

2015-16 Plan for ACIP

Odenville Middle School

St. Clair County Board of Education

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Overview

Plan Name

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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	Local Indicator - 50% of struggling readers enrolled in READ 180 at Odenville Middle School will have a Lexiles growth of 5% or more.	Objectives: 1 Strategies: 1 Activities: 3	Academic	\$0
2	Students will show an increase of 3% over previous ACT Aspire results in sixth, seventh, and eighth grade reading classes. Special education students IEP's will be followed accordingly to achieve a 3% increase in their test scores as well.	Objectives: 1 Strategies: 1 Activities: 3	Academic	\$0
3	Students will increase proficiency in the mathematical content area of Operations Algebraic Thinking by at least 3% in each grade as outlined by our AMO 2020 goals and ACT Aspire results.	Objectives: 1 Strategies: 3 Activities: 9	Academic	\$0
4	Increase parental involvement to facilitate student ownership of their success at Odenville Middle School.	Objectives: 1 Strategies: 1 Activities: 4	Academic	\$0
5	All faculty and staff at Odenville Middle School will promote positive student behavior.	Objectives: 1 Strategies: 2 Activities: 7	Organizational	\$3000
6	Acculturation of EL Students	Objectives: 1 Strategies: 1 Activities: 3	Academic	\$0

Goal 1: Local Indicator - 50% of struggling readers enrolled in READ 180 at Odenville Middle School will have a Lexiles growth of 5% or more.

Measurable Objective 1:

50% of Sixth, Seventh and Eighth grade students will increase student growth by 5% or more (Lexiles) of those enrolled in READ 180 in Reading by 05/27/2016 as measured by gains analysis report as provided by Scholastic Reading Inventory (SRI)..

Strategy 1:

READ 180 Program - All 6th, 7th, and 8th grade students participating in the READ 180 program will follow the READ 180 Model for Blended Learning: Whole Group Introduction with three daily rotations of the following: teacher facilitated small group, instruction technology, and independent reading. Students will spend at least 15 minutes or more in each rotation.

Research Cited: Papalewis, R (2004). Struggling middle school readers: Successful, Accelerating Intervention, Reading Improvement, 41(1). 24-37

Activity - Software Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
READ 180 students will have a minimum of 15 minutes of intense practice using Scholastic READ 180 online program.	Academic Support Program, Technology	08/27/2015	05/27/2016	\$0	No Funding Required	READ 180 Teacher
Activity - Independent Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
READ 180 students will have daily independent reading time using leveled readers.	Academic Support Program, Other - Independent Reading	08/27/2015	05/27/2016	\$0	No Funding Required	READ 180 Teacher
Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
READ 180 students will participate in a daily small group instruction guided by a highly qualified READ 180 reading teacher. During the small group session students will utilize rbooks for writing, reading and skill practice.	Direct Instruction, Academic Support Program	08/27/2015	05/27/2016	\$0	No Funding Required	READ 180 Teacher

Goal 2: Students will show an increase of 3% over previous ACT Aspire results in sixth, seventh, and eighth grade reading classes. Special education students IEP's will be followed accordingly

to achieve a 3% increase in their test scores as well.

Measurable Objective 1:

A 3% increase of All Students will demonstrate a proficiency in intergration of knowledge attained from reading various passages and text in Reading by 05/27/2016 as measured by classroom performance and the ACT Aspire..

Strategy 1:

Synthesis of Textual Information - The teachers will incorporate different activities to ensure that students are reading a variety of both fiction and non-fiction across the curriculum. This will reinforce the connections between texts. Informational and textual non-fiction is shown as the highest area of weakness in all three grades according to the ACT Aspire and Scantron Performance Series.

Research Cited: Sunday Cummins, Cate Stallmeyer-Gerard. Teaching for Synthesis of Informational Texts With Read-Aloud. Science, social science, math, and other subject-area texts are sometimes complex, but assessment-driven instructional approaches can help young readers connect with the content and deepen their comprehension of new information.

Activity - Socratic Seminars	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Sixth grade students will read fiction and non-fiction books in and outside of class. Graphic organizers will be used weekly with an emphasis on non-fiction to increase student proficiency and performance on the ACT Aspire and Scantron Performance tests. Each nine weeks, sixth grade students will read as many above grade level texts as possible, especially informational texts. Students will think about how authors construct arguments and support claims. Students will also look for connections between and among related texts. Bell ringers will be used daily and with an emphasis on roots/prefixes/suffixes and vocabulary to increase knowledge and broaden vocabulary.	Direct Instruction	08/12/2015	05/27/2016	\$0	No Funding Required	Sixth Grade Reading Teacher
Activity - Literature Circles	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Seventh grade students will be placed in literary circles to research, investigate, partake in small and large group discussions, reading non-fiction and fiction texts in the classroom and outside of the classroom with an emphasis on root prefixes and suffixes through year long vocabulary instruction unit.	Direct Instruction	08/12/2015	05/27/2016	\$0	No Funding Required	Seventh grade reading teacher
Activity - Student Engagement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Eighth grade students will be given a variety of text, both fiction and non-fiction, to be used across the curriculum to reinforce the concept of theme. After direct instruction using methods of teacher modeling and group discussion, Students will engage in a variety of group activities in which they will apply content knowledge. These activities will increase student performance on the ACT Aspire and scantron performance.	Direct Instruction, Other - Project Based Learning	08/12/2015	05/27/2016	\$0	No Funding Required	Eighth grade reading teacher
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Goal 3: Students will increase proficiency in the mathematical content area of Operations Algebraic Thinking by at least 3% in each grade as outlined by our AMO 2020 goals and ACT Aspire results.

Measurable Objective 1:

A 3% increase of All Students will demonstrate a proficiency in expressions, number operations and equations in grades 6 through 8 in Mathematics by 05/27/2016 as measured by ACT Aspire results and Scantron Performance series.

Strategy 1:

Peer to Peer - Sixth grade mathematics students will participate in group discussions of mathematical properties of numbers and how they are obtained.

Research Cited: Sherry Parrish book "Number Talks"

Activity - Number Talks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will participate in Number Talks and explain the reasoning of numeric values.	Direct Instruction	08/12/2015	05/27/2016	\$0	No Funding Required	Sixth grade mathematics teacher

Activity - Patterns	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will explain patterns when multiplying by a power of 10.	Direct Instruction	08/12/2015	05/27/2016	\$0	No Funding Required	Sixth grade mathematics teacher

Activity - Numerical Expressions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will interpret numerical expressions to predict number values without actually finding the number values.	Direct Instruction	08/12/2015	05/27/2016	\$0	No Funding Required	Sixth grade mathematics teacher

Strategy 2:

Differentiated Instruction - Seventh grade mathematics students will respond to differentiated instruction through the use of formative and summative assessments.

When teaching math, teacher will use differentiated instruction in whole group and small group. When teaching whole group, teachers will make sure they are following

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all students' accommodations.

Research Cited: Tomlinson and Allan 2000

Activity - Peer Buddies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher will assign "peer buddies" to students targeted as "In Need of Support". Peer buddies assist in reminding students of important concepts and critiquing thought processes.	Direct Instruction	08/12/2015	05/27/2016	\$0	No Funding Required	Seventh grade mathematics teacher

Activity - Website Tutorials	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher will post website tutorials and notes providing students with remedial instruction and links to basic math skill games, as well as assisting students who have been absent from class.	Direct Instruction	08/12/2015	05/27/2016	\$0	No Funding Required	Seventh grade mathematics teacher

Activity - Progress Tracking	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher will use data-driven instruction to target weaknesses and adjust lessons with results from Global Scholar in the area of algebra and expressions.	Direct Instruction	08/12/2015	05/27/2016	\$0	No Funding Required	Seventh grade mathematics teacher

Strategy 3:

Explicit and Systematic Instruction - Eighth grade students will participate in explicit and systematic instruction through guided practice.

Research Cited: Direct Instruction Adams and Carmine 2003

Activity - Guided Practice	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher clearly states the teaching objective and follows a defined instructional sequence that models correct procedure.	Direct Instruction	08/12/2015	05/27/2016	\$0	No Funding Required	Eighth grade mathematics teacher

Activity - Catch-Up Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students move through the curriculum, practicing and learning skills determined by their individual needs.	Tutoring, Academic Support Program, Technology	08/12/2015	05/27/2016	\$0	No Funding Required	Eighth grade mathematics teacher

Activity - POD: Problem of the Day	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Students engage in a variety of problems in which they should represent and analyze mathematical situations and structures using algebraic expressions.	Direct Instruction	08/12/2015	05/27/2016	\$0	No Funding Required	Eighth grade mathematics teacher
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Goal 4: Increase parental involvement to facilitate student ownership of their success at Odenville Middle School.

Measurable Objective 1:

30% of All Students will demonstrate a behavior of parents being involved in meaningful interactions with students and faculty at Odenville Middle School in Practical Living by 05/27/2016 as measured by an upturn in school climate and culture.

Strategy 1:

Parent Communication - Parents will be advised via call outs, Remind 101, both the school and county website, and iNow Parent Portal.

Research Cited: Rachel Schwarzendruber Extension Educator, Family Life Bureau/LaSalle/Marshall/Putnam Unit. Helping Children Succeed in School.

Activity - Parent Night/Christmas Open House/Title I Tailgate Party	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will be provided with multiple opportunities to attend school functions after hours during the school year to partake in the climate and overall well being of the school.	Parent Involvement	08/12/2015	05/27/2016	\$0	No Funding Required	Administration and Faculty

Activity - Fall Festival	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will have the opportunity to attend the Fall Festival and interact with their child, other students, and faculty to build more meaningful relationships and open dialogue between all parties.	Behavioral Support Program, Parent Involvement	10/14/2015	10/14/2015	\$0	No Funding Required	Administration and Faculty

Activity - Parent Conference Days/ Orientation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will have the opportunity to conference with their student's teachers and voice concerns.	Parent Involvement	08/12/2015	05/27/2016	\$0	No Funding Required	Administration and Faculty

Activity - Earth Day/Awards Day	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Awards Day gives the parents a chance to attend an event in order to celebrate their student's success. Earth Day gives the parents an opportunity to aid in campus clean-up and model acceptable behavior towards being more responsible with the environmental resources.	Parent Involvement	08/12/2015	05/27/2016	\$0	No Funding Required	Administration and Faculty

Goal 5: All faculty and staff at Odenville Middle School will promote positive student behavior.

Measurable Objective 1:

collaborate to find ways to promote positive student behavior by 05/27/2016 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.

Research Cited: The Comprehensive Counseling and Guidance Model for Alabama Public Schools. 2003 Alabama State Department

Activity - Advisory	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet every Wednesday morning with their pre-determined advisory groups. These teachers will use this time to promote character education, attendance, and goal setting. This time can be used for group and individual mentoring for students.	Behavioral Support Program	08/12/2015	05/27/2016	\$0	No Funding Required	All certified staff at Odenville Middle School

Activity - Agenda Books	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students are given agenda books at the beginning of the year. These books are used to help students stay organized and to assist with homework/time management. These books are also used as a tool for communicating with parents. These books also contain character education excerpts which teachers will use in the classroom monthly and/or as an advisory topic.	Behavioral Support Program	08/12/2015	05/27/2016	\$3000	Title I Schoolwide	All certified teachers at Odenville Middle School

Activity - Student Counseling	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
To aid in the support of positive behavior, the school has a full time counselor. The counselor continually works with students on behavioral goals which will enhance their educational experience. The counselor also goes into the English classrooms once a month and does counseling/character education lessons.	Behavioral Support Program	08/12/2015	05/27/2016	\$0	No Funding Required	Counselor

Activity - Wednesday Morning Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Faculty will meet every Wednesday to address school needs. Periodically throughout the year, there will be professional development offered that is designed to promote positive behavioral intervention support. This professional development will be conducted by school staff and outside agencies.	Professional Learning	08/19/2015	05/25/2016	\$0	No Funding Required	All certified faculty and staff

Strategy 2:

Promote Daily Student Attendance - All core classroom teachers will promote daily attendance using the 3 Tier Model.

Research Cited: Attendance Works "Tiers of Intervention to Reduce Chronic Absence"

Activity - Classroom Incentives	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All core teachers will promote the Tier 3 classroom attendance incentive program. Each first period teacher will take attendance daily and reiterate the importance of attendance to students. First period classroom with the best attendance record at the end of each semester will get a reward through donations.	Behavioral Support Program	08/12/2015	05/27/2016	\$0	No Funding Required	All certified teachers
Activity - Individual Attendance Incentives	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who attain perfect attendance will be recognized each 9 weeks. These students will receive a movie and popcorn party, made possible through donations, during the last period of the day at a designated time set by the principal.	Behavioral Support Program	08/12/2015	05/27/2016	\$0	No Funding Required	All certified teachers
Activity - Honor Assemblies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Student attendance will be recognized at the end of each semester at an Honors Assembly. They will receive a certificate for gold (perfect attendance), silver (1 day absent), and bronze (2 days absent). Check-ins and Check-outs count as absences for this incentive.	Academic Support Program, Behavioral Support Program, Community Engagement	08/12/2015	05/27/2016	\$0	No Funding Required	All certified teachers

Goal 6: Acculturation of EL Students

Measurable Objective 1:

A total of 1 English Learners students will collaborate to supply information from his/her native country as it pertains to the AMSTI science unit on the Ring of Fire, including the resulting typhoons, tsunamis, volcanic eruptions and earthquakes in Science by 05/27/2016 as measured by class attendance and participation.

Strategy 1:

English Assimilation and School Belonging - During the 2015-16 school year the student/students will participate in reading, history and science units as they pertain to the scientific unit that includes natural disasters in their native lands.

Research Cited: Freeman, Yvonne, Freeman, David, and Mercuri, Sandra. Helping Middle and High School Age English Language Learners Achieve Academic Success. NABE Journal of Research and Practice. Winter 2003.

Yough, Mike. English Language Learners and Distinctions Between Student-Teacher Relationships and School Climate. Ohio State University 2009.

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Activity - Science Unit on Natural Disasters	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Science teacher will provide instruction on natural disasters and allow for participation of student/students from the geographical area of concern. This will include films, laboratory work, textual support, and technical vocabulary.	Direct Instruction	08/12/2015	05/27/2016	\$0	No Funding Required	Science teacher
Activity - Unit on Geography	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
History teacher will include battles that took place or involved the student/students geographical area.	Direct Instruction	08/12/2015	05/27/2016	\$0	No Funding Required	History teacher
Activity - Literature and Reading Class	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reading teacher will include discussion of natural disasters as they connect to the student/students geographical region in textual reference.	Direct Instruction	08/12/2015	05/27/2016	\$0	No Funding Required	Reading teacher

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Parent Conference Days/ Orientation	Parents will have the opportunity to conference with their student's teachers and voice concerns.	Parent Involvement	08/12/2015	05/27/2016	\$0	Administration and Faculty
Earth Day/Awards Day	Awards Day gives the parents a chance to attend an event in order to celebrate their student's success. Earth Day gives the parents an opportunity to aid in campus clean-up and model acceptable behavior towards being more responsible with the environmental resources.	Parent Involvement	08/12/2015	05/27/2016	\$0	Administration and Faculty
Litature and Reading Class	Reading teacher will include discussion of natural disasters as they connect to the student/students geographical region in textual reference.	Direct Instruction	08/12/2015	05/27/2016	\$0	Reading teacher
Socratic Seminars	Sixth grade students will read fiction and non-fiction books in and outside of class. Graphic organizers will be used weekly with an emphasis on non-fiction to increase student proficiency and performance on the ACT Aspire and Scantron Performance tests. Each nine weeks, sixth grade students will read as many above grade level texts as possible, especially informational texts. Students will think about how authors construct arguments and support claims. Students will also look for connections between and among related texts. Bell ringers will be used daily and with an emphasis on roots/prefixes/suffixes and vocabulary to increase knowledge and broaden vocabulary.	Direct Instruction	08/12/2015	05/27/2016	\$0	Sixth Grade Reading Teacher
Wednesday Morning Professional Development	Faculty will meet every Wednesday to address school needs. Periodically throughout the year, there will be professional development offered that is designed to promote positive behavioral intervention support. This professional development will be conducted by school staff and outside agencies.	Professional Learning	08/19/2015	05/25/2016	\$0	All certified faculty and staff
Small Group Instruction	READ 180 students will participate in a daily small group instruction guided by a highly qualified READ 180 reading teacher. During the small group session students will utilize rbooks for writing, reading and skill practice.	Direct Instruction, Academic Support Program	08/27/2015	05/27/2016	\$0	READ 180 Teacher

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Website Tutorials	Teacher will post website tutorials and notes providing students with remedial instruction and links to basic math skill games, as well as assisting students who have been absent from class.	Direct Instruction	08/12/2015	05/27/2016	\$0	Seventh grade mathematics teacher
Parent Night/Christmas Open House/Title I Tailgate Party	Parents will be provided with multiple opportunities to attend school functions after hours during the school year to partake in the climate and overall well being of the school.	Parent Involvement	08/12/2015	05/27/2016	\$0	Administration and Faculty
Software Program	READ 180 students will have a minimum of 15 minutes of intense practice using Scholastic READ 180 online program.	Academic Support Program, Technology	08/27/2015	05/27/2016	\$0	READ 180 Teacher
Science Unit on Natural Disasters	Science teacher will provide instruction on natural disasters and allow for participation of student/students from the geographical area of concern. This will include films, laboratory work, textual support, and technical vocabulary.	Direct Instruction	08/12/2015	05/27/2016	\$0	Science teacher
Unit on Geography	History teacher will include battles that took place or involved the student/students geographical area.	Direct Instruction	08/12/2015	05/27/2016	\$0	History teacher
Peer Buddies	Teacher will assign "peer buddies" to students targeted as "In Need of Support". Peer buddies assist in reminding students of important concepts and critiquing thought processes.	Direct Instruction	08/12/2015	05/27/2016	\$0	Seventh grade mathematics teacher
Progress Tracking	Teacher will use data-driven instruction to target weaknesses and adjust lessons with results from Global Scholar in the area of algebra and expressions.	Direct Instruction	08/12/2015	05/27/2016	\$0	Seventh grade mathematics teacher
POD: Problem of the Day	Students engage in a variety of problems in which they should represent and analyze mathematical situations and structures using algebraic expressions.	Direct Instruction	08/12/2015	05/27/2016	\$0	Eighth grade mathematics teacher
Guided Practice	Teacher clearly states the teaching objective and follows a defined instructional sequence that models correct procedure.	Direct Instruction	08/12/2015	05/27/2016	\$0	Eighth grade mathematics teacher
Advisory	Teachers will meet every Wednesday morning with their pre-determined advisory groups. These teachers will use this time to promote character education, attendance, and goal setting. This time can be used for group and individual mentoring for students.	Behavioral Support Program	08/12/2015	05/27/2016	\$0	All certified staff at Odenville Middle School
Student Engagement	Eighth grade students will be given a variety of text, both fiction and non-fiction, to be used across the curriculum to reinforce the concept of theme. After direct instruction using methods of teacher modeling and group discussion, Students will engage in a variety of group activities in which they will apply content knowledge. These activities will increase student performance on the ACT Aspire and scantron performance.	Direct Instruction, Other - Project Based Learning	08/12/2015	05/27/2016	\$0	Eighth grade reading teacher

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Individual Attendance Incentives	Students who attain perfect attendance will be recognized each 9 weeks. These students will receive a movie and popcorn party, made possible through donations, during the last period of the day at a designated time set by the principal.	Behavioral Support Program	08/12/2015	05/27/2016	\$0	All certified teachers
Honor Assemblies	Student attendance will be recognized at the end of each semester at an Honors Assembly. They will receive a certificate for gold (perfect attendance), silver (1 day absent), and bronze (2 days absent). Check-ins and Check-outs count as absences for this incentive.	Academic Support Program, Behavioral Support Program, Community Engagement	08/12/2015	05/27/2016	\$0	All certified teachers
Number Talks	Students will participate in Number Talks and explain the reasoning of numeric values.	Direct Instruction	08/12/2015	05/27/2016	\$0	Sixth grade mathematics teacher
Independent Reading	READ 180 students will have daily independent reading time using leveled readers.	Academic Support Program, Other - Independent Reading	08/27/2015	05/27/2016	\$0	READ 180 Teacher
Numerical Expressions	Students will interpret numerical expressions to predict number values without actually finding the number values.	Direct Instruction	08/12/2015	05/27/2016	\$0	Sixth grade mathematics teacher
Catch-Up Math	Students move through the curriculum, practicing and learning skills determined by their individual needs.	Tutoring, Academic Support Program, Technology	08/12/2015	05/27/2016	\$0	Eighth grade mathematics teacher
Patterns	Students will explain patterns when multiplying by a power of 10.	Direct Instruction	08/12/2015	05/27/2016	\$0	Sixth grade mathematics teacher
Student Counseling	To aid in the support of positive behavior, the school has a full time counselor. The counselor continually works with students on behavioral goals which will enhance their educational experience. The counselor also goes into the English classrooms once a month and does counseling/character education lessons.	Behavioral Support Program	08/12/2015	05/27/2016	\$0	Counselor
Fall Festival	Parents will have the opportunity to attend the Fall Festival and interact with their child, other students, and faculty to build more meaningful relationships and open dialogue between all parties.	Behavioral Support Program, Parent Involvement	10/14/2015	10/14/2015	\$0	Administration and Faculty

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Literature Circles	Seventh grade students will be placed in literary circles to research, investigate, partake in small and large group discussions, reading non-fiction and fiction texts in the classroom and outside of the classroom with an emphasis on root prefixes and suffixes through year long vocabulary instruction unit.	Direct Instruction	08/12/2015	05/27/2016	\$0	Seventh grade reading teacher
Classroom Incentives	All core teachers will promote the Tier 3 classroom attendance incentive program. Each first period teacher will take attendance daily and reiterate the importance of attendance to students. First period classroom with the best attendance record at the end of each semester will get a reward through donations.	Behavioral Support Program	08/12/2015	05/27/2016	\$0	All certified teachers
Total					\$0	

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Agenda Books	Students are given agenda books at the beginning of the year. These books are used to help students stay organized and to assist with homework/time management. These books are also used as a tool for communicating with parents. These books also contain character education excerpts which teachers will use in the classroom monthly and/or as an advisory topic.	Behavioral Support Program	08/12/2015	05/27/2016	\$3000	All certified teachers at Odenville Middle School
Total					\$3000	