0 - No Funding Required	All core content teachers

Activity - Schoolwide Reading Initiative	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School library media specialist will administer the initiative based on strategies from the "Book Whisperer." Students check out books from the library on their instructional reading level, and they complete reading responses in a reading journal. The students turn in their journals and the library media specialist responds to their writing. Students are encouraged to meet a 40 book challenge.	Academic Support Program	09/04/2018	05/10/2019	\$0 - No Funding Required	Library media specialist

Goal 2:

All students at Odenville Intermediate School will improve math proficiency.

Measurable Objective 1:

A 2% increase of All Students will demonstrate a proficiency in math skills in Mathematics by 05/10/2019 as measured by Performance Series Assessment.

Strategy1:

Lesson Planning - All core math teachers will correlate their lesson plans with the Math CCRS and pacing guides. All core math teachers will upload their lesson plans to One-Note for administration review.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Yes

Activity - Analyze Longitudinal Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All core math teachers will use the Class Standard Student Detail Report from the Performance Series assessment and informal classroom assessments to identify strengths and weaknesses to target in instruction. This data will be used to identify and monitor at risk students, plan interventions, and adjust lesson plans.	Academic Support Program	10/01/2018	05/10/2019	\$0 - No Funding Required	All core math teachers

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Activity - Student Friendly Objectives	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All core math teachers will open each lesson with a student friendly version of the CCSS standards, which will be revisited throughout the lesson for understanding (formative assessment) each day. The objective will be posted in the classroom. All core math teachers will begin each class by establishing a purpose for the lesson, build background knowledge, generate questions to investigate, and use math vocabulary.	Direct Instruction	08/21/2017	05/18/2018	\$0 - No Funding Required	All core math teachers

Activity - Title I Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
To ensure class sizes are small enough to facilitate strategic teaching, 2 core classroom teachers were funded using Title I funds.	Class Size Reduction	08/08/2018	05/24/2019	\$121224 - Title I Schoolwide	2 core classroom teachers

Activity - Power Hour Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each grade will implement a power hour to provide additional instruction in math. Students will spend 30 minutes of the power hour working on math skills. Special education teachers will provide small group instruction to Tier III students who are either special education students. committee as in need of additional instruction. RLC teacher will provide extra support and enhancement to students who need accelerated instruction.	Academic Support Program	09/04/2018	05/10/2019	\$0 - No Funding Required	All core math teachers

Activity - Assessment/Reflection	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
At the end of each lesson, all core math teachers will reflect on the content of the lesson in a manner that formatively assesses math skills of all students and uses the results of the assessments to guide instruction. Achievement Series assessments are given in math at least once per nine weeks.	Academic Support Program Other - Assessment	08/20/2018	05/10/2019	\$0 - No Funding Required	All core math teachers

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All core math teachers will use progress monitoring to monitor the progress of all students. Informal assessments are given based on classroom math skills.	Academic Support Program	09/04/2018	05/10/2019	\$0 - No Funding Required	All core math teachers & assistant principal

Strategy2:

Increased Computation Skills in Math - All core math teachers will integrate practice of computation skills into their lessons by providing opportunities to use technology and repeated practice.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Yes

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Activity - Technology Integration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All core math teachers will utilize 21st Century tools and strategies to improve math computation skills. Students are given the opportunity to use the Moby Max Fact Fluency program to practice basic math facts.	Technology	09/04/2018	05/10/2019	\$198 - General Fund	All core math teachers

Activity - Schoolwide Math Initiative	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are given a multiplication assessment once a month administered by the assistant principal. The assessments are graded, and students who make 100% are given an intrinsic reward.	Academic Support Program	10/01/2018	05/10/2019	\$0 - No Funding Required	All core math teachers & assistant principal

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:

All students at Odenville Intermediate School will improve reading proficiency

Measurable Objective 1:

A 1% increase of All Students will demonstrate a proficiency in reading in English Language Arts by 05/17/2019 as measured by Performance Series Assessment.

Strategy1:

Increased Complexity in Reading and Writing - All core content teachers will integrate reading and writing complexity into their lessons by building knowledge through content-rich nonfiction with a 50/50 balance between informational and literacy reading.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Yes

Activity - Schoolwide Reading Initiative	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School library media specialist will administer the initiative based on strategies from the "Book Whisperer." Students check out books from the library on their instructional reading level, and they complete reading responses in a reading journal. The students turn in their journals and the library media specialist responds to their writing. Students are encouraged to meet a 40 book challenge.	Academic Support Program	09/04/2018	05/10/2019	\$0 - No Funding Required	Library media specialist

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Activity - Phonics Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All 3rd grade classroom teachers will incorporate phonics instruction to improve ability to read text accurately and fluently.	Direct Instruction	08/20/2018	05/10/2019	\$0 - No Funding Required	All core reading content teachers

Activity - Silent Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All core teachers have scheduled a time for silent reading everyday from 2:15-2:30. Students are also given the opportunity for additional silent reading in the gym upon arriving in the morning.	Academic Support Program	08/13/2018	05/10/2019	\$0 - No Funding Required	All core content teachers

Strategy2:

Lesson Planning - All core reading teachers will correlate their lesson plans with the ELA CCRS and pacing guides. All core reading teachers will up load lesson plans to One-Note for lesson plan review.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Yes

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All core reading teachers will use progress monitoring to monitor the progress of all students. Informal assessments are given based on classroom reading skills.	Academic Support Program	09/04/2018	05/10/2019	\$0 - No Funding Required	Core reading teachers & assistant principal

Activity - Assessment/Reflection	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
At the end of each lesson, all core reading teachers will reflect on the content of the lesson in a manner that formatively assesses comprehension of all students and uses the results of the assessments to guide instruction. Achievement Series assessments are given in reading at least once per nine weeks.	Other - Assessment	08/20/2018	05/10/2019	\$0 - No Funding Required	All core reading teachers

Activity - Title I Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
To ensure class sizes are small enough to facilitate strategic teaching, 2 core classroom teachers were funded using Title I funds.	Class Size Reduction	08/08/2018	05/24/2019	\$121224 - Title I Schoolwide	2 Classroom teachers

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Activity - Student Friendly Objectives	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All core reading teachers will open each lesson with a student friendly objective which will be revisited throughout the lesson for understanding (formative assessment) each day. The objective will be posted in the classroom. All core reading teachers will begin each class by establishing a purpose for the lesson, build background knowledge, and generate questions to investigate, or discuss essential vocabulary.	Direct Instruction	08/21/2017	05/18/2018	\$0 - No Funding Required	Core reading teachers

Activity - Power Hour Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each grade will implement a power hour to provide additional instruction in reading. Students will spend 30 minutes of the power hour working on reading skills. Special education teachers and the reading intervention teacher will provide small group instruction to Tier III students who are either special education students or have been identified by the PST committee as in need of additional instruction. RLC teacher will provide extra support and enhancement to students who need accelerated instruction.	Direct Instruction	09/04/2018	05/10/2019	\$0 - No Funding Required	Core reading teachers, special education teachers, reading intervention teacher, RLC teacher

Activity - Analyze Longitudinal Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All core reading teachers will use the Class Standard Student Detail Report from the Performance Series assessment and informal classroom assessments to identify strengths and weaknesses to target in instruction. This data will be used to identify and monitor at risk students, plan interventions, and adjust lesson plans.	Other - Strategic teaching	10/01/2018	05/10/2019	\$0 - No Funding Required	All core reading teachers

Goal 2:

All students at Odenville Intermediate School will improve math proficiency.

Measurable Objective 1:

A 2% increase of All Students will demonstrate a proficiency in math skills in Mathematics by 05/10/2019 as measured by Performance Series Assessment.

Strategy1:

Increased Computation Skills in Math - All core math teachers will integrate practice of computation skills into their lessons by providing opportunities to use technology and repeated practice.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Yes

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Odenville Intermediate School

Activity - Schoolwide Math Initiative	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are given a multiplication assessment once a month administered by the assistant principal. The assessments are graded, and students who make 100% are given an intrinsic reward.	Academic Support Program	10/01/2018	05/10/2019	\$0 - No Funding Required	All core math teachers & assistant principal

Activity - Technology Integration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All core math teachers will utilize 21st Century tools and strategies to improve math computation skills. Students are given the opportunity to use the Moby Max Fact Fluency program to practice basic math facts.	Technology	09/04/2018	05/10/2019	\$198 - General Fund	All core math teachers

Strategy2:

Lesson Planning - All core math teachers will correlate their lesson plans with the Math CCRS and pacing guides. All core math teachers will upload their lesson plans to One-Note for administration review.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Yes

Activity - Title I Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
To ensure class sizes are small enough to facilitate strategic teaching, 2 core classroom teachers were funded using Title I funds.	Class Size Reduction	08/08/2018	05/24/2019	\$121224 - Title I Schoolwide	2 core classroom teachers

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All core math teachers will use progress monitoring to monitor the progress of all students. Informal assessments are given based on classroom math skills.	Academic Support Program	09/04/2018	05/10/2019	\$0 - No Funding Required	All core math teachers & assistant principal

Activity - Student Friendly Objectives	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All core math teachers will open each lesson with a student friendly version of the CCRS standards, which will be revisited throughout the lesson for understanding (formative assessment) each day. The objective will be posted in the classroom. All core math teachers will begin each class by establishing a purpose for the lesson, build background knowledge, generate questions to investigate, and use math vocabulary.	Direct Instruction	08/21/2017	05/18/2018	\$0 - No Funding Required	All core math teachers

Activity - Power Hour Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each grade will implement a power hour to provide additional instruction in math. Students will spend 30 minutes of the power hour working on math skills. Special education teachers will provide small group instruction to Tier III students who are either special education students. committee as in need of additional instruction. RLC teacher will provide extra support and enhancement to students who need accelerated instruction.	Academic Support Program	09/04/2018	05/10/2019	\$0 - No Funding Required	All care math teachers

Activity - Assessment/Reflection	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
At the end of each lesson, all core math teachers will reflect on the content of the lesson in a manner that formatively assesses math skills of all students and uses the results of the assessments to guide instruction. Achievement Series assessments are given in math at least once per nine weeks.	Academic Support Program Other - Assessment	08/20/2018	05/10/2019	\$0 - No Funding Required	All core math teachers

Activity - Analyze Longitudinal Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All core math teachers will use the Class Standard Student Detail Report from the Performance Series assessment and informal classroom assessments to identify strengths and weaknesses to target in instruction. This data will be used to identify and monitor at risk students, plan interventions, and adjust lesson plans.	Academic Support Program	10/01/2018	05/10/2019	\$0 - No Funding Required	All core math teachers

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:

All students at Odenville Intermediate School will improve reading proficiency

Measurable Objective 1:

A 1% increase of All Students will demonstrate a proficiency in reading in English Language Arts by 05/17/2019 as measured by Performance Series Assessment.

Strategy1:

Lesson Planning - All core reading teachers will correlate their lesson plans with the ELA CCRS and pacing guides. All core reading teachers will upload lesson plans to One-Note for lesson plan review.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Yes

Activity - Power Hour Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each grade will implement a power hour to provide additional instruction in reading. Students will spend 30 minutes of the power hour working on reading skills. Special education teachers and the reading intervention teacher will provide small group instruction to Tier III students who are either special education students or have been identified by the PST committee as in need of additional instruction. RLC teacher will provide extra support and enhancement to students who need accelerated instruction.	Direct Instruction	09/04/2018	05/10/2019	\$0 - No Funding Required	Core reading teachers, special education teachers, reading intervention teacher, RLC teacher

Activity - Assessment/Reflection	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
At the end of each lesson, all core reading teachers will reflect on the content of the lesson in a manner that formatively assesses comprehension of all students and uses the results of the assessments to guide instruction. Achievement Series assessments are given in reading at least once per nine weeks.	Other - Assessment	08/20/2018	05/10/2019	\$0 - No Funding Required	All core reading teachers

Activity - Analyze Longitudinal Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All core reading teachers will use the Class Standard Student Detail Report from the Performance Series assessment and informal classroom assessments to identify strengths and weaknesses to target in instruction. This data will be used to identify and monitor at risk students, plan interventions, and adjust lesson plans.	Other - Strategic teaching	10/01/2018	05/10/2019	\$0 - No Funding Required	All core reading teachers

Activity - Title I Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
To ensure class sizes are small enough to facilitate strategic teaching, 2 core classroom teachers were funded using Title I funds.	Class Size Reduction	08/08/2018	05/24/2019	\$121224 - Title I Schoolwide	2 Classroom teachers

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All core reading teachers will use progress monitoring to monitor the progress of all students. Informal assessments are given based on classroom reading skills.	Academic Support Program	09/04/2018	05/10/2019	\$0 - No Funding Required	Core reading teachers & assistant principal

Strategy2:

Increased Complexity in Reading and Writing - All core content teachers will integrate reading and writing complexity into their lessons by building knowledge through content-rich nonfiction with a 50/50 balance between informational and literacy reading.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Yes

Activity - Schoolwide Reading Initiative	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School library media specialist will administer the initiative based on strategies from the "Book Whisperer." Students check out books from the library on their instructional reading level, and they complete reading responses in a reading journal. The students turn in their journals and the library media specialist responds to their writing. Students are encouraged to meet a 40 book challenge.	Academic Support Program	09/04/2018	05/10/2019	\$0 - No Funding Required	Library media specialist

Activity - Silent Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All core teachers have scheduled a time for silent reading everyday from 2:15-2:30. Students are also given the opportunity for additional silent reading in the gym upon arriving in the morning.	Academic Support Program	08/13/2018	05/10/2019	\$0 - No Funding Required	All core content teachers

Activity - Phonics Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All 3rd grade classroom teachers will incorporate phonics instruction to improve ability to read text accurately and fluently.	Direct Instruction	08/20/2018	05/10/2019	\$0 - No Funding Required	All core reading content teachers

Goal 2:

All students at Odenville Intermediate School will improve math proficiency.

Measurable Objective 1:

A 2% increase of All Students will demonstrate a proficiency in math skills in Mathematics by 05/10/2019 as measured by Performance Series Assessment.

Strategy1:

Increased Computation Skills in Math - All core math teachers will integrate practice of computation skills into their lessons by providing opportunities to use technology and repeated practice.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Yes

Activity - Schoolwide Math Initiative	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are given a multiplication assessment once a month administered by the assistant principal. The assessments are graded, and students who make 100% are given an intrinsic reward.	Academic Support Program	10/01/2018	05/10/2019	\$0 - No Funding Required	All core math teachers & assistant principal

Activity - Technology Integration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All core math teachers will utilize 21st Century tools and strategies to improve math computation skills. Students are given the opportunity to use the Moby Max Fact Fluency program to practice basic math facts.	Technology	09/04/2018	05/10/2019	\$198 - General Fund	All core math teachers

Strategy2:

Lesson Planning - All core math teachers will correlate their lesson plans with the Math CCRS and pacing guides. All core math teachers will upload their lesson plans to One-Note for administration review.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Yes

Activity - Title I Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
To ensure class sizes are small enough to facilitate strategic teaching, 2 core classroom teachers were funded using Title I funds.	Class Size Reduction	08/08/2018	05/24/2019	\$121224 - Title I Schoolwide	2 core classroom teachers

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All core math teachers will use progress monitoring to monitor the progress of all students. Informal assessments are given based on classroom math skills.	Academic Support Program	09/04/2018	05/10/2019	\$0 - No Funding Required	All core math teachers & assistant principal

Activity - Analyze Longitudinal Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All core math teachers will use the Class Standard Student Detail Report from the Performance Series assessment and informal classroom assessments to identify strengths and weaknesses to target in instruction. This data will be used to identify and monitor at risk students, plan interventions, and adjust lesson plans.	Academic Support Program	10/01/2018	05/10/2019	\$0 - No Funding Required	All core math teachers

Activity - Assessment/Reflection	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
At the end of each lesson, all core math teachers will reflect on the content of the lesson in a manner that formatively assesses math skills of all students and uses the results of the assessments to guide instruction. Achievement Series assessments are given in math at least once per nine weeks.	Other - Assessment Academic Support Program	08/20/2018	05/10/2019	\$0 - No Funding Required	All core math teachers

Activity - Power Hour Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each grade will implement a power hour to provide additional instruction in math. Students will spend 30 minutes of the power hour working on math skills. Special education teachers will provide small group instruction to Tier III students who are either special education students. committee as in need of additional instruction. RLC teacher will provide extra support and enhancement to students who need accelerated instruction.	Academic Support Program	09/04/2018	05/10/2019	\$0 - No Funding Required	All care math teachers

Goal 3:

All faculty and staff at Odenville Intermediate School will promote positive student behavior.

Measurable Objective 1:

collaborate to promote positive student behavior by 05/18/2018 as measured by a decrease in the percentage of office referrals.

Strategy1:

Promote daily student attendance - All core classroom teachers will promote daily student attendance using the Three Tiers Model.

Category: Develop/Implement Student and School Culture Program

Research Cited: Yes

Activity - Classroom Incentives	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All core teachers will promote a classroom attendance incentive program. Each homeroom will spell the word "Attendance." Homeroom classes earn a letter each day all students are present. Once the class has spelled attendance, the class will receive a reward to be determined by the classroom teacher.	Behavioral Support Program	08/20/2018	05/20/2019	\$0 - No Funding Required	All core classroom teachers

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Activity - Honor Assemblies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All core teachers will recognize various levels of student attendance: perfect, outstanding, and excellent. These students will be recognized by the awarding of a certificate during honor assemblies at the end of the year.	Behavioral Support Program	08/20/2018	05/20/2019	\$50 - General Fund	Core classroom teachers

Activity - Perfect Attendance Incentive	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Perfect attendance is displayed on the board monthly. Each month, the classroom with the best attendance rate receives school wide recognition.	Behavioral Support Program	08/20/2018	05/20/2019	\$0 - No Funding Required	Office staff and administrator

Activity - Individual Attendance Incentives	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All core teachers will recognize students with monthly perfect attendance. These students will be rewarded with house points	Behavioral Support Program	08/20/2018	05/20/2019	\$0 - No Funding Required	All faculty and staff.

Strategy2:

Promoting Positive Student Behavior - All core teachers will promote positive student behavior through character education.

Category: Develop/Implement Student and School Culture Program

Research Cited: Yes

Activity - Counselor	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
To aid in the support of positive behavior, an full time counselor will provide whole group and small group counseling sessions.	Behavioral Support Program	08/21/2017	05/18/2018	\$0 - No Funding Required	counselor

Activity - DARE	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The county school resource officer will provide instruction to 5th grade students on the dangers of drug abuse using the DARE program. Core 5th grade teachers will reinforce this information through character education in the classroom on an on-going basis.	Behavioral Support Program	08/14/2017	12/19/2017	\$0 - No Funding Required	The student resource officer and 5th grade core teachers

Activity - House System	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
OIS will continue implementation of our HALO school wide behavior plan. All faculty and staff will teach students the HALO strategy through classroom and counseling instruction. Core classroom teachers will reinforce this strategy throughout the school day by giving HALO tickets that the students can trade in for prizes. (HALO is an acronym for: H - Have respect A - Arrive prepared L - Listen Carefully and O - Own your choices.	Behavioral Support Program	08/14/2017	05/15/2019	\$0 - No Funding Required	All faculty and staff at OIS.

Activity - Positive Behavior Intervention Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Faculty and staff will incorporate Positive Behavior Interventions into discipline and attendance expectations. Incentives are provided to students of the month who exhibited designated character traits. These students' pictures are posted in the main hallway, and each student is recognized and provided a sign of recognition for their residence.	Behavioral Support Program	08/20/2018	05/20/2019	\$130 - General Fund	All faculty and staff at OIS.

Goal 4:

EL students will increase English proficiency

Measurable Objective 1:

33% of English Learners students will demonstrate a proficiency by increasing 0.5 in English proficiency in English Language Arts by 05/17/2019 as measured by the 2019 ACCESS test.

Strategy1:

WIDA Standards - Based on the latest WIDA standards and the CCRS, a focus will be on establishing higher academic language vocabulary skills.

Category: Develop/Implement Learning Supports

Research Cited: Best Practices for English Language Learners; WIDA Standards

Activity - Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All Limited English Proficient (LEP 2) Students who are not making adequate progress will be pulled out by the ESOL Teacher for Sheltered Instruction. LEP Students can also be referred for Tier II or Tier III intervention.	Academic Support Program	09/04/2018	05/17/2019	\$0 - No Funding Required	ESOL teacher and instructional support aide

Activity - Vocabulary Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide students with supports of visual, sensory, and interactive representations of vocabulary to increase real life connections with content.	Academic Support Program	09/04/2018	05/10/2019	\$0 - No Funding Required	ESOL teacher and instructional support aide

English Language Proficiency Goal (Should address identified weaknesses and gaps):**Goal 1:**

EL students will increase English proficiency

Measurable Objective 1:

33% of English Learners students will demonstrate a proficiency by increasing 0.5 in English proficiency in English Language Arts by 05/17/2019 as measured by the 2019 ACCESS test.

Strategy1:

WIDA Standards - Based on the latest WIDA standards and the CCRS, a focus will be on establishing higher academic language vocabulary skills.

Category: Develop/Implement Learning Supports

Research Cited: Best Practices for English Language Learners; WIDA Standards

Activity - Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All Limited English Proficient (LEP 2) Students who are not making adequate progress will be pulled out by the ESOL Teacher for Sheltered Instruction. LEP Students can also be referred for Tier II or Tier III intervention.	Academic Support Program	09/04/2018	05/17/2019	\$0 - No Funding Required	ESOL teacher and instructional support aide

Activity - Vocabulary Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide students with supports of visual, sensory, and interactive representations of vocabulary to increase real life connections with content.	Academic Support Program	09/04/2018	05/10/2019	\$0 - No Funding Required	ESOL teacher and instructional support aide

Activity - Multisensory Experiences	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide students with practice opportunities by providing a multisensory experience with text and oral language.	Academic Support Program	09/11/2017	05/18/2018	\$0 - No Funding Required	ESOL teacher and instructional aide, reading intervention and resource teachers

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.

When teachers meet with the parents of English Learners, a translator is present to interpret the results in the parents' native language.

When scores are sent home, the reports are sent home in the parents' native language.

Component 3: Instruction by Qualified Staff (Sec.1112(c)(6))

Label	Assurance	Response	Comment	Attachment
1.	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?	Yes		

Label	Assurance	Response	Comment	Attachment
2.	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?	Yes		

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

When teachers positions arise, an interview team is formed. The team includes the principal, teachers of the grade level in which the opening exists, and other faculty and staff as needed. The personnel director and principal screen applicants to make sure that all are highly qualified. Interviews are then set up with those applicants who are both highly qualified and certified. OIS strictly adheres to the interview policy put in place by the St. Clair County Board of Education. All information is carefully considered and reviewed. The principal makes a decision according to the class assignment and the current outlined needs to make sure all staff placement is in the best interest of all students.

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?

The only turnover was our full time counselor was replaced by a part time counselor.

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

The mean average of years teaching at OIS is 12.3 completed years. Of the twenty-five teachers at OIS, nine have Bachelor degrees, thirteen have Master's degrees, and three have Educational Specialists degrees.

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).

There is not an extremely high turnover rate at OIS. When we do have positions open, it is part of our county policy that our school use Teach Alabama. Our school forms interview teams to review the applications of the highly qualified applicants as positions become available.

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.

Since data shows that reading is a weakness, our third grade teachers participated in Saxon Phonics training.

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

Special Education teachers continuously attend training on updates to special education laws and procedures. The assistant principal and a fourth grade teacher attended the Ron Clark Academy to learn more about providing a positive school atmosphere and culture. The administrators were trained on Campfire software. A special education teacher has completed the second year of her two year MSLE training. The Read 180 coach will provide support and training to the reading intervention teacher throughout the school year. Our special education teachers are currently being trained on student led IEP meetings.

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

St. Clair County Board of Education provides a New Teacher Orientation before school begins. OIS teacher mentoring activities include new teachers being paired with a mentor teacher to provide support and guidance. These teachers share a common planning time. Teachers are also encouraged to plan together as a grade level to offer more support. OIS has an instructional partner that provides support and guidance to the new teachers in curriculum instruction and interventions.

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

Professional development for teachers is sustained and ongoing through monthly grade level meetings and imbedded professional development days throughout the school year.

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:

All students at Odenville Intermediate School will be prepared for transitioning schools.

Measurable Objective 1:

collaborate to prepare students to transition to and from Odenville Intermediate School by 05/18/2018 as measured by a record of the number of visits between schools.

Strategy1:

Transitioning to and from OIS - Students who will be attending OIS during the following school year will visit OIS during the spring of their second grade year. Students who will be attending Odenville Middle School during the following school year will be taken by OIS teachers to visit OMS during the spring of their fifth grade year.

Category: Develop/Implement Student and School Culture Program

Research Cited: Yes

Activity - 5th Grade SGA elections	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
SGA officers are elected by current 5th graders for the 6th grade school year at OMS. Students are visited by the SGA teacher from OMS. Students who wish to run for office must be teacher approved, maintain good grades, and display good character. Then students from OMS come to OIS to work with students who are running for office. OMS students coach OIS students on campaigning and speeches. All 5th grade then attends an election day at OMS to hear all 5th grade speeches and elect representatives for their 6th grade year at OMS.	Other - Transitioning opportunity	04/30/2018	05/18/2018	\$0 - No Funding Required	All core 5th grade teachers

Activity - Data Sharing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
OIS shares fifth grade ASPIRE and Performance Series data with OMS to help them identify students who may need intervention in sixth grade. OIS shares third grade ASPIRE and Performance Series data with OES to help them identify curricular gaps between second and third grade instruction. OES shares end-of-year Performance Series and DIBELS scores from second grade to help OIS identify students entering the third grade who made be in need of intervention.	Other - Transitional data	08/02/2017	05/18/2018	\$0 - No Funding Required	All core teachers, resource teachers, and the leadership team

Activity - Transitioning from OES to OIS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Second grade students at Odenville Elementary School will be brought to Odenville Intermediate School to visit by their classroom teachers. Each class will visit a third grade classroom. During the visit, the third grade teacher will talk to the students about expectations and differences between the schools. Students are given the opportunity to ask questions. Students also tour the entire school building.	Other - Transitioning opportunity	04/30/2018	05/18/2018	\$0 - No Funding Required	Third grade classroom teachers

Activity - Transitioning from OIS to OMS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Fifth grade students will visit Odenville Middle School in the spring. They will tour the building and visit the sixth grade hall. An administrator from OMS meets with the students and explains rules, expectations, and activities available. The students are able to ask questions.	Other - Transitioning opportunity	04/30/2018	05/18/2018	\$0 - No Funding Required	All fifth grade teachers

Activity - Transitioning for students with disabilities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special education teachers from Odenville Intermediate School will attend IEP meetings for students who will be transitioning to OIS from OES for the following school year. Special education teachers from both schools will collaborate together to make a smooth transition for students with disabilities. Special education students who need multiple exposures to their new environment may be brought for additional school visits. Special education teachers at Odenville Middle School will be invited to IEP meetings for students with disabilities who will be transitioning to OMS.	Other - Transitioning opportunity	03/05/2018	05/18/2018	\$0 - No Funding Required	Special education teachers

Activity - Orientation Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents and students are invited to visit classrooms and to meet classroom teachers before the first day of the school year in order to develop positive relationships and to familiarize third grade families and new students with their new school environment.	Community Engagement	08/04/2017	08/04/2017	\$0 - No Funding Required	All school staff

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?

Data is reviewed at monthly grade level meetings and during embedded professional development days. Teachers who serve on the ACIP team review strengths and weaknesses from data sources.

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?

The data from academic achievement assessments are reviewed to identify students who are performing below proficient level. Those students are given screening assessments to further assess their areas of need in order to determine specific interventions. Students who have difficulty performing at advanced proficient levels may be referred to the problem solving team.

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 who are identified as needing additional assistance are provided with small group instruction within the classroom through Tier II intervention. Students who need further intervention are provided Tier III intervention in a reading or math intervention program focused on the specific needs of the student. The progress of these students is reviewed by the problem solving team every eight to ten weeks. Students who continue to perform at levels below proficiency may be referred for a special education evaluation. Special education evaluations are conducted according to state guidelines following appropriate timelines.

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.

OIS uses software learning programs such as Moby Max that are available for students to use at home beyond the regular school day.

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.

OIS does not have migrant children at this time. ELL, Economically Disadvantaged, Special Education, Neglected/Delinquent and Homeless students can be brought to the attention of the problem solving team. Strategies and Action Plans are addressed for students identified and put in place as needed. SCCBOE has a Homeless Liaison to address the needs for students identified as homeless. The homeless liaison can provide school supplies and clothing for these students. OIS has a Backpack Buddy program that provides food assistance for economically disadvantaged students. This program sends a backpack home with students over the weekend filled with meals and snacks that students can prepare themselves. These are students who receive free breakfast and lunch each day at school and may not have nutritional needs met at home on the weekends. In addition, the third meal program, which is federally funded, provides dinner to all students who request the meal regardless of socio-economic status. Students who are economically disadvantaged also have supplies provided to them through a local church. Students who may be neglected/delinquent are referred through the school counselor to DHR services or to Project Cope. ELL students are monitored by the classroom and EL teacher. SCCBOE has Spanish translators available upon request if needed for parent conferences and school events. Interpreters for the deaf are also available upon request and provided

through the Board of Education. Students who have IEP's are served by highly qualified teachers, are provided small group or individual interventions, and their progress is reviewed every 8 to 10 weeks by the problem solving team.

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.

N/A

**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.

DARE, Read 180, System 44, Take Flight, SPIRE, MSLE, Moby Max are all resources used at OIS. These resources were selected to address weaknesses of students as shown by our data. Classroom teachers, special education teachers, interventionists, and our administrators coordinate the use of these resources to ensure school wide goals are being met.

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)?

Nutritional programs through our county nutrition program to ensure that students receive sufficient nutrition in order to be able to focus on learning throughout the day and by providing a third meal, so that students are not hungry in the evenings. Fifth grade students participate in DARE, a countywide program that educates on the dangers of drug and alcohol use. Our counselor provides classroom instruction through lessons on character development and conflict resolution.

Component 10: Evaluation (Sec.1114(b)(3)):**How does the school evaluate the implementation of the schoolwide program?**

During the school year, the ACIP team will regularly meet to review the data to evaluate the effectiveness of the ACIP plan. At the mid-year grade level meeting, teachers are asked to review the implementation of the strategies and action steps that are being implemented for that school year. Parents who serve on the ACIP are asked to review the goals and strategies and provide suggestions and feedback. In the spring, feedback received from the various stakeholders is then used to make recommendations for changes the next school year.

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?

In the summer or fall, teachers and administrators examine data. Strengths and weaknesses are highlighted to identify areas of success and areas that need continued improvement. State and local formative and summative assessments are also used in evaluation results.

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?

The data from assessments is examined to determine if those students who are furthest from achieving the standards are making measurable gains. Students who are not making measurable gains are monitored and interventions are adjusted based on the individual needs of the student. Instructional strategies are also adjusted based on individual needs of students who are having difficulty achieving standards.

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?

The information based on surveys taken in spring and data reviewed throughout the school year by classroom teachers and the ACIP team is used for making revisions in the ACIP plan to ensure the continuous improvement of all students.

Coordination of Resources - Comprehensive Budget

Introduction

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

FTE Teacher Units

Label	Question	Value
1.	Provide the number of Teachers assigned units.	17.8

Provide the number of classroom teachers.

17.80

Label	Question	Value
3.	Provide the total of all salaries for the FTE Teacher Units.	1403581.0

Total

1,403,581.00

Administrator Units

Label	Question	Value
1.	Provide the number of Administrator assigned units.	1.0

Provide the number of administrators.

1.0

Label	Question	Value
3.	Provide the total of all salaries for the FTE administrator units.	77901.0

Total

77,901.00

Assistant Principal

Label	Question	Value
1.	Provide the number of Assistant Principal assigned units.	0.0

Provide the number of Assistant Principals.

1

Label	Question	Value
3.	Provide the total of all salaries for the Assistant Principal.	61964.0

Total

61,964.00

Counselor

Label	Question	Value
1.	Provide the number of Counselor assigned units.	0.5

Provide the number of Counselors.

.50

Label	Question	Value
3.	Provide the total of all salaries for the Counselor.	33031.0

Total

33,031.00

Librarian

Label	Question	Value
1.	Provide the number of Librarian assigned units.	1.0

Provide the number of Librarians.

1.0

Label	Question	Value
3.	Provide the total of all salaries for the Librarian.	55466.0

Total

55,466.00

Career and Technical Education Administrator

Label	Question	Value
1.	Provide the number of Career and Technical Education Administrator assigned units.	0.0

Provide the number of Career and Technical Education Administrators.

0

Label	Question	Value
3.	Provide the total of all salaries for the Career and Technical Education Administrator.	0.0

Total 0.00

Career and Technical Education Counselor

Label	Question	Value
1.	Provide the number of Career and Technical Education Counselor assigned units.	0.0

Provide the number of Career and Technical Education Counselors.

0

Label	Question	Value
3.	Provide the total of all salaries for the Career and Technical Education Counselor.	0.0

Total

0.00

Technology

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	6090.0

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

6090

Label	Question	Value
3.	Provide the total of all funding for Technology.	6090.0

Total

6,090.00

Professional Development

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	1827.0

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

1827

Label	Question	Value
3.	Provide the total of all funding for Professional Development.	1827.0

Total

1,827.00

EL Teachers

Label	Question	Value
1.	Provide the number of EL Teachers in FTEs.	0.0

Provide the number of EL Teachers.

0

Label	Question	Value
3.	Provide the total of all funding for EL Teachers.	0.0

Total

0.00

Instructional Supplies

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	10882.0

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

10882

Label	Question	Value
3.	Provide the total of all funding for Instructional Supplies.	10882.0

Total

10,882.00

Library Enhancement

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	1952.0

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

1952

Label	Question	Value
3.	Provide the total of all funding for Library Enhancement.	1952.0

Total

1,952.00

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	122784.48

Provide a brief explanation and breakdown of expenses.

\$121,224.69 went to pay two teachers salaries, benefits, substitutes, materials, and supplies.

\$1,559.79 went to pay for family engagement opportunities.

Title II

Label	Question	Value
1.	Professional Development Activities. Provide the total.	282461.0

Provide a brief explanation and a breakdown of expenses.

CSR Salaries \$208,321.00

Professional Development, Training, Indirect Cost \$69,994.00

Administrative Oversight \$4,146.00

This money is distributed system wide.

Title III

Label	Question	Value
1.	For English Learners. Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

0

Title IV

Label	Question	Value
1.	21st Century Schools. Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

0

Title V

Label	Question	Value
1.	For Rural and Low-income Schools Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

0

Career and Technical Education-Perkins IV

Label	Question	Value
1.	Basic Grant (Title I) Provide total.	0.0

Provide a brief explanation and breakdown of expenses.

0

Career and Technical Education-Perkins IV

Label	Question	Value
1.	Basic Grant (Title I) Provide total.	0.0

Provide a brief explanation and breakdown of expenses.

0

Label	Question	Value
1.	Tech Prep (Title II) Provide the total.	0.0

Provide a brief explanation and breakdown of expenses.

0

Other

Label	Question	Value
1.	21st Century, Learn and Serve, Even Start, School Improvement Grant Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

0

Local Funds

Label	Question	Value
1.	Provide the total	54634.34

Provide a brief explanation and breakdown of expenses.

This total represents all of the accounts notated on our cost center. This amount includes all teacher accounts and the general fund.

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 of Odenville Intermediate School students were informed about the Title 1 requirements and offerings at a Title 1 Parent Meeting on September 6th, 2018 at 8:45 AM and 5:15 PM. Parents were given information about the following: ACIP, an explanation of the school's curriculum including State and common Core standards, School/Parent Compacts, and the St. Clair County Board of Education Parent Resource Center in Ashville. All information on the ACIP is on file in the school office and parents are encouraged to review it and ask questions. The school website can also be accessed for information about the plan. Parents are given the opportunity and encouraged to be involved in the planning, review, and improvement of the Title1 program by giving feedback through completing our parent survey. Parents of EL students and special education students were also encouraged to participate. Our allocation of Parent Involvements funds is used to help fund the St. Clair County Parental Involvement Program which provides services to our school. An ACIP summary will be made available to parents after the plan is approved.

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))

The Title 1 meeting was held on September 6th, 2018 at 8:45 AM and 5:15 PM. The meeting was held at two different times to be more convenient to the majority of parents. Home visits are handled through the St. Clair County Parent Resource Center as requested. Parents are included in the development and review of the plan through parent surveys that all parents are encouraged to complete. The plan is available on the school website for all parents to review and an ACIP summary will be sent home to all parents when the plan is complete. Feedback from parents is encouraged by contacting the school office.

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))

Parents are encouraged to schedule conferences with their child's teacher if they have any questions or concerns about Title1 programs. OIS ensures that parents of children who live in households where English is not the primary language can receive written communication in their native language through the use of Google translator. Translators and interpreters for the deaf are provided by the St. Clair County Board of Education for meetings and conferences upon request.

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 School-Parent Compact outlines how parents, the school, and students will share the responsibility for improved student achievement. Compacts are kept on file in each classroom to discuss with parents at teacher/parent conferences. Teachers also explain the student portion of the School-Parent Compact to their students. The School-Parent Compact is reviewed each spring by the ACIP committee to determine if any updates are needed. Parents are included on this committee.

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

Parents of OIS students who wish to submit comments of dissatisfaction with the ACIP may do so in the following ways: Parent-teacher conferences, formal complaints addressed to school administrators, and parent surveys. Complaints will be handled by the school administration with help from the St. Clair County Board of Education as needed.

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)

OIS will accomplish this through participation in the St. Clair County Parental Involvement Program. Newsletters provided by the Parental Involvement Program are sent home each grading period. The newsletters include articles that help parents assist their children in academics and therefore improve their achievement. The Parental Involvement Center in Ashville also has resources that parents can check out to use in helping their students with academics at home. Requirements of Title 1 are discussed at the annual Title 1 meeting. Classroom teachers offer parents the opportunity to conference about any concerns or questions they may have about their students' academics or assessments, and about requirements of Title 1. School-wide newsletters are sent home to explain the implementation of state standards and the importance of attendance. Parents are sent information about how to log in to technology based programs that can be used at home. These programs include Moby Max, Social Studies Weekly, My Capstone Library.

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 Title I Meeting stressed the importance of teachers, parents, and community members working together to better meet the needs of our students. OIS administrators ask all classroom teachers to send a letter or make a phone call to the families of students who will be in their classes before Orientation Night. OIS administrators also set the expectation at the first faculty meeting that positive relationships with parents need to be fostered. Teachers offer parents the opportunity for a conference at least once per semester. A parenting day will be held in October to give parents the opportunity to conference with teachers. The school counselor and other office personnel work with parent volunteers to provide food assistance to families in need through our backpack buddy program.

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)

OIS contributes a portion of its Title 1 budget to the St. Clair County Parent Resource Center which provides free materials for parents, publishes newsletters each grading period, and provides parents with resources and contacts that may be able to offer further assistance.

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)

OIS uses Google Translator to translate documents into the home language of parents. The St. Clair County Board of Education also provides Spanish speaking translators and interpreters for the deaf for meetings and conferences upon request.

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 may make requests for activities involving parents through email or parent-teacher meetings, or by contacting the PTO president. Contact information for administration, teachers, and the PTO president is available on the school website.

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))

OIS uses Google translator to translate documents into the home language of parents. The St. Clair County Board of Education also provides Spanish-speaking translators and interpreters for the deaf upon request for meetings and conferences.