



ACIP

Olive J. Dodge Elementary School

Mobile County Board of Education

Dr. Suzanne M Crist
2615 Longleaf Drive
Mobile, AL 36693

TABLE OF CONTENTS

Executive Summary

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

Improvement Plan Stakeholder Involvement

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

Student Performance Diagnostic

Introduction.....	11
Student Performance Data.....	12
Evaluative Criteria and Rubrics.....	13
Areas of Notable Achievement.....	14
Areas in Need of Improvement.....	16
Report Summary.....	18

ACIP Assurances

Introduction 20

ACIP Assurances 21

Olive J. Dodge ASSIST Plan 2016-2017

Overview 23

Goals Summary 24

- Goal 1: Increase student awareness of the role physical activity, healthy habits, and wellness plays in academic success and overall well-being. 25
- Goal 2: Engage and Empower the learner through high quality K-12 aligned College and Career Ready Standards, instruction, and assessment for all core content areas. 25
- Goal 3: Prepare and Support Students Through Student Support Services. 28
- Goal 4: Prepare and Support Teachers to Graduate College and Career Ready Students. 28
- Goal 5: Provide digital tools and resources to all educators and students. (All educators and students will have digital tools to access a comprehensive, viable infrastructure when and where they need it.) 29

Activity Summary by Funding Source 30

Stakeholder Feedback Diagnostic

Introduction 33

Stakeholder Feedback Data 34

Evaluative Criteria and Rubrics 35

Areas of Notable Achievement 36

Areas in Need of Improvement 37

Report Summary 38

Title I Schoolwide Diagnostic

Introduction 40

Component 1: Comprehensive Needs Assessment 41

Component 2: Schoolwide Reform Strategies..... 43

Component 3: Instruction by Qualified Staff..... 60

Component 4: Strategies to Attract Qualified Teachers..... 61

Component 5: High Quality and Ongoing Professional Development..... 62

Component 6: Transition Strategies..... 63

Component 7: Teacher Participation in Making Assessment Decisions..... 64

Component 8: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards..... 65

Component 9: Coordination and Integration of Federal, State and Local Programs and Resources. 68

Component 10: Evaluation..... 69

Coordination of Resources - Comprehensive Budget

Introduction..... 72

I. State Foundation Funds: 73

 Title I..... 74

 Title II..... 75

 Title III..... 76

 Title IV..... 77

 Title VI..... 78

Career and Technical Education-Perkins IV..... 79

Other..... 80

Local Funds..... 81

Strategies to Increase Parental Involvement

Introduction..... 83

Strategies to Increase Parental Involvement..... 84

DRAFT

Executive Summary

DRAFT

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.

DRAFT

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?

Olive J. Dodge Elementary School is located in the suburban Cottage Hill area of Mobile and has been recognized by the U.S. Department of Education as a National Blue Ribbon School of Excellence. There are 920 Pre-K through Fifth Grade students. We are one of 88 schools in the Mobile County Public School System. Our school system is the largest employer in Mobile County with over 7,086 employees, and we are the largest school system in the state of Alabama with 56,398 students.

The population of Dodge Elementary is made up of fifty-two percent (52%) males and forty-eight percent (48%) females. Of these students, three percent (3%) are Asian, fifty-one percent (51%) are African American, and thirty-eight percent (38%) are Caucasian.

Over the last three years we have had a change to our district lines, increasing the number of apartment complexes in our district. We have seen an increase in transiency of about 150-200 new students each year. The last three years have shown a decrease in our population of more than seventy (70) students.

There are ninety-eight (98) faculty and staff members at Dodge Elementary. Five percent (5%) are male and ninety-five percent (95%) are female. Of these faculty members, eighteen percent (18%) are African American and eighty percent (80%) are Caucasian.

Our school continues to demonstrate solid academic achievement and provide an educational program that meets the needs of all students regardless of their ability level. Students are recognized for their outstanding academic achievement through quarterly honors programs, National Elementary Honor Society, and various leadership roles.

Students will be working through the curriculum using the Alabama Math, Science, and Technology Initiative (AMSTI). We also have a strong focus on reading and the Accelerated Reading (AR) Program. Wellness and physical fitness are crucial to a child's overall success, so students are encouraged to participate fully in the Physical Education program daily. Students are also offered many opportunities to participate in clubs and organizations, including EYE (Engaging Youth in Engineering), Robotics, and the Eagle 26.2 Running Club.

Communication between parents and the school is a key component to school success. Parents are encouraged to visit the school and become active partners. Our PTA is one of the strongest in the county, and it has received many national, state, and local awards. With the continued participation of our parents we are sure to have many more accomplishments. Our Parent/Student Handbook and website (www.dodgeeagles.com) are valuable sources of information. Parents receive monthly bulletins, emails, and phone messages from the school.

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 Olive J. Dodge Elementary School mission statement was rewritten prior to the 2015-2016 school year. The new mission statement is "The mission of Olive J. Dodge Elementary School is to provide a safe, nurturing, and challenging environment where students will be productive, responsible citizens who incorporate integrity and critical thinking into their daily lives." Our school motto, "Olive J. Dodge - A School of Integrity where Dodge Eagles S.O.A.R. (Self, Others, Academics, Responsibility), was also rewritten and offers a worthy challenge for the entire Dodge community. As we embrace the challenge of educating our youth, the faculty and staff of Dodge School are committed to making our school the best it can be. In addition to high expectations of all students, we provide a wide range of extra-curricular activities.

DRAFT

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.

Olive J. Dodge Elementary is an Alabama Math, Science and Technology (AMSTI) school. We began training our faculty in 2005 and every summer after we have ensured that all new faculty members receive training. We began using daily math journals school-wide in 2011 and also placed an emphasis on math strategies. This additional focus helped improve our math scores on STAR and state tests.

We also trained our faculty on Writing the Draft Book Way and 6+1 Traits Writing Model from 2015-present. We began using daily Draft Books school-wide in 2015, placing an emphasis on school-wide headings and quality writing. From 2014-2016 we provided Talents Unlimited Training for our entire faculty, and in 2016 Dodge Elementary was designated as a Talents Unlimited model school site.

Our school has received many awards and recognitions over the years. Some of these include:

- *Talents Unlimited International Demonstration Site - 2016
- *Technology Local and State Winners - 2016
- *MCPSS Film Festival Winner - 2015 & 2016
- *Math Team Competition - 2015 (4th Place) & 2016 (2nd Place)
- *PTA Reflections Local, District and State Winners - 2016
- *PTA Participation/Membership Awards - Yearly
- *National Student Council School of Excellence - 2014
- *Comcast National Day of Caring - 2014
- *Best of Class, Keep Mobile Beautiful Awards and Grants - Yearly
- *USDA Fresh Fruit and Vegetable Grant - 2009 to Present
- *Fuel Up to Play 60 Physical Fitness Grant - 2014

Over the next three years we hope to see an increase in Reading, Math, and Writing skills. All students have a draft book for weekly writing and a journal for daily math problems. Our teachers are developing Problem Based Learning Thematic Units that incorporate all subject areas and include Talents Unlimited lessons. These thematic units will help strengthen the relationship between subjects. We also have a strong focus on the importance of wellness and physical fitness as it relates to academics. We will be providing many opportunities for our students to participate in activities that will not only make them more fit, but also will increase their awareness of how fit minds and bodies increase our academic achievement.

Additional Information

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

Dodge Elementary offers a large variety of co-curricular activities in addition to the academic curriculum. These co-curricular activities allow the students to grow physically, emotionally, and socially as well as academically. Some of these opportunities include: Student Council, Pull-Tabs for Ronald McDonald House, food drives, Thanksgiving and Christmas gift baskets, collecting clothing and blankets for the needy, contributing to St. Jude Children's Research Hospital, Jump Rope for Heart, Senior Bowl Charity Run, Red Cross Fun Run, and the Azalea Trail Run. Additional co-curricular activities include, Bay Bear Reading Program, Math Team, Young Author's Conference, National PTA Reflections Cultural Arts Contest, Springhill Memorial Hospital's Color by Kids Contest, Safety Patrol, Flag Patrol, Hall Librarians, Hospitality Hosts, NEHS, Robotics, Boy Scouts, and Girl Scouts. Because of the large variety of co-curricular activities offered at Dodge, there is a high participation rate among the students. Dodge School is fortunate to have several Partners in Education that assist and support the programs at our school. Dodge currently has over 15 Partners in Education (PIE). These Partners are a valuable asset to the educational program at Dodge.

DRAFT

Improvement Plan Stakeholder Involvement

DRAFT

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.

DRAFT

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.

The Continuous Improvement Plan (CIP) Committee members are voted on by their constituents, Champions, and committee heads. This committee has been established to form a group representing the entire school community. The membership consists of administrators, teachers, staff, parents, and community leaders. These members represent specific areas and needs of their constituents. Monthly CIP meetings are held to review the data collected from grade level data meetings. These meetings are scheduled at times which accommodate the most team members. The team focuses on the gaps between ethnicity, LEP, disability groups, and socioeconomic status. The CIP is reviewed quarterly to ensure success of the plan. Professional development activities, instructional strategies, and budgetary funds are reviewed in order to make sure these actions could be successfully executed and are outlined in the CIP. Approval of all budgets was determined by following the state and federal guidelines. The CIP is presented to the entire faculty, staff, and stakeholders for approval and is available on our school website. The faculty and staff continuously review the plan and use it as a guide to instructional practices and to help meet the needs of students in order to meet the goals outlined.

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

Administrators, General Education teachers, Special Education teachers, Title I teacher, Counselors, ELL teacher, Technology Coach, Math Coach, Literacy Coach, Media Specialist, Parents, and Community Stakeholders are all members of the Continuous Improvement Plan (CIP) Committee. Monthly meetings are held to analyze data and identify areas of strength and weakness. Quarterly reviews of goals helps determine the effectiveness of each. All members have the opportunity to give input during these meetings. Team members share information discussed with their constituents.

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

The final Continuous Improvement Plan is shared with the faculty during a faculty meeting and during grade level meetings. The Plan will also be posted on our school website for all to view. Stakeholders will receive information of the progress of the CIP after each quarterly review.

Student Performance Diagnostic

DRAFT

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.

DRAFT

Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes	Data used: ASPIRE STAR Reading STAR Math	STAR Math - 2nd STAR Reading - 3rd STAR Reading - 5th STAR Reading - 1st STAR Math - 5th STAR Math - 4th STAR Reading - 4th STAR Reading - 2nd STAR Math - 3rd STAR Reading - K Writing Aspire 2016 Reading Aspire 2016 Science Aspire 2016 Math Aspire 2016

DRAFT

Evaluative Criteria and Rubrics

Overall Rating: 3.0

	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 achievement gaps exist among subpopulations of students, and these achievement gaps demonstrate a modest decline.	Level 2

Areas of Notable Achievement

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

The STAR Math Test was above the expected level of performance. The Alabama ACT Benchmark for the STAR Math showed an increase of 10% in Math (from 35%-45%) in grades 2-5. Our fifth grade students had 43% at benchmark, fourth grade had 46%, third grade had 49%, and second grade at 43%.

On the ACT Aspire Math we had 51% of our 3-5 grade students score in the Ready/Exceeding category.

The average daily attendance at Dodge was 97%, which exceeded the district's goal of 95%.

We saw a decrease in the number of student retentions and in the number of suspensions.

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

The STAR Math data shows that all tested grade levels exceeded their scores from 2015-2016. The ACT Aspire scores increased in Reading and Math.

Which area(s) indicate the overall highest performance?

School-wide we had 45% of our students scoring at/above the Alabama ACT Benchmark on the STAR Math Assessment.

43% - 5th Grade

46% - 4th Grade

49% - 3rd Grade

43% - 2nd Grade

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

The ACT Aspire data shows a gain in reading and math in all grade levels. School-wide we had 51% of 3-5 students score in the Ready/Exceeding category on the ACT Aspire Math and 32% of our 3-5 students score in the Ready/Exceeding category on the ACT Aspire Reading. Our third graders had the largest gain, with 60% of them scoring in the Ready/Exceeding category on the ACT Aspire Math.

Between which subgroups is the achievement gap closing?

The achievement gap is closing between our African American and White students as evidenced on the ACT Aspire Math assessment. We still have considerable gaps but will continue to address this as we meet in PLTs and grade levels.

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

The findings from the ACT Aspire and the STAR Reading Alabama ACT Benchmark show that reading is the area which needs to be addressed school-wide. The data from both of these sources shows that our students are much lower in the area of reading and this will be our area of focus during the 2016-2017 school year.

ACT Aspire Reading - 32% Ready/Exceeding in grades 3-5

STAR Reading Alabama ACT Benchmark - 31% At/Above Benchmark in grades 2-5

DRAFT

Areas in Need of Improvement

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

The ACT Aspire Reading scores and the STAR Reading Alabama ACT scores were lower than the expected level of performance. The scores were as follows:

ACT Aspire Reading

5th - 40% at or exceeding benchmark

4th - 40% at or exceeding benchmark

3rd - 37% at or exceeding benchmark

STAR Reading

5th - 31% at or exceeding benchmark

4th - 34% at or exceeding benchmark

3rd - 29% at or exceeding benchmark

2nd - 30% at or exceeding benchmark

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

Our overall STAR Reading scores were lower than they have been in the last few years. Our ACT Aspire Writing scores were lower than expected. We also have a gap between the performance level of our white students as compared to our black students in the area of reading.

Which area(s) indicate the overall lowest performance?

Our lowest performance is on second and third grade STAR Reading. Our second grade students had 30% at/above benchmark and our third grade had 29% at/above benchmark. 13% of our males and 16% of our females reached the readiness benchmark on the ACT Writing component.

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

There was a slight decrease in the performance of our black students on the ACT Aspire and STAR Reading. We will continue to monitor their progress and discuss this trend during PLT meetings and monthly PST meetings. Reading is our area of focus and we will continue to provide additional assistance to students in need.

Between which subgroups is the achievement gap becoming greater?

We have significant gaps between our general education students and our special education students scoring at/above proficiency on the
SY 2016-2017

STAR Reading and the ACT Aspire. We have analyzed this data and will continue to work to decrease this gap.

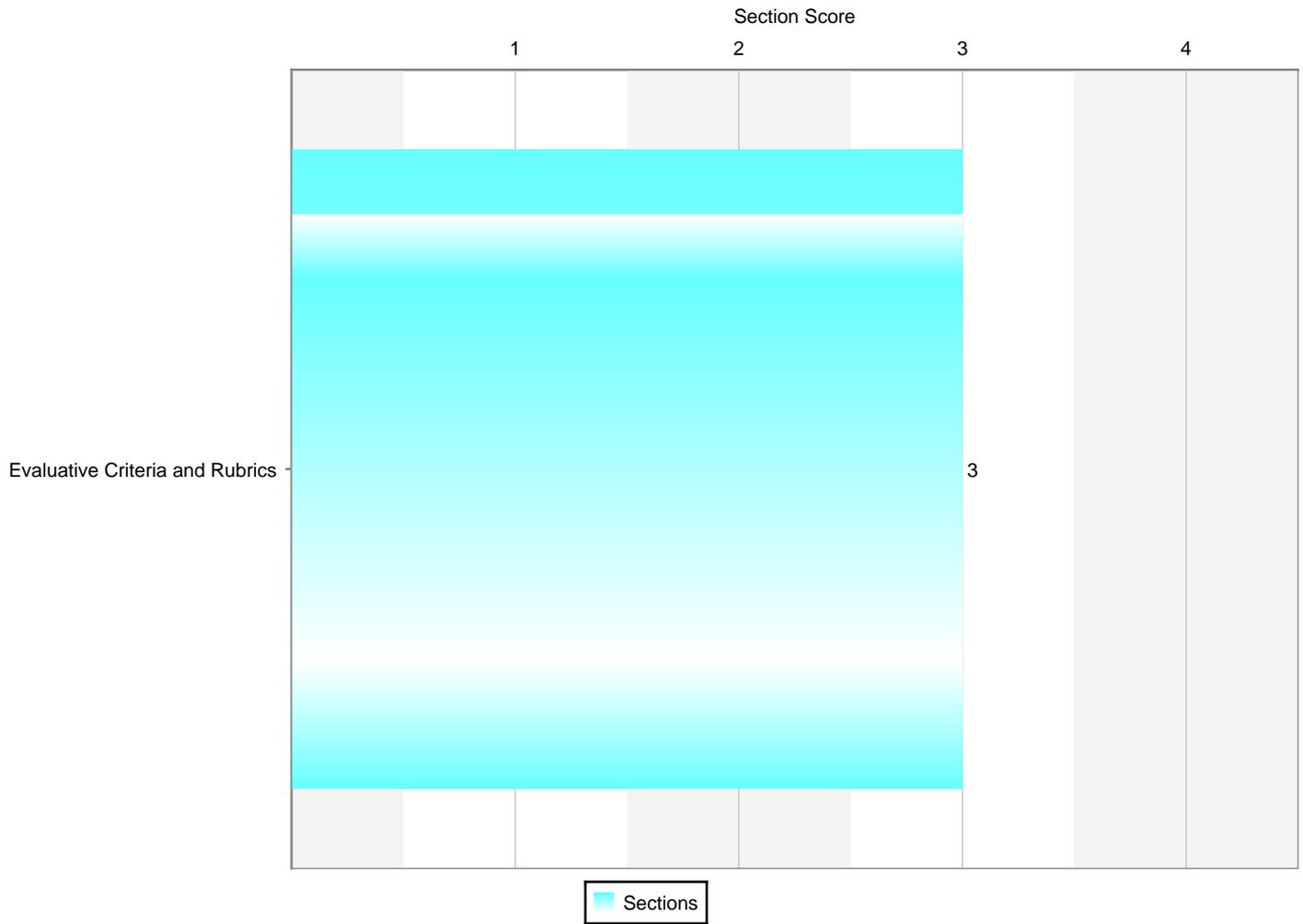
Which of the above reported findings are consistent with findings from other data sources?

The gap between general education students and special education students is significant on all our data sources. Our ACT Aspire data shows a significant gap between general education students and special education students. We also have gaps between our black students and white students in the areas of Writing and Science. Overall our male and female students perform at about the same level of proficiency on all subtests.

DRAFT

Report Summary

Scores By Section



ACIP Assurances

DRAFT

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.

DRAFT

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, ELL, etc.), district federal programs coordinator, district chief school financial officer, community stakeholders, or any other member as appropriate. Documentation will be maintained on site.	Yes	ACIP Team	

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	Principal's Signature	Principal's Signature

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	Dr. Suzanne Crist - Principal 2615 Longleaf Drive Mobile, AL 36693 251-221-1195	Principal's Signature

Label	Assurance	Response	Comment	Attachment
4.	The institution has a Parent Involvement policy and plan as required in NCLB Section 1118, and ensures that all requirements in Section 1118 and 1111(h)(6), Parents' Right-to-Know, are implemented systematically.	Yes	Parent Involvement Policy	Parental Involvement Policy

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 (NCLB Section 1118(d)(1-2)(A,B,C)) and was jointly developed with parents of participating students.	Yes	School-Parent Compact	2016-2017 School-Parent Compact, Signed

Olive J. Dodge ASSIST Plan 2016-2017

DRAFT

Overview

Plan Name

Olive J. Dodge ASSIST Plan 2016-2017

Plan Description

DRAFT

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	Increase student awareness of the role physical activity, healthy habits, and wellness plays in academic success and overall well-being.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
2	Engage and Empower the learner through high quality K-12 aligned College and Career Ready Standards, instruction, and assessment for all core content areas.	Objectives: 5 Strategies: 5 Activities: 5	Academic	\$75742
3	Prepare and Support Students Through Student Support Services	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$16000
4	Prepare and Support Teachers to Graduate College and Career Ready Students	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$43631
5	Provide digital tools and resources to all educators and students. (All educators and students will have digital tools to access a comprehensive, viable infrastructure when and where they need it.)	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$22000

Goal 1: Increase student awareness of the role physical activity, healthy habits, and wellness plays in academic success and overall well-being.

Measurable Objective 1:

increase student growth as we see a 5% increase in participation in wellness activities in Health/Physical Education and a 3% increase on STAR(2-5)/Early Literacy (K-1) Reading Benchmark from 34% fall screening to 37% spring screening by 06/02/2017 as measured by teacher surveys, daily schedule sign-in, goal charts, student participation, and STAR Reading ACT/Benchmark Reports..

Strategy 1:

Wellness Activities - Throughout the year the students will participate in Brain Breaks several times each day, visit the Read and Ride Room every other week, Running Club, Park and Walk, Fitness Night, and Bicycle Rodeo. The teachers will incorporate Brain Breaks into their day to give the students the opportunity to move, which then increases their ability to concentrate. The Read and Ride Rooms were organized using funds from our Fuel Up to Play 60 grant. Twice a month, classes will go to the Read and Ride Room and students will bring their library books to read while riding stationary bikes. The Running Club is organized by the Principal and teacher volunteers. The children meet weekly to run laps and train for area races. Quarterly goals are in place for all members of this club. Our Wellness Committee organizes the quarterly Park and Walk activities. Parents are encouraged to park off campus and walk to school with their students. Once at school they can take part in various fitness activities in the multi-purpose building. Last year we added a Bike Rodeo to our third quarter activities. Students demonstrated bicycle safety and riding skills as they maneuvered an obstacle course. Fitness Night is held during the fourth quarter and is our culminating activity. Parents and students participate in fitness activities such as Zumba, dance, and various fitness activities.

Category: Other - Health/Physical Fitness

Research Cited: U.S. Department of Education, American Psychological Association

Activity - Wellness and Fitness	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The faculty and staff members will provide Brain Breaks throughout the day, weekly Running Club, and bi-monthly visits to the Read and Ride Room. We will have quarterly Park and Walk activities, a Bike Rodeo and Fitness Night fourth quarter.	Other - Wellness and Fitness	08/10/2016	06/02/2017	\$0	No Funding Required	Administrators Faculty Staff

Goal 2: Engage and Empower the learner through high quality K-12 aligned College and Career Ready Standards, instruction, and assessment for all core content areas.

Measurable Objective 1:

57% of English Learners students will demonstrate a proficiency on the state APLA in English Language Arts in English Language Arts by 06/05/2017 as measured by ACCESS for ELL state mandated assessment/ accommodation documentation present for teachers of ESL students/ accommodation training sign in sheets/ percent participation in ESL PD.

Strategy 1:

Provide personalized instruction for EL students - English Learners will meet or exceed the state APLA of 57% on the ACCESS for ELL through ensuring all ELs are receiving appropriate accommodations to facilitate learner success in the content areas.

Category: Develop/Implement Learning Supports

Research Cited: WIDA World-Class Instructional Design and Assessment

Activity - Personalized Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
English Learners will receive direct instruction in the Core Program	Direct Instruction	08/10/2016	06/05/2017	\$350	District Funding	Content Teachers Administrators EL Coordinator

Measurable Objective 2:

A 3% increase of All Students will demonstrate a proficiency in number sense and computation in Math, and comprehension and vocabulary development in Reading by 06/05/2017 as measured by STAR Reading and Math Alabama Aspire Benchmark.

Strategy 1:

Modeling/Push-In - The Reading Coach and Math Coach will model and push-in to assist the teachers with planning and implementing lessons based on the literacy framework, and CFA development and implementation.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: College and Career Readiness Standards

Activity - Modeling/Push-In	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Reading Coach and Math Coach will assist teachers with planning and implementing lessons by modeling strategies and pushing-in to give support. (Funds for materials and supplies, copier service, and parenting.)	Academic Support Program	08/10/2016	06/05/2017	\$11395	Title I Schoolwide	Reading Coach Math Coach Administration Teachers

Measurable Objective 3:

95% of All Students will demonstrate a proficiency in Math and in Reading by 06/05/2017 as measured by the number of students on PST.

Strategy 1:

Problem Solving Teams (PST) - All K-5 and Special Education teachers will participate in collaborative PST meetings to analyze weekly/standards based assessments and other test data and identify research based interventions monthly. All students qualifying for PST will receive intervention. 100% of K-5, Special Education teachers, counselors and administrators will participate in the PST process.

Category:

ACIP

Olive J. Dodge Elementary School

Activity - PST	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All K-5 and Special Education Teachers will participate in collaborative PST meetings to analyze standards based assessments and other test data and identify research based interventions monthly. All students qualifying for PST will receive intervention. 100% of K-5 teachers, Special Education teachers, Counselors, and Administrators will participate in the PST process.	Academic Support Program	08/10/2016	06/05/2017	\$6000	Title I Schoolwide	Administrators General Education Teachers Special Education Teachers

Measurable Objective 4:

A 14% increase of Third, Fourth and Fifth grade students will demonstrate a proficiency overall in Reading by 06/05/2017 as measured by ACT Aspire.

Strategy 1:

Instructional Strategies - Teachers will implement various instructional strategies through the cycle of instruction to increase student achievement in reading and math, as well as other core content areas. They will utilize the instructional planning and pacing guides.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: Research Based Best Practices

Activity - Reading and Phonics Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement Soudy Systems daily through direct explicit instruction for phonics. Comprehension and fluency strategies are implemented in small groups daily. (Funds for Media Center Books and LPN)	Direct Instruction	08/10/2016	06/05/2017	\$57997	Title I Schoolwide	Teachers Administrators Reading Coach Intervention Pull-Out Teachers

Measurable Objective 5:

A 3% increase of Third, Fourth and Fifth grade students will demonstrate a proficiency overall in Mathematics by 06/05/2017 as measured by ACT Aspire.

Strategy 1:

Instructional Strategies/Cycle of Instruction - Teachers will implement various instructional strategies through the cycle of instruction to increase student achievement in reading and math, as well as other core content areas. They will utilize the instructional planning and pacing guides.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: Research Based Best Practices

Activity - Math Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
----------------------------	---------------	------------	----------	-------------------	-------------------	-------------------

Teachers will utilize instructional planning and pacing guides to develop lessons that are challenging and relevant. Math Coach will push-in and model when needed.	Academic Support Program, Direct Instruction	08/10/2016	06/05/2017	\$0	No Funding Required	Teachers Math Coach
---	--	------------	------------	-----	---------------------	---------------------

Goal 3: Prepare and Support Students Through Student Support Services

Measurable Objective 1:

collaborate to increase student achievement by 06/05/2017 as measured by STAR data and monitored by leadership.

Strategy 1:

Student Intervention - All K-5 General Education teachers and Special Education teachers will meet daily with students identified for intervention. Daily homework help will be offered to all students participating in the Eagle's Landing Before and After School Care Program. Data will determine students qualifying for Extended Day Tutoring in reading or math (grades 3-5) and students qualifying for pull-out services (k-2).

Category: Develop/Implement Learning Supports

Research Cited: College and Career Readiness Standards

Activity - Extended Day Tutoring and Pull-Out Classes	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Extended Day Tutoring for grades 3-5 in math and reading will take place every Thursday afternoon during 2nd and 3rd quarters. Students qualifying will receive services based on greatest need. Students in K-5 will receive pull-out services each week as determined by data.	Academic Support Program	08/10/2016	06/05/2017	\$16000	Title I Schoolwide	Administration Extended Day Tutors Pull-Out Teachers

Goal 4: Prepare and Support Teachers to Graduate College and Career Ready Students

Measurable Objective 1:

collaborate to research and develop PBL projects and assignments using appropriate digital tools and resources in Science, Reading, Math, and Social Studies. by 06/05/2017 as measured by one completed PBL project quarterly.

Strategy 1:

Utilizing PD Opportunities for Teachers - Utilize professional development opportunities for teachers to develop effective, challenge-based lessons and units that require students to demonstrate critical thinking, research, and problem-solving skills using technology.

Category: Develop/Implement Professional Learning and Support

Research Cited: ISTE-International Society for Technology in Education Standards for Students

Activity - Problem Based Learning (PBL)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students use critical thinking skills to plan and conduct research, prepare reports, complete assignments and projects, solve problems, and make informed decisions individually and collaboratively using appropriate digital tools and resources. (Funds for Professional Development Substitutes and Media Paraprofessional.)	Academic Support Program	08/10/2016	06/05/2017	\$43631	Title I Schoolwide	Administration Technology Coach Teachers

Goal 5: Provide digital tools and resources to all educators and students. (All educators and students will have digital tools to access a comprehensive, viable infrastructure when and where they need it.)

Measurable Objective 1:

increase student growth with keyboarding skills in writing by 06/05/2017 as measured by Learning.com class average reports.

Strategy 1:

Purchase Devices - The faculty and staff will collaborate with the PTA, IT, Community Stakeholders, and Title I to secure funds to purchase devices for classrooms.

Category: Align Fiscal Resources

Research Cited: ISTE Standards for Teachers and Students, Technology Inventory

Activity - Learning.com	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will complete learning.com activities to improve their keyboarding skills which in turn will improve their writing skills.	Technology	08/10/2016	06/05/2017	\$22000	Title I Schoolwide	Administration Technology Coach Teachers

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Problem Based Learning (PBL)	Students use critical thinking skills to plan and conduct research, prepare reports, complete assignments and projects, solve problems, and make informed decisions individually and collaboratively using appropriate digital tools and resources. (Funds for Professional Development Substitutes and Media Paraprofessional.)	Academic Support Program	08/10/2016	06/05/2017	\$43631	Administration Technology Coach Teachers
Modeling/Push-In	The Reading Coach and Math Coach will assist teachers with planning and implementing lessons by modeling strategies and pushing-in to give support. (Funds for materials and supplies, copier service, and parenting.)	Academic Support Program	08/10/2016	06/05/2017	\$11395	Reading Coach Math Coach Administration Teachers
PST	All K-5 and Special Education Teachers will participate in collaborative PST meetings to analyze standards based assessments and other test data and identify research based interventions monthly. All students qualifying for PST will receive intervention. 100% of K-5 teachers, Special Education teachers, Counselors, and Administrators will participate in the PST process.	Academic Support Program	08/10/2016	06/05/2017	\$6000	Administrators General Education Teachers Special Education Teachers
Learning.com	Students will complete learning.com activities to improve their keyboarding skills which in turn will improve their writing skills.	Technology	08/10/2016	06/05/2017	\$22000	Administration Technology Coach Teachers
Extended Day Tutoring and Pull-Out Classes	Extended Day Tutoring for grades 3-5 in math and reading will take place every Thursday afternoon during 2nd and 3rd quarters. Students qualifying will receive services based on greatest need. Students in K-5 will receive pull-out services each week as determined by data.	Academic Support Program	08/10/2016	06/05/2017	\$16000	Administration Extended Day Tutors Pull-Out Teachers
Reading and Phonics Instruction	Teachers will implement Soudy Systems daily through direct explicit instruction for phonics. Comprehension and fluency strategies are implemented in small groups daily. (Funds for Media Center Books and LPN)	Direct Instruction	08/10/2016	06/05/2017	\$57997	Teachers Administrators Reading Coach Intervention Pull-Out Teachers
Total					\$157023	

ACIP

Olive J. Dodge Elementary School

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Personalized Instruction	English Learners will receive direct instruction in the Core Program	Direct Instruction	08/10/2016	06/05/2017	\$350	Content Teachers Administrators EL Coordinator
Total					\$350	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Wellness and Fitness	The faculty and staff members will provide Brain Breaks throughout the day, weekly Running Club, and bi-monthly visits to the Read and Ride Room. We will have quarterly Park and Walk activities, a Bike Rodeo and Fitness Night fourth quarter.	Other - Wellness and Fitness	08/10/2016	06/02/2017	\$0	Administrators Faculty Staff
Math Strategies	Teachers will utilize instructional planning and pacing guides to develop lessons that are challenging and relevant. Math Coach will push-in and model when needed.	Academic Support Program, Direct Instruction	08/10/2016	06/05/2017	\$0	Teachers Math Coach
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.

DRAFT

Stakeholder Feedback Data

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

DRAFT

Evaluative Criteria and Rubrics

Overall Rating: 3.5

	Statement or Question	Response	Rating
1.	Questionnaire Administration	All required AdvancED questionnaires were used by the institution to receive stakeholder feedback. The minimum response rate for each population was met (parent questionnaire: equal to or greater than 20%, student questionnaire(s): equal to or greater than 40%, staff questionnaire: equal to or greater than 60%). Questionnaires were administered with complete fidelity to the appropriate administrative procedures. In every instance, the stakeholders to whom these questionnaires were administered fully represented the populations served by the institution. Appropriate accommodations were provided as necessary for all participants.	Level 4

	Statement or Question	Response	Rating
2.	Stakeholder Feedback Results and Analysis	All questionnaires had an average item value of 3.20 or above (on a 5.0 scale). Results of stakeholder feedback collected by the institution were acceptably analyzed and presented with reasonable clarity.	Level 3

DRAFT

Areas of Notable Achievement

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

The highest overall level of satisfaction or approval was:

Students: In my school my teachers want me to do my best work. 96.71% AdvanceED

I work hard in school. 97% WE

Parents: Our school has established goals and a plan for student learning. 94.41% AdvanceED

Staff: Our school provides qualified staff members to support student learning. 93.09% AdvanceED

Staff respects students. 100% WE

I am a source of encouragement for my students. 100% WE

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

The areas which show a trend toward increasing stakeholder satisfaction or approval are:

1. In my school, the principal and teachers want every student to learn.
2. My school has computers to help me learn.

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

The area that was consistent with other stakeholder feedback was that the faculty and staff want every child to be successful and we want every student to do his/her best work.

Areas in Need of Improvement

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

The areas of overall lowest level of satisfaction or approval were:

Students: My teachers ask my family to come to school activities. 61.33% AdvanceED

My teacher sees me as a leader. 53% WE

Parents: Our schools' governing body does not interfere with the operation or leadership of our school. 75.97% AdvanceED

Staff: Our school provides protected instructional time. 65.05% AdvanceED

I spend too much time reteaching what the students should already know. 53% WE

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

The area which shows a trend toward decreasing stakeholder satisfaction or approval was: My principal and teachers ask me what I think about school.

What are the implications for these stakeholder perceptions?

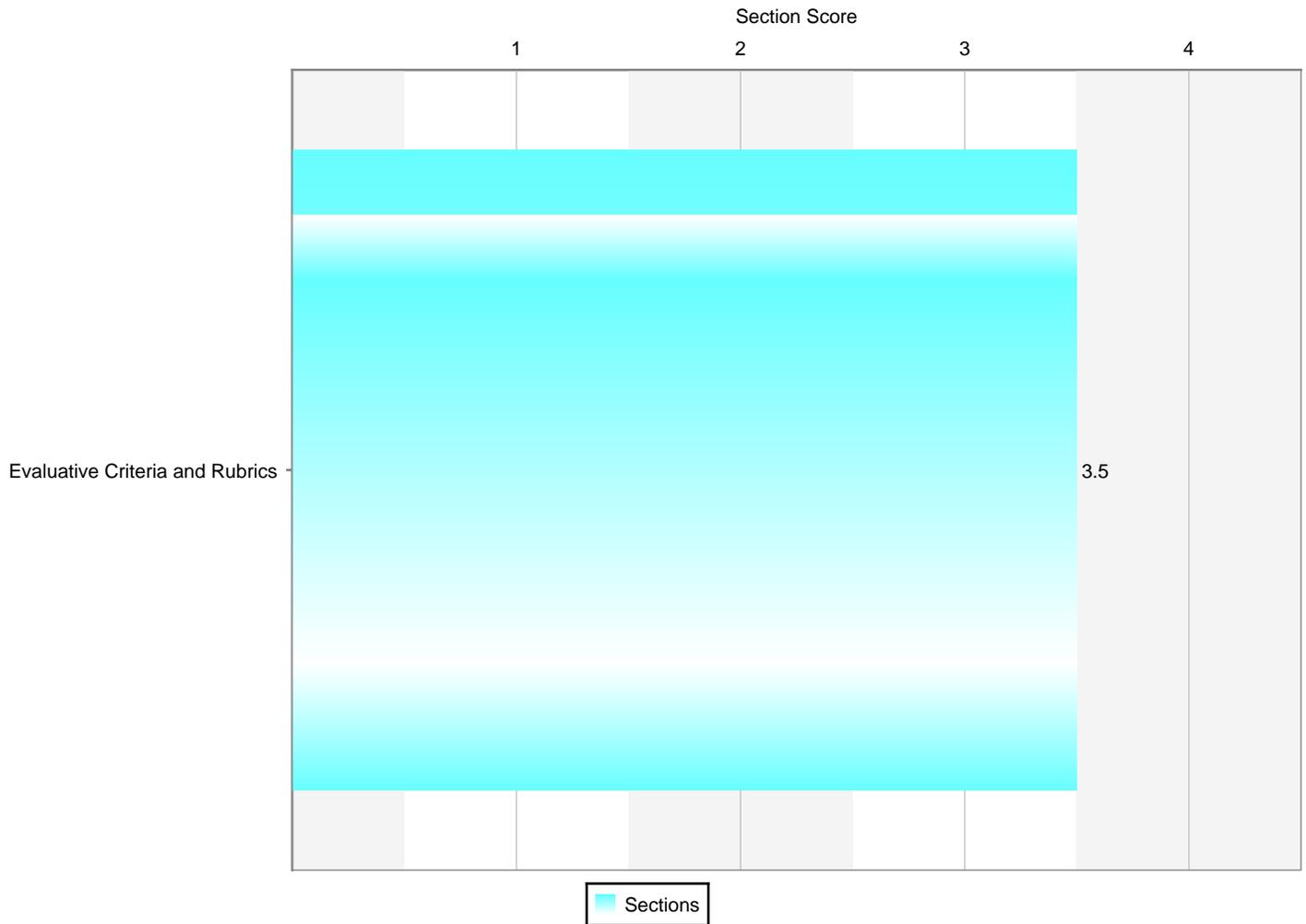
The implications for these stakeholder perceptions is that the students do not feel as if their families are invited to school activities. Dodge Elementary faculty and staff should discuss upcoming events and volunteer opportunities with the students so they are more aware of opportunities for their families to be involved in the school and so they feel welcome to attend any/all events.

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

The findings show that although Dodge Elementary families are invited to attend events and to volunteer, students do not feel as if their families have been asked to attend.

Report Summary

Scores By Section



D

Title I Schoolwide Diagnostic

DRAFT

Introduction

This diagnostic tool is aligned to requirements for Title I Schoolwide schools. As described in sections 1111(b)(1), 1114 (b)(1)(A)] and 1309(2) of the Elementary and Secondary Education Act (ESEA), 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).

DRAFT

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment conducted?

The Dodge CIP committee, comprised of Administrators, teacher representatives from each grade level, Special Education teacher, Title I teacher, Reading Coach, Math Coach, Technology Coach, Media Specialist, Counselor, and EL teacher met to review test data from STAR Reading, STAR Math, EQTs, and ACT Aspire. We also analyzed attendance, suspension, and survey data to determine the areas of strengths and weaknesses. This data was taken to their constituents and to the PLTs for further analysis and these teams reported back to their CIP committee member. The CIP met to discuss the findings of their constituents and PLTs. Strengths and weaknesses were identified based on the analysis and strategies were developed to meet the needs of our students.

2. What were the results of the comprehensive needs assessment?

Our data shows that we have a need in the area of reading. This is supported by our STAR Reading data and our ACT Aspire data.

3. What conclusions were drawn from the results?

We must continue using research based instructional practices in order to improve in the area of reading. We will continue to offer extended day tutoring in the area of reading as well as pull-out reading intervention classes.

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

The perception data supports the programs and processes we have in place. Our Discipline Plan has been revised and we have implemented a Positive Behavior Support Plan and our Eagle's Reflect (in school suspension). These plans are reviewed at the beginning of each school year. These changes helped reduce the number of discipline referrals and out of school suspensions. We have a high rate of attendance for students and teachers but we continue to have a large number of early dismissals.

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

We use academic, perception, and demographic data to identify our needs and establish our goals.

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

Data is gathered from a variety of sources:

Perception Data

Demographic Data

Attendance Data

STAR Reading Data

STAR Math Data

EQT Data

ACT Aspire Data

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

The needs of all students are taken into consideration when developing our school goals. The Continuous Improvement Plan has strategies and activities for all learners.

DRAFT

Component 2: Schoolwide Reform Strategies

1. Identify the strategies in the schoolwide plan that focus on helping all students reach the State's standards.

Goal 1:

Engage and Empower the learner through high quality K-12 aligned College and Career Ready Standards, instruction, and assessment for all core content areas.

Measurable Objective 1:

55% of English Learners students will demonstrate a proficiency on the state APLA in English Language Arts by 06/02/2016 as measured by ACCESS for ELL state mandated assessment.

Strategy1:

Implementation of the Core Program - English Learners will meet or exceed the state APLA of 55% on the ACCESS for ELL through the effective implementation of Tier I instruction and utilizing Specially Designed Academic Instruction in English.

Category:

Research Cited: WIDA World-Class Instructional design and Assessment

Activity - Direct Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
English Learners will receive direct instruction in the Core Program.	Direct Instruction	08/05/2015	06/02/2016	\$350 - State Funds	Content teachers, administrators, EL Coordinator

Goal 2:

Increase student awareness of the role physical activity, healthy habits, and wellness plays in academic success and overall well-being.

Measurable Objective 1:

increase student growth as we see a 5% increase in participation in wellness activities in Health/Physical Education and a 3% increase on STAR(2-5)/Early Literacy (K-1) Reading Benchmark from 34% fall screening to 37% spring screening by 06/02/2017 as measured by teacher surveys, daily schedule sign-in, goal charts, student participation, and STAR Reading ACT/Benchmark Reports..

Strategy1:

Wellness Activities - Throughout the year the students will participate in Brain Breaks several times each day, visit the Read and Ride Room every other week, Running Club, Park and Walk, Fitness Night, and Bicycle Rodeo. The teachers will incorporate Brain Breaks into their day to give the students the opportunity to move, which then increases their ability to concentrate. The Read and Ride Rooms were organized using funds from our Fuel Up to Play 60 grant. Twice a month, classes will go to the Read and Ride Room and students will bring their library books to read while riding stationary bikes. The Running Club is organized by the Principal and teacher volunteers. The children

meet weekly to run laps and train for area races. Quarterly goals are in place for all members of this club. Our Wellness Committee organizes the quarterly Park and Walk activities. Parents are encouraged to park off campus and walk to school with their students. Once at school they can take part in various fitness activities in the multi-purpose building. Last year we added a Bike Rodeo to our third quarter activities. Students demonstrated bicycle safety and riding skills as they maneuvered an obstacle course. Fitness Night is held during the fourth quarter and is our culminating activity. Parents and students participate in fitness activities such as Zumba, dance, and various fitness activities.

Category: Other - Health/Physical Fitness

Research Cited: U.S. Department of Education, American Psychological Association

Activity - Wellness and Fitness	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The faculty and staff members will provide Brain Breaks throughout the day, weekly Running Club, and bi-monthly visits to the Read and Ride Room. We will have quarterly Park and Walk activities, a Bike Rodeo and Fitness Night fourth quarter.	Other - Wellness and Fitness	08/10/2016	06/02/2017	\$0 - No Funding Required	Administrators Faculty Staff

Goal 3:

Engage and Empower the learner through high quality K-12 aligned College and Career Ready Standards, instruction, and assessment for all core content areas.

Measurable Objective 1:

95% of All Students will demonstrate a proficiency in Math and in Reading by 06/05/2017 as measured by the number of students on PST.

Strategy1:

Problem Solving Teams (PST) - All K-5 and Special Education teachers will participate in collaborative PST meetings to analyze weekly/standards based assessments and other test data and identify research based interventions monthly. All students qualifying for PST will receive intervention. 100% of K-5, Special Education teachers, counselors and administrators will participate in the PST process.

Category:

Research Cited:

Activity - PST	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All K-5 and Special Education Teachers will participate in collaborative PST meetings to analyze standards based assessments and other test data and identify research based interventions monthly. All students qualifying for PST will receive intervention. 100% of K-5 teachers, Special Education teachers, Counselors, and Administrators will participate in the PST process.	Academic Support Program	08/10/2016	06/05/2017	\$11000 - Title I Part C	Administrators General Education Teachers Special Education Teachers

Measurable Objective 2:

57% of English Learners students will demonstrate a proficiency on the state APLA in English Language Arts in English Language Arts by 06/05/2017 as measured by ACCESS for ELL state mandated assessment/ accommodation documentation present for teachers of ESL

students/ accommodation training sign in sheets/ percent participation in ESL PD.

Strategy1:

Provide personalized instruction for EL students - English Learners will meet or exceed the state APLA of 57% on the ACCESS for ELL through ensuring all ELs are receiving appropriate accommodations to facilitate learner success in the content areas.

Category: Develop/Implement Learning Supports

Research Cited: WIDA World-Class Instructional Design and Assessment

Activity - Personalized Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
English Learners will receive direct instruction in the Core Program	Direct Instruction	08/10/2016	06/05/2017	\$350 - District Funding	Content Teachers Administrators EL Coordinator

Measurable Objective 3:

A 3% increase of All Students will demonstrate a proficiency in number sense and computation in Math, and comprehension and vocabulary development in Reading by 06/05/2017 as measured by STAR Reading and Math Alabama Aspire Benchmark.

Strategy1:

Modeling/Push-In - The Reading Coach and Math Coach will model and push-in to assist the teachers with planning and implementing lessons.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: College and Career Readiness Standards

Activity - Modeling/Push-In	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Reading Coach and Math Coach will assist teachers with planning and implementing lessons by modeling strategies and pushing-in to give support.	Academic Support Program	08/10/2016	06/05/2017	\$0 - No Funding Required	Reading Coach Math Coach Administration Teachers

Goal 4:

Prepare and Support Teachers to Graduate College and Career Ready Students

Measurable Objective 1:

85% of All Students will demonstrate a proficiency as they research, collaborate, complete projects/assignments, and make informed decisions using appropriate digital tools and resources to complete one PBL project each quarter in Science, Reading, Math, or in Social Studies by 06/05/2017 as measured by survey data.

Strategy1:

Utilizing PD Opportunities for Teachers - Utilize professional development opportunities for teachers to develop effective, challenge-based

ACIP

Olive J. Dodge Elementary School

lessons and units that require students to demonstrate critical thinking, reading, writing, research, and problem-solving skills using technology.

Category: Develop/Implement Professional Learning and Support

Research Cited: ISTE-International Society for Technology in Education Standards for Students

Center for Innovation in Research and Teaching

Activity - Problem Based Learning (PBL)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students use critical thinking skills to plan and conduct research, prepare reports, complete assignments and projects, solve problems, and make informed decisions individually and collaboratively using appropriate digital tools and resources.	Academic Support Program	08/10/2016	06/05/2017	\$6000 - Title I Part C	Administration Technology Coach Teachers

Goal 5:

Provide digital tools and resources to all educators and students. (All educators and students will have digital tools to access a comprehensive, viable infrastructure when and where they need it.)

Measurable Objective 1:

85% of All Students will increase student growth with keyboarding skills in Writing by 06/05/2017 as measured by Learning.com class average report.

Strategy1:

Purchase Devices - The faculty and staff will collaborate with the PTA, IT, Community Stakeholders, and Title I to secure funds to purchase devices for classrooms.

Category: Align Fiscal Resources

Research Cited: ISTE Standards for Teachers and Student, Technology Inventory

Activity - Learning.com	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will complete Learning.com activities to improve their keyboarding skills which in turn will improve their writing skills.	Academic Support Program Technology	08/10/2016	06/05/2017	\$22000 - Title I Part D	Administrators Title I Technology Coach Teachers

Goal 6:

Prepare and Support Students through Student Support Services

Measurable Objective 1:

A 3% increase of All Students will demonstrate a proficiency as teachers and administrators meet in monthly PST meetings to discuss their progress in Reading and in Mathematics by 06/05/2017 as measured by STAR Reading and Math Alabama ACT Benchmark.

Strategy1:

Student Intervention - All K-5 General Education teachers and Special Education teachers will meet daily with students identified for intervention. Daily homework help will be offered to all students participating in the Eagle's Landing Before and After School Care Program. Data will determine students qualifying for Extended Day Tutoring in reading or math (grades 3-5) and students qualifying for pull-out services (K-5).

Category: Develop/Implement Learning Supports

Research Cited: College and Career Readiness Standards

Activity - Extended Day Tutoring and Pull-Out Classes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Extended Day Tutoring for grades 3-5 in math and reading will take place every Thursday afternoon during 2nd and 3rd quarter. Students qualifying will receive services based on greatest need. Students in K-5 will receive pull-out services each week as determined by data.	Academic Support Program	08/10/2016	06/05/2017	\$7500 - Title I Part C	Administration Extended Day Tutors Pull-Out Teachers

2. Identify the strategies in the schoolwide plan that increase the quality and quantity of instruction.**Goal 1:**

Engage and Empower the learner through high quality K-12 aligned College and Career Ready Standards, instruction, and assessment for all core content areas.

Measurable Objective 1:

A 3% increase of All Students will demonstrate a proficiency in number sense and computation in Math, and comprehension and vocabulary development in Reading by 06/05/2017 as measured by STAR Reading and Math Alabama Aspire Benchmark.

Strategy1:

Modeling/Push-In - The Reading Coach and Math Coach will model and push-in to assist the teachers with planning and implementing lessons.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: College and Career Readiness Standards

Activity - Modeling/Push-In	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Reading Coach and Math Coach will assist teachers with planning and implementing lessons by modeling strategies and pushing-in to give support.	Academic Support Program	08/10/2016	06/05/2017	\$0 - No Funding Required	Reading Coach Math Coach Administration Teachers

Measurable Objective 2:

95% of All Students will demonstrate a proficiency in Math and in Reading by 06/05/2017 as measured by the number of students on PST.

Strategy1:

Problem Solving Teams (PST) - All K-5 and Special Education teachers will participate in collaborative PST meetings to analyze weekly/standards based assessments and other test data and identify research based interventions monthly. All students qualifying for PST will receive intervention. 100% of K-5, Special Education teachers, counselors and administrators will participate in the PST process.

Category:

Research Cited:

Activity - PST	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All K-5 and Special Education Teachers will participate in collaborative PST meetings to analyze standards based assessments and other test data and identify research based interventions monthly. All students qualifying for PST will receive intervention. 100% of K-5 teachers, Special Education teachers, Counselors, and Administrators will participate in the PST process.	Academic Support Program	08/10/2016	06/05/2017	\$11000 - Title I Part C	Administrators General Education Teachers Special Education Teachers

Measurable Objective 3:

57% of English Learners students will demonstrate a proficiency on the state APLA in English Language Arts in English Language Arts by 06/05/2017 as measured by ACCESS for ELL state mandated assessment/ accommodation documentation present for teachers of ESL students/ accommodation training sign in sheets/ percent participation in ESL PD.

Strategy1:

Provide personalized instruction for EL students - English Learners will meet or exceed the state APLA of 57% on the ACCESS for ELL through ensuring all ELs are receiving appropriate accommodations to facilitate learner success in the content areas.

Category: Develop/Implement Learning Supports

Research Cited: WIDA World-Class Instructional Design and Assessment

Activity - Personalized Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
English Learners will receive direct instruction in the Core Program	Direct Instruction	08/10/2016	06/05/2017	\$350 - District Funding	Content Teachers Administrators EL Coordinator

Goal 2:

Prepare and Support Teachers to Graduate College and Career Ready Students

Measurable Objective 1:

85% of All Students will demonstrate a proficiency as they research, collaborate, complete projects/assignments, and make informed decisions using appropriate digital tools and resources to complete one PBL project each quarter in Science, Reading, Math, or in Social Studies by 06/05/2017 as measured by survey data.

Strategy1:

Utilizing PD Opportunities for Teachers - Utilize professional development opportunities for teachers to develop effective, challenge-based lessons and units that require students to demonstrate critical thinking, reading, writing, research, and problem-solving skills using technology.

Category: Develop/Implement Professional Learning and Support

Research Cited: ISTE-International Society for Technology in Education Standards for Students

Center for Innovation in Research and Teaching

Activity - Problem Based Learning (PBL)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students use critical thinking skills to plan and conduct research, prepare reports, complete assignments and projects, solve problems, and make informed decisions individually and collaboratively using appropriate digital tools and resources.	Academic Support Program	08/10/2016	06/05/2017	\$6000 - Title I Part C	Administration Technology Coach Teachers

3. Identify the research-based reform strategies in the schoolwide plan that align with the findings of the needs assessment.

Goal 1:

Increase student awareness of the role physical activity, healthy habits, and wellness plays in academic success and overall well-being.

Measurable Objective 1:

increase student growth as we see a 5% increase in participation in wellness activities in Health/Physical Education and a 3% increase on STAR(2-5)/Early Literacy (K-1) Reading Benchmark from 34% fall screening to 37% spring screening by 06/02/2017 as measured by teacher surveys, daily schedule sign-in, goal charts, student participation, and STAR Reading ACT/Benchmark Reports..

Strategy1:

Wellness Activities - Throughout the year the students will participate in Brain Breaks several times each day, visit the Read and Ride Room every other week, Running Club, Park and Walk, Fitness Night, and Bicycle Rodeo. The teachers will incorporate Brain Breaks into their day to give the students the opportunity to move, which then increases their ability to concentrate. The Read and Ride Rooms were organized using funds from our Fuel Up to Play 60 grant. Twice a month, classes will go to the Read and Ride Room and students will bring their library books to read while riding stationary bikes. The Running Club is organized by the Principal and teacher volunteers. The children meet weekly to run laps and train for area races. Quarterly goals are in place for all members of this club. Our Wellness Committee organizes the quarterly Park and Walk activities. Parents are encouraged to park off campus and walk to school with their students. Once at school they can take part in various fitness activities in the multi-purpose building. Last year we added a Bike Rodeo to our third quarter activities. Students demonstrated bicycle safety and riding skills as they maneuvered an obstacle course. Fitness Night is held during the fourth quarter and is our culminating activity. Parents and students participate in fitness activities such as Zumba, dance, and various fitness activities.

Category: Other - Health/Physical Fitness

Research Cited: U.S. Department of Education, American Psychological Association

Activity - Wellness and Fitness	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The faculty and staff members will provide Brain Breaks throughout the day, weekly Running Club, and bi-monthly visits to the Read and Ride Room. We will have quarterly Park and Walk activities, a Bike Rodeo and Fitness Night fourth quarter.	Other - Wellness and Fitness	08/10/2016	06/02/2017	\$0 - No Funding Required	Administrators Faculty Staff

Goal 2:

Engage and Empower the learner through high quality K-12 aligned College and Career Ready Standards, instruction, and assessment for all core content areas.

Measurable Objective 1:

57% of English Learners students will demonstrate a proficiency on the state APLA in English Language Arts in English Language Arts by 06/05/2017 as measured by ACCESS for ELL state mandated assessment/ accommodation documentation present for teachers of ESL students/ accommodation training sign in sheets/ percent participation in ESL PD.

Strategy1:

Provide personalized instruction for EL students - English Learners will meet or exceed the state APLA of 57% on the ACCESS for ELL through ensuring all ELs are receiving appropriate accommodations to facilitate learner success in the content areas.

Category: Develop/Implement Learning Supports

Research Cited: WIDA World-Class Instructional Design and Assessment

Activity - Personalized Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
English Learners will receive direct instruction in the Core Program	Direct Instruction	08/10/2016	06/05/2017	\$350 - District Funding	Content Teachers Administrators EL Coordinator

Measurable Objective 2:

95% of All Students will demonstrate a proficiency in Math and in Reading by 06/05/2017 as measured by the number of students on PST.

Strategy1:

Problem Solving Teams (PST) - All K-5 and Special Education teachers will participate in collaborative PST meetings to analyze weekly/standards based assessments and other test data and identify research based interventions monthly. All students qualifying for PST will receive intervention. 100% of K-5, Special Education teachers, counselors and administrators will participate in the PST process.

Category:

Research Cited:

ACIP

Olive J. Dodge Elementary School

Activity - PST	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All K-5 and Special Education Teachers will participate in collaborative PST meetings to analyze standards based assessments and other test data and identify research based interventions monthly. All students qualifying for PST will receive intervention. 100% of K-5 teachers, Special Education teachers, Counselors, and Administrators will participate in the PST process.	Academic Support Program	08/10/2016	06/05/2017	\$11000 - Title I Part C	Administrators General Education Teachers Special Education Teachers

Measurable Objective 3:

A 3% increase of All Students will demonstrate a proficiency in number sense and computation in Math, and comprehension and vocabulary development in Reading by 06/05/2017 as measured by STAR Reading and Math Alabama Aspire Benchmark.

Strategy1:

Modeling/Push-In - The Reading Coach and Math Coach will model and push-in to assist the teachers with planning and implementing lessons.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: College and Career Readiness Standards

Activity - Modeling/Push-In	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Reading Coach and Math Coach will assist teachers with planning and implementing lessons by modeling strategies and pushing-in to give support.	Academic Support Program	08/10/2016	06/05/2017	\$0 - No Funding Required	Reading Coach Math Coach Administration Teachers

Goal 3:

Provide digital tools and resources to all educators and students. (All educators and students will have digital tools to access a comprehensive, viable infrastructure when and where they need it.)

Measurable Objective 1:

85% of All Students will increase student growth with keyboarding skills in Writing by 06/05/2017 as measured by Learning.com class average report.

Strategy1:

Purchase Devices - The faculty and staff will collaborate with the PTA, IT, Community Stakeholders, and Title I to secure funds to purchase devices for classrooms.

Category: Align Fiscal Resources

Research Cited: ISTE Standards for Teachers and Student, Technology Inventory

Activity - Learning.com	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will complete Learning.com activities to improve their keyboarding skills which in turn will improve their writing skills.	Academic Support Program Technology	08/10/2016	06/05/2017	\$22000 - Title I Part D	Administrators Title I Technology Coach Teachers

Goal 4:

Prepare and Support Students through Student Support Services

Measurable Objective 1:

A 3% increase of All Students will demonstrate a proficiency as teachers and administrators meet in monthly PST meetings to discuss their progress in Reading and in Mathematics by 06/05/2017 as measured by STAR Reading and Math Alabama ACT Benchmark.

Strategy1:

Student Intervention - All K-5 General Education teachers and Special Education teachers will meet daily with students identified for intervention. Daily homework help will be offered to all students participating in the Eagle's Landing Before and After School Care Program. Data will determine students qualifying for Extended Day Tutoring in reading or math (grades 3-5) and students qualifying for pull-out services (K-5).

Category: Develop/Implement Learning Supports

Research Cited: College and Career Readiness Standards

Activity - Extended Day Tutoring and Pull-Out Classes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Extended Day Tutoring for grades 3-5 in math and reading will take place every Thursday afternoon during 2nd and 3rd quarter. Students qualifying will receive services based on greatest need. Students in K-5 will receive pull-out services each week as determined by data.	Academic Support Program	08/10/2016	06/05/2017	\$7500 - Title I Part C	Administration Extended Day Tutors Pull-Out Teachers

4. Identify the research-based reform strategies in the schoolwide plan that align with the findings of the needs assessment.**Goal 1:**

Engage and Empower the learner through high quality K-12 aligned College and Career Ready Standards, instruction, and assessment for all core content areas.

Measurable Objective 1:

57% of English Learners students will demonstrate a proficiency on the state APLA in English Language Arts in English Language Arts by 06/05/2017 as measured by ACCESS for ELL state mandated assessment/ accommodation documentation present for teachers of ESL students/ accommodation training sign in sheets/ percent participation in ESL PD.

Strategy1:

Provide personalized instruction for EL students - English Learners will meet or exceed the state APLA of 57% on the ACCESS for ELL through ensuring all ELs are receiving appropriate accommodations to facilitate learner success in the content areas.

Category: Develop/Implement Learning Supports

Research Cited: WIDA World-Class Instructional Design and Assessment

Activity - Personalized Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
English Learners will receive direct instruction in the Core Program	Direct Instruction	08/10/2016	06/05/2017	\$350 - District Funding	Content Teachers Administrators EL Coordinator

Measurable Objective 2:

A 3% increase of All Students will demonstrate a proficiency in number sense and computation in Math, and comprehension and vocabulary development in Reading by 06/05/2017 as measured by STAR Reading and Math Test.

Strategy1:

Modeling/Push-In - The Reading Coach and Math Coach will model and push-in to assist the teachers with planning and implementing lessons.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: College and Career Readiness Standards

Activity - Modeling/Push-In	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Reading Coach and Math Coach will assist teachers with planning and implementing lessons by modeling strategies and pushing-in to give support.	Academic Support Program	08/10/2016	06/05/2017	\$0 - No Funding Required	Reading Coach Math Coach Administration Teachers

Measurable Objective 3:

95% of All Students will demonstrate a proficiency in Math and in Reading by 06/05/2017 as measured by the number of students on PST.

Strategy1:

Problem Solving Teams (PST) - All K-5 and Special Education teachers will participate in collaborative PST meetings to analyze weekly/standards based assessments and other test data and identify research based interventions monthly. All students qualifying for PST will receive intervention. 100% of K-5, Special Education teachers, counselors and administrators will participate in the PST process.

Category:

Research Cited:

ACIP

Olive J. Dodge Elementary School

Activity - PST	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All K-5 and Special Education Teachers will participate in collaborative PST meetings to analyze standards based assessments and other test data and identify research based interventions monthly. All students qualifying for PST will receive intervention. 100% of K-5 teachers, Special Education teachers, Counselors, and Administrators will participate in the PST process.	Academic Support Program	08/10/2016	06/05/2017	\$15000 - Title I Part C	Administrators General Education Teachers Special Education Teachers

Goal 2:

Prepare and Support Students through Student Support Services

Measurable Objective 1:

A 3% increase of All Students will demonstrate a proficiency as teachers and administrators meet in monthly PST meetings to discuss their progress in Reading and in Mathematics by 06/05/2017 as measured by STAR Reading and Math Tests.

Strategy1:

Student Intervention - All K-5 General Education teachers and Special Education teachers will meet daily with students identified for intervention. Daily homework help will be offered to all students participating in the Eagle's Landing Before and After School Care Program. Data will determine students qualifying for Extended Day Tutoring in reading or math (grades 3-5) and students qualifying for pull-out services (K-5).

Category: Develop/Implement Learning Supports

Research Cited: College and Career Readiness Standards

Activity - Extended Day Tutoring and Pull-Out Classes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Extended Day Tutoring for grades 3-5 in math and reading will take place every Thursday afternoon during 2nd and 3rd quarter. Students qualifying will receive services based on greatest need. Students in K-5 will receive pull-out services each week as determined by data.	Academic Support Program	08/10/2016	06/05/2017	\$7500 - Title I Part C	Administration Extended Day Tutors Pull-Out Teachers

Goal 3:

Provide digital tools and resources to all educators and students. (All educators and students will have digital tools to access a comprehensive, viable infrastructure when and where they need it.)

Measurable Objective 1:

85% of All Students will increase student growth with keyboarding skills in Writing by 06/05/2017 as measured by Learning.com class average report.

Strategy1:

Purchase Devices - The faculty and staff will collaborate with the PTA, IT, Community Stakeholders, and Title I to secure funds to purchase

devices for classrooms.

Category: Align Fiscal Resources

Research Cited: ISTE Standards for Teachers and Student, Technology Inventory

Activity - Learning.com	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will complete Learning.com activities to improve their keyboarding skills which in turn will improve their writing skills.	Technology Academic Support Program	08/10/2016	06/05/2017	\$22000 - Title I Part D	Administrators Title I Technology Coach Teachers

5. Identify the strategies in the schoolwide plan that provide a level of interventions for students who need the most instructional support.

Goal 1:

Engage and Empower the learner through high quality K-12 aligned College and Career Ready Standards, instruction, and assessment for all core content areas.

Measurable Objective 1:

95% of All Students will demonstrate a proficiency in Math and in Reading by 06/05/2017 as measured by the number of students on PST.

Strategy1:

Problem Solving Teams (PST) - All K-5 and Special Education teachers will participate in collaborative PST meetings to analyze weekly/standards based assessments and other test data and identify research based interventions monthly. All students qualifying for PST will receive intervention. 100% of K-5, Special Education teachers, counselors and administrators will participate in the PST process.

Category:

Research Cited:

Activity - PST	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All K-5 and Special Education Teachers will participate in collaborative PST meetings to analyze standards based assessments and other test data and identify research based interventions monthly. All students qualifying for PST will receive intervention. 100% of K-5 teachers, Special Education teachers, Counselors, and Administrators will participate in the PST process.	Academic Support Program	08/10/2016	06/05/2017	\$15000 - Title I Part C	Administrators General Education Teachers Special Education Teachers

Goal 2:

Prepare and Support Students through Student Support Services

Measurable Objective 1:

A 3% increase of All Students will demonstrate a proficiency as teachers and administrators meet in monthly PST meetings to discuss their progress in Reading and in Mathematics by 06/05/2017 as measured by STAR Reading and Math Tests.

Strategy1:

Student Intervention - All K-5 General Education teachers and Special Education teachers will meet daily with students identified for intervention. Daily homework help will be offered to all students participating in the Eagle's Landing Before and After School Care Program. Data will determine students qualifying for Extended Day Tutoring in reading or math (grades 3-5) and students qualifying for pull-out services (K-5).

Category: Develop/Implement Learning Supports

Research Cited: College and Career Readiness Standards

Activity - Extended Day Tutoring and Pull-Out Classes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Extended Day Tutoring for grades 3-5 in math and reading will take place every Thursday afternoon during 2nd and 3rd quarter. Students qualifying will receive services based on greatest need. Students in K-5 will receive pull-out services each week as determined by data.	Academic Support Program	08/10/2016	06/05/2017	\$7500 - Title I Part C	Administration Extended Day Tutors Pull-Out Teachers

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

Goal 1:

Engage and Empower the learner through high quality K-12 aligned College and Career Ready Standards, instruction, and assessment for all core content areas.

Measurable Objective 1:

57% of English Learners students will demonstrate a proficiency on the state APLA in English Language Arts in English Language Arts by 06/05/2017 as measured by ACCESS for ELL state mandated assessment/ accommodation documentation present for teachers of ESL students/ accommodation training sign in sheets/ percent participation in ESL PD.

Strategy1:

Provide personalized instruction for EL students - English Learners will meet or exceed the state APLA of 57% on the ACCESS for ELL through ensuring all ELs are receiving appropriate accommodations to facilitate learner success in the content areas.

Category: Develop/Implement Learning Supports

Research Cited: WIDA World-Class Instructional Design and Assessment

Activity - Personalized Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
English Learners will receive direct instruction in the Core Program	Direct Instruction	08/10/2016	06/05/2017	\$350 - District Funding	Content Teachers Administrators EL Coordinator

7. Identify the strategies in the schoowide plan that provide an enriched and accelerated curriculum for select students and support progress for all students.

Goal 1:

Increase student awareness of the role physical activity, healthy habits, and wellness plays in academic success and overall well-being.

Measurable Objective 1:

increase student growth as we see a 5% increase in participation in wellness activities in Health/Physical Education and a 3% increase on STAR(2-5)/Early Literacy (K-1) Reading Benchmark from 34% fall screening to 37% spring screening by 06/02/2017 as measured by teacher surveys, daily schedule sign-in, goal charts, student participation, and STAR Reading ACT/Benchmark Reports..

Strategy1:

Wellness Activities - Throughout the year the students will participate in Brain Breaks several times each day, visit the Read and Ride Room every other week, Running Club, Park and Walk, Fitness Night, and Bicycle Rodeo. The teachers will incorporate Brain Breaks into their day to give the students the opportunity to move, which then increases their ability to concentrate. The Read and Ride Rooms were organized using funds from our Fuel Up to Play 60 grant. Twice a month, classes will go to the Read and Ride Room and students will bring their library books to read while riding stationary bikes. The Running Club is organized by the Principal and teacher volunteers. The children meet weekly to run laps and train for area races. Quarterly goals are in place for all members of this club. Our Wellness Committee organizes the quarterly Park and Walk activities. Parents are encouraged to park off campus and walk to school with their students. Once at school they can take part in various fitness activities in the multi-purpose building. Last year we added a Bike Rodeo to our third quarter activities. Students demonstrated bicycle safety and riding skills as they maneuvered an obstacle course. Fitness Night is held during the fourth quarter and is our culminating activity. Parents and students participate in fitness activities such as Zumba, dance, and various fitness activities.

Category: Other - Health/Physical Fitness

Research Cited: U.S. Department of Education, American Psychological Association

Activity - Wellness and Fitness	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The faculty and staff members will provide Brain Breaks throughout the day, weekly Running Club, and bi-monthly visits to the Read and Ride Room. We will have quarterly Park and Walk activities, a Bike Rodeo and Fitness Night fourth quarter.	Other - Wellness and Fitness	08/10/2016	06/02/2017	\$0 - No Funding Required	Administrators Faculty Staff

Goal 2:

Engage and Empower the learner through high quality K-12 aligned College and Career Ready Standards, instruction, and assessment for

all core content areas.

Measurable Objective 1:

A 3% increase of All Students will demonstrate a proficiency in number sense and computation in Math, and comprehension and vocabulary development in Reading by 06/05/2017 as measured by STAR Reading and Math Test.

Strategy1:

Modeling/Push-In - The Reading Coach and Math Coach will model and push-in to assist the teachers with planning and implementing lessons.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: College and Career Readiness Standards

Activity - Modeling/Push-In	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Reading Coach and Math Coach will assist teachers with planning and implementing lessons by modeling strategies and pushing-in to give support.	Academic Support Program	08/10/2016	06/05/2017	\$0 - No Funding Required	Reading Coach Math Coach Administration Teachers

Goal 3:

Prepare and Support Teachers to Graduate College and Career Ready Students

Measurable Objective 1:

85% of All Students will demonstrate a proficiency as they research, collaborate, complete projects/assignments, and make informed decisions using appropriate digital tools and resources to complete one PBL project each quarter in Science, Reading, Math, or in Social Studies by 06/05/2017 as measured by survey data.

Strategy1:

Utilizing PD Opportunities for Teachers - Utilize professional development opportunities for teachers to develop effective, challenge-based lessons and units that require students to demonstrate critical thinking, research, and problem-solving skills using technology.

Category: Develop/Implement Professional Learning and Support

Research Cited: ISTE-International Society for Technology in Education Standards for Students

Center for Innovation in Research and Teaching

Activity - Problem Based Learning (PBL)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students use critical thinking skills to plan and conduct research, prepare reports, complete assignments and projects, solve problems, and make informed decisions individually and collaboratively using appropriate digital tools and resources.	Academic Support Program	08/10/2016	06/05/2017	\$9000 - Title I Part C	Administration Technology Coach Teachers

Goal 4:

Provide digital tools and resources to all educators and students. (All educators and students will have digital tools to access a comprehensive, viable infrastructure when and where they need it.)

Measurable Objective 1:

85% of All Students will increase student growth with keyboarding skills in Writing by 06/05/2017 as measured by Learning.com class average report.

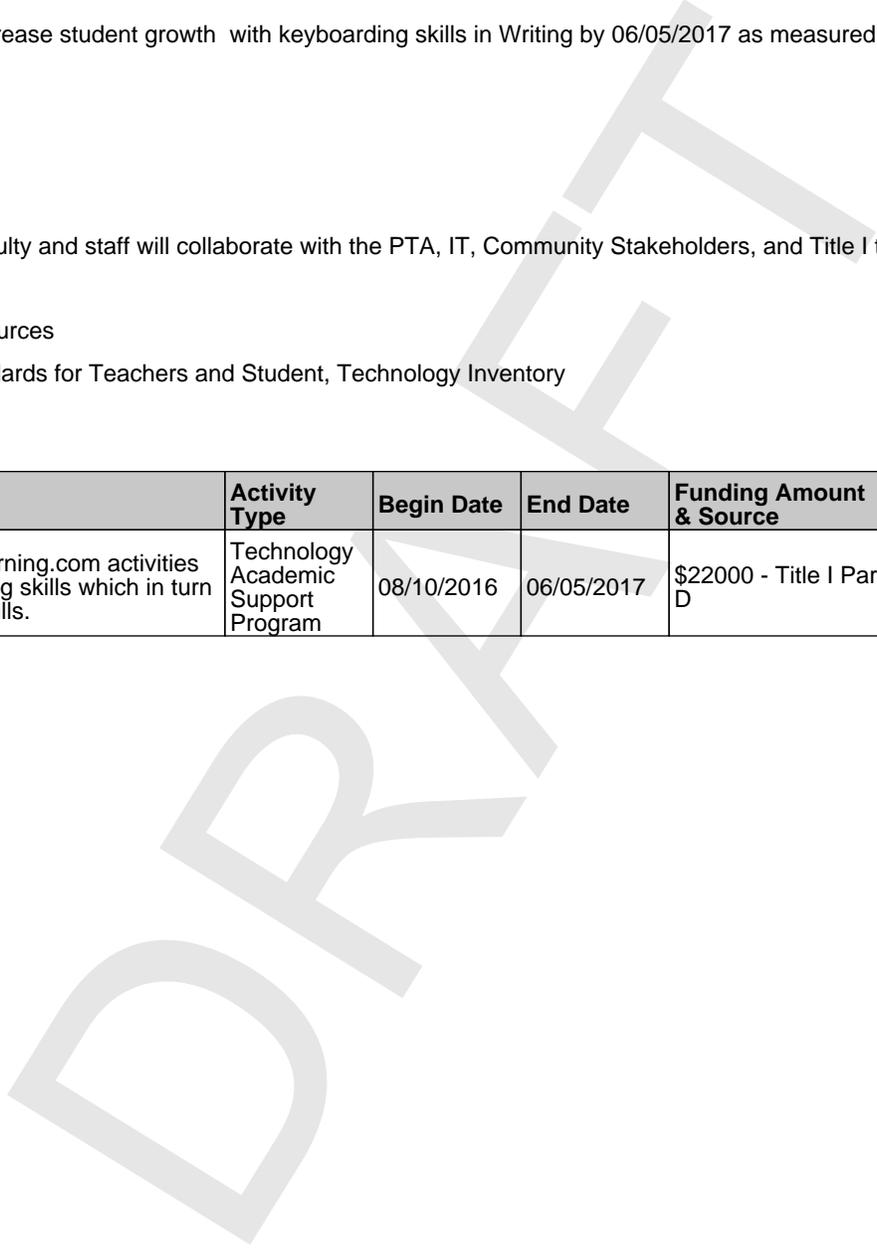
Strategy1:

Purchase Devices - The faculty and staff will collaborate with the PTA, IT, Community Stakeholders, and Title I to secure funds to purchase devices for classrooms.

Category: Align Fiscal Resources

Research Cited: ISTE Standards for Teachers and Student, Technology Inventory

Activity - Learning.com	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will complete Learning.com activities to improve their keyboarding skills which in turn will improve their writing skills.	Technology Academic Support Program	08/10/2016	06/05/2017	\$22000 - Title I Part D	Administrators Title I Technology Coach Teachers



Component 3: Instruction by Qualified Staff

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? If no, what is the number that has not met state requirements and what is being done to address this?	Yes		

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

Only highly qualified, certified personnel are sought for employment at Olive J. Dodge Elementary School. 100% of our teachers and paraprofessionals are highly qualified according to State of Alabama Standards and they teach within their areas of certification. When deciding upon staffing, an interview team and the principal are utilized. Applicants for interviewing are pre-selected from the district compiled list of highly-qualified individuals. Teachers are assigned to grade levels according to their certificates, experience, and specialized training. The instructional staff is trained to implement learning strategies built upon the targeted standards and learning styles of students. Administrative and instructional staff strives to match students with specific needs to a teacher's specific strengths. Ongoing professional development ensures teachers are constantly improving their teaching techniques in order to address students' academic needs.

Component 4: Strategies to Attract Qualified Teachers

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

The teacher turnover rate for this school year is 11%. We had 4 teachers transfer to other schools and one teacher retire.

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

39 out of 49 homeroom teachers are highly qualified and tenured. (80%)

9 out of 49 homeroom teachers are highly qualified and have less than three years experience. (18%)

3 out of 49 homeroom teachers are highly qualified, new teachers. (6%)

3. If there is a high turnover rate, what initiatives has the school implemented to attempt to lower the turnover rate?

Dodge Elementary does not have a high turnover rate.

DRAFT

Component 5: High Quality and Ongoing Professional Development

1. Identify the professional development activities included in the schoolwide plan that are high quality, effective, and research-based?

Professional Learning Teams (PLT)

Project Based Learning (PBL)

2. Identify the professional development opportunities for teachers, principals, paraprofessionals, other staff, and parents that are included in the schoolwide plan?

Professional Learning Teams (PLT)

Problem Based Learning (PBL)

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

The mentor teachers at Dodge Elementary School will become familiar with the Framework for Alabama Teacher Mentor Program. A mentor is assigned to each of our first and second year teachers and those that are new to Dodge. The mentors meet with them throughout the year, providing support for new and/or struggling teachers. Mentors attend a series of professional development sessions, as provided by MCPSS, to give them the tools they need to be successful mentors. The sessions offer essential strategies to help mentors understand and address the needs of our new teachers. Compensation is not provided at the local level. New teachers and inexperienced teachers are being supported by master teachers who have a proven track record of effectiveness or is the grade level chairperson. The mentor assists the teacher with classroom management and discipline, instructional practices, and school-wide routines and expectations. The mentor and mentee meet a minimum of twice monthly to plan and follow up on grade level areas of focus and a PLCIA is completed.

4. Describe how this professional development is "sustained and ongoing."

Dodge Elementary has three Professional Learning Teams in the areas of Reading, Math, and Science. The PLTs collaborate and discuss ways to improve academic achievement. The team members take this information back to their grade levels for implementation.

Component 6: Transition Strategies

1. 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.

The school year begins with our "Move In Day" at Dodge. The parents and students bring in their supplies, visit the classroom, and meet the teacher. Our Pre-K students have a mandatory Parent Meeting on this day to discuss the program. Open House is held in the fall, allowing the parents time to learn more about the school during their classroom visits. Teachers fill out individual profile cards for each student at the end of the school year. These cards are passed on to the new teacher at the beginning of the school year to give her some basic information about each child such as final grades, PST and STAR data, as well as some personal notes from the teacher. In the spring, Dodge Elementary invites area childcare centers to bring their students to visit and tour the school. The counselors conduct tours, showing our facility and providing information about the curriculum and services provided. The visitors get to experience "story time" in a kindergarten class and ask questions. Students transferring into Dodge during the school year are greeted by our counselors and escorted to their new classrooms. Parents of these students are given a school handbook and a parent bulletin. Teachers complete PST documents that are sent with students leaving Dodge and are printed out and kept in the cumulative folders of our students at the end of the school year. This allows us to continue on with our strategies. Our fifth grade students have many opportunities to learn about their upcoming years in middle school. In January the middle school guidance counselors from our feeder pattern schools visit the fifth grade classes and provide an orientation to their programs and activities. Dodge Elementary guidance counselors conduct classroom sessions on transition and what to expect in middle school. These lessons include the upcoming emotional, physical, social, and academic changes for this age group. The feeder pattern middle schools hold orientation sessions in the spring for the incoming fifth grade students and their parents. A field trip to the middle school at the end of the year allows our students to have an idea of the middle school experience. During the trip the students visit classrooms and attend an assembly where they learn about the many programs offered. The feeder pattern middle school principal visits Dodge at the end of the year and meets with the parents of fifth graders to provide a time for questions and answers.

Component 7: Teacher Participation in Making Assessment Decisions

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

Regular meetings are held for the entire faculty, grade levels, and content areas to discuss student achievement data. Statewide assessment data is analyzed and these results are used to determine areas of strength and weakness. All teachers actively collaborate and disaggregate testing data. Interventions are implemented for students in need.

DRAFT

Component 8: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards

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

Grade Level Teams and Special Education Teachers hold monthly PST meetings and Grade Level meetings to discuss successful instructional and behavioral strategies for use with at-risk students. Student data and academic progress are used to plan intervention opportunities within the school day as well as extended day. Teachers at Dodge Elementary administer scheduled common assessments using both team developed and published standards-based instruments to determine if students have mastered the objectives taught. These assessments are used to determine if further instruction can continue or if remedial activities need to be implemented through intervention planning. Teacher input is solicited at grade level and at the school level in analyzing assessment results and planning instruction. The following are various ways that teachers make decisions that guide instruction, intervention, and monitoring responses to intervention.

1. The faculty collaboratively studies the disaggregated data and results of the state assessments.
2. Student progress is monitored via grades, assessments, and teacher observation. Necessary interventions are implemented in accordance with the school's Response to Instruction guidelines with grade level teams.
3. Students who do not respond positively to intervention are referred to the Problem Solving Team (PST). The PST members evaluate data collected on referred students to determine if there are any indicators that would warrant additional interventions or different ones, more in depth testing, or referral for special services.
4. Intervention Teachers and Extended Day Tutoring are offered to students in need of additional interventions.
5. Grade level and subject area data meetings are held to adjust instructional procedures and strategies based on progress monitoring data.
6. Multi-grade level, vertical team meetings help identify instructional gaps or overlaps that may occur.
7. End of Quarter Tests (EQT) in Math, Reading, and Science are given quarterly. Other assessments that are administered to determine progress are STAR Reading and Math, and Accelerated Reader.

2. 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?

Student academic data is analyzed during grade level meetings and during monthly PST meetings. Teachers have small group Tier II instruction for struggling students. Students that do not make progress are placed on PST where additional intervention is provided. After school tutoring is provided in grades 3-5 for reading and math. Pull-out classes are provided in all grade levels in reading, and in grades 3-5 for math.

3. How are students' individual needs being addressed through differentiated instruction in the classroom?

Differentiated instruction is provided in all classrooms in order to reach all students. In addition, small group instruction is provided in reading and math for struggling students.

4. 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.

Dodge Elementary provides Extended Day Tutoring on Thursday afternoons for targeted students in grades 3-5 in reading and math. Tutoring begins second quarter and runs through the end of third quarter. Students are selected based on needs as determined by report card grades, EQT scores, and teacher recommendation. Highly qualified teachers plan on Thursday mornings and provide face-to-face instruction that afternoon. The Extended Day Teacher collaborates with the regular classroom teacher to discuss progress and needs of each student. Collaboration forms are signed by the Extended Day Teacher, Classroom Teacher, Parent, and Student.

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

Migrant students will not be denied access to any programs or opportunities on the basis of their migratory status, and support programs and services are available to them on the same basis they are available to other students. Migrant students participate in all local/state assessments and their academic progress reports are monitored quarterly by Migrant personnel to ensure they are meeting state academic content standards. The goals of the program at each school are to prepare students for academic success and help reduce the educational disruptions from repeated moves. Extended Day and Summer School activities at schools provide academic support to Migrant students in reading and math.

English Learners:

The English Learner (EL) teacher identifies EL students and gives the WIDA Access Placement Test to determine if they will qualify for these services, language proficiency levels, and how to appropriately challenge them in reaching higher levels. At the end of the year the student is given a WIDA Access Test to determine eligibility for dismissal from the program. Students that qualify for services receive Tier I from the classroom teacher, Tier II from ELL pull-out or inclusion classes, and Tier III through an IEP (Individualized English Learning Plan).

Economically Disadvantaged:

Dodge is an economically disadvantaged Title I school. The school provides Extended Day opportunities to non-proficient students and uniforms as needed the faculty and administrators help connect parents and students with appropriate community services.

Homeless:

The MCPSS Homeless Education Program provides the following for homeless families:

1. Case management, direct/indirect services, provision of resources and community referrals to/for homeless families.
2. Tutoring assistance with the intent of maintaining and/or positively impacting student achievement.
3. A cooperative and supportive program targeting areas of need in order for students to achieve academic success.
4. Education training to parents/guardians of homeless children on their rights.
5. Education training to school personnel on the rights of homeless families.
6. Summer enrichment opportunities to sustain/maintain academic achievement levels
7. Transportation to school of origin for homeless students.

Special Education:

Grade levels meet monthly in Problem Solving Teams (PST) to identify students that need Reading, Math, and/or behavioral interventions,

and weekly documentation is kept on the success of each intervention. After 16 weeks of interventions, the PST will recommend whether the student will be referred for testing. The Individual Educational Plan (IEP) team follows the referral and eligibility process and if the student qualifies for special education services, an IEP will be written based on the academic needs of the student.

6. 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

DRAFT

Component 9: Coordination and Integration of Federal, State and Local Programs and Resources

1. In what ways are the programs coordinated and integrated toward the achievement of the schoolwide goals?

The programs are aligned to achieve the goals as written in the CIP. Funding and all other resources are aligned to support the desired outcomes as indicated.

2. 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.

College and Career Readiness Standards - Implemented to fidelity to ensure rigor and success on the ACT Aspire
STAR Reading and Math Universal Screenings - District Initiative used to identify at-risk students in reading and math

3. 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, vocational and technical education, and job training.

All Mobile County Public School students receive free breakfast and lunch during the 2016-2017 school year.

Component 10: Evaluation

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

Dodge Elementary holds annual reviews where data is collected, analyzed, and evaluated. The CIP goals are evaluated to see if the data supports their implementation and progress. Outcomes from the review are communicated to the faculty during faculty meetings and grade level meetings.

2. 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?

The Continuous Improvement Plan Team gathers the school's summative data for disaggregation. Their findings are then used to determine the effectiveness of the strategies in the CIP. The team then presents their findings to the faculty where it is discussed and the CIP is reviewed.

3. 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 effectiveness of the school-wide program is determined by examining all data. This data is analyzed by student, subgroups and skills and/or standards.

4. 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?

Data is collected and analyzed by the CIP. This information is then brought to the faculty for discussion and to determine the effectiveness of our CIP goals. Goals that are not effective are rewritten based on the based on the data results and student academic needs. Data analysis and CIP goal analysis takes place throughout the school year.

5. Are there any goals you are keeping from the previous year? If so, describe the progress in meeting these goals.

We are keeping all five goals from the 2015-2016 school year.

Goal #1 - Engage and Empower the learner through high quality K-12 aligned College and Career Ready Standards, Instruction, and assessment for all core content areas.

-We had an increase in STAR Reading and Math and will continue working in this area to see a 3% growth by the end of the school year

Goal #2 - Prepare and Support Teachers to graduate College and Career Ready Students

-Our students will continue using digital tools to produce quality products. We will continue to emphasize this and strive to have all of our
SY 2016-2017

students using digital tools.

Goal #3 - Provide digital tools and resources to all educators and students

-We used funds from a variety of sources to replace out of date equipment. We will continue to seek out additional funds for this purpose.

Goal #4 - Prepare and support students through student support services

-We saw an increase on STAR and will continue to work to increase this percentage of proficiency by 3%.

-Our Professional Learning Teams met regularly to discuss curriculum and instruction. They will continue meeting this year and discussing strategies for student improvement in each subject area.

Goal #5 -Increase student awareness of the role physical activity, healthy habits, and wellness play in academic success and overall well-being.

-We had an increase in participation in all health and fitness activities and will continue to monitor them for improvement.

6. What goals did you change from your previous year's CIP? Why did you delete or change these goals?

We did not change or delete any of the goals from 2015-2016. We did make some changes to some of the strategies and activities related to the goals.

DRAFT

Coordination of Resources - Comprehensive Budget

DRAFT

Introduction

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

DRAFT

I. State Foundation Funds:

	FTE's Earned	Units Placed	Total Salaries
FTE Teacher Units	55.84	56.4	2,703,814.00
Administrator Units	1.00	1	109,697.00
Assistant Principal	1.00	1	78,974.00
Counselor	1.50	1.5	83,179.00
Librarian	1.00	1	51,322.00
Career and Technical Education Administrator	0.00	0	0.00
Career and Technical Education Counselor	0.00	0	0.00
Technology	0.00	0	10,482.00
Professional Development	0.00	0	3,948.00
State ELL Funds	0.00	0	0.00
Instructional Supplies	0.00	0	25,098.00
Library Enhancement	0.00	0	1,316.00
Totals			3,067,830.00

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	157023.0

Provide a brief explanation and breakdown of expenses.

Dodge Elementary strives to meet the needs of all students. We provide weekly Extended Day Tutoring, weekly Pull-Out Intervention Classes, and tutoring in our Eagle's Landing Before/After School Care Program. In addition, we pay for an LPN and a Media Paraprofessional.

Our expenses are as follows:

LPN: \$35,997.44

Media Paraprofessional: \$31,630.79

Stipends for PD, Extended Day Tutoring and EYE: \$8,270.68

Substitutes for PST and PD: \$15,600.00

Pull-Out Intervention Teachers: \$7,893.03

Materials and Supplies: \$5,078.77

Technology: \$22,000.00

Library/Media Books: \$22,000.00

Contracts (EYE, Xerox, Postage): \$6,316.00

Label	Question	Value
1.	ARRA Funds Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

N/A

Title II

Label	Question	Value
1.	Professional Development Activites Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

N/A

DRAFT

Title III

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

Provide a brief explanation and a breakdown of expenses.

N/A

DRAFT

Title IV

Label	Question	Value
1.	Safe and Drug-Free Schools Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

N/A

DRAFT

Title VI

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

Provide a brief explanation and a breakdown of expenses.

N/A

DRAFT

Career and Technical Education-Perkins IV

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

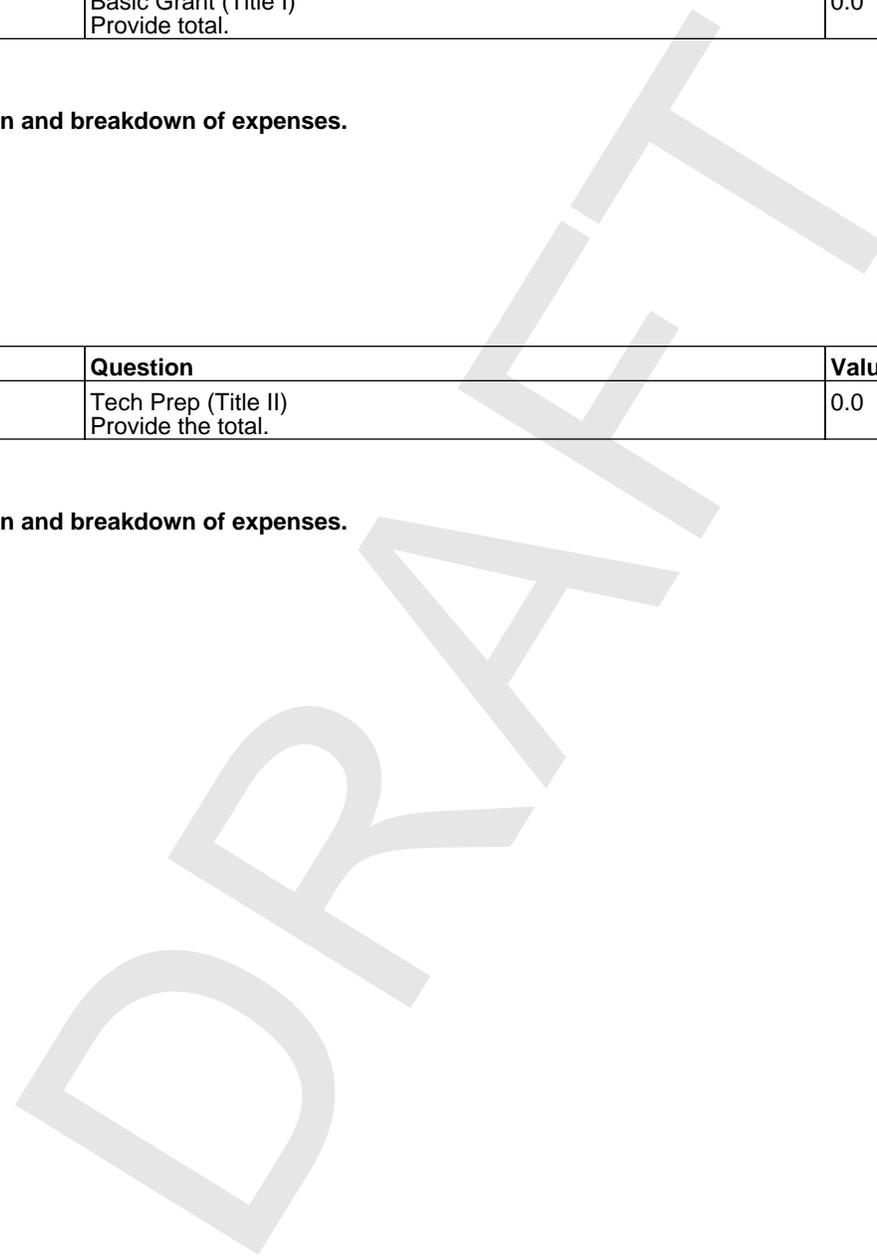
Provide a brief explanation and breakdown of expenses.

N/A

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

Provide a brief explanation and breakdown of expenses.

N/A



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.

N/A

DRAFT

Local Funds

Label	Question	Value
1.	Provide the total	540539.79

Provide a brief explanation and breakdown of expenses

Teacher \$56,122.00

Aide \$68,355.00

Suppl/OT/Other \$1,200.00

Employee Benefits \$63,159.00

Property Services \$2,0165.72

Utilities \$349,638.07

DRAFT

Strategies to Increase Parental Involvement

DRAFT

Introduction

All Title I Schoolwide and Targeted Assistance Schools must complete the following diagnostics: the Stakeholder Feedback Diagnostic, the Parent Involvement 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.

DRAFT

Strategies to Increase Parental Involvement

1. 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.

The Administrators and Title I Facilitator will hold an annual meeting to inform parents of the school's participation in Title I. Notification of this meeting will be sent home with all students in the school newsletter and by School Messenger. Information will also be on our school website. The meeting will be held at the beginning of the school day to allow parents to attend after dropping their child off in the classroom. A PowerPoint presentation will contain all Title I requirements, the 1% set-aside, and the rights of parents to be involved, school curriculum, the parental involvement plan and the School-Parent Compacts. A question/answer period will follow the presentation, allowing parents a time to fully understand the Title I process.

This year our 1% set-aside for parenting was \$3,102. This money will be used to purchase communication folders/planners, materials for our parenting room, and postage for mailings.

2. Describe: 1) How there will be a flexible number and format of parent meetings offered; 2) How parents will be involved in the planning, review and improvement of the Title I Program (Note: State the school's process for how all Title I parents have the opportunity for involvement in decision-making.); and 3) How funds allocated for parent involvement are being used in the school.

Parent Meetings will be held before, during and after school so all parents will have the opportunity to attend sessions throughout the year. Parenting Day in October will also be utilized to provide parents an opportunity to learn more about the educational opportunities at Dodge Elementary. Parents are encouraged to serve on committees, Continuous Improvement Plan committee, and on the Parent Advisory Committee (PAC). All parents will be informed as to how the parent involvement funds are being used and will have input into the spending of these funds. Currently the funds are used to pay for the LPN, Library Media Parprofessional, parenting supplies and postage for mail-outs.

3. 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.

All parents at Dodge Elementary receive monthly school newsletters (digital and/or hard copy) containing information about Title I, curriculum, assessments, and expectations. TransAct Translations Services will be provided to ensure all documents are in a language that all parents can understand. School information, including ACIP, Title I, highlights, and teacher information is posted on the Dodge website (www.dodgeeagles.com). School Messenger and classroom newsletters also provide parents with necessary school information.

4. 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).

Parents, Students, Teachers, Administrators and Community all work together to improve academic achievement. A School-Parent Compact is used to show the responsibilities of each person involved in the learning process. The Parent Advisory Committee reviews the document each year and sends home a draft for parents to have input. The completed document is printed on triplicate paper enabling each person involved to have a copy of the signed contract. which signifies their commitment to working in partnership with the school and their child to help ensure academic success. The parent keeps one copy, the teacher has a copy and a copy is filed in the Evidence Box. The Compact is used by the teachers during Parent-Teacher-Student conferences.

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

After the Continuous Improvement Plan is finalized and approved, if a parent finds the plan to be unsatisfactory, they have the right to submit their concerns in writing to the school, and the school will submit their concerns to the central office. Dodge Elementary parents can also request a meeting with the principal and/or Title I facilitator to discuss concerns with the Continuous Improvement Plan. The concerns will be addressed and the parent will be informed of the date for the next PAC meeting. During the PAC meeting, the concerns may be addressed with the group and the concerns may be resolved

6a. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See NCLB Section 1118, requirements for building capacity in parental involvement.)

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

Shall provide training for parents of participating children in understanding such topics as the State's academic content standards and State student academic achievement standards, State and local academic assessments, the requirements of Title I, and how to monitor their child's progress and work with teachers to improve the achievement of their children. (Describe)

The parents at Olive J. Dodge Elementary will be invited to attend its annual parent meeting at the beginning of the school year. During this meeting the parents receive an overview of the state academic content standards, academic achievement standards, and assessments. They will also get an explanation of Title I, services offered, and how parents have the right to be involved in their children's education. Dodge Elementary also hosts Move in Day and Open House, during which parents are given the opportunity to meet their child's teacher and learn about individual class assessments, discipline policy and what their role will be in helping their child to succeed. Parents will be encouraged to sign the Parent-School Compact during one of these events. Parents are asked to participate in a Parent-Teacher-Student conference each semester and additional conferences throughout the year as needed.

6b. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See NCLB Section 1118, requirements for building capacity in parental involvement.)

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

Shall provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement. (Describe)

The Parent Resource Center, located in the room next to the main office, is open throughout the week to provide materials to assist parents. Parenting information will be provided throughout the year on various topics and resources that are closely aligned with the schools identified needs will be available. A computer with internet access is available to parents daily during normal school hours. Parent Resource information is posted on the school website.

6c. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See NCLB Section 1118, requirements for building capacity in parental involvement.)

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

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)

Parental involvement is extremely important to the faculty and staff at Dodge Elementary. Parents are encouraged to participate on committees and attend parenting workshops offered each quarter. The teachers will work closely with the Parent Organizer to welcome parents to the school, in planning parent involvement activities, and meeting parents' needs for their children. Parenting Day, in October, will be used to provide parents with additional information concerning the school, curriculum, expectations and discipline. Parenting workshops will also be offered during this time. The importance of parental involvement will be discussed during faculty meetings, in-services, and grade level meetings.

6d. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See NCLB Section 1118, requirements for building capacity in parental involvement.)

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

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)

Dodge Elementary school coordinates its parent involvement program for all parents through the Parent Resource Center. The Parent Organizer regularly meets with the CIP committee and the PAC in an effort to maximize the benefit of all offered parental involvement activities and to ensure that all activities are aligned with our CIP goals. 1% of the Title I budget is set aside for Parenting activities and materials.

6e. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See NCLB Section 1118, requirements for building capacity in parental involvement.)

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

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)

The parents of all students at Olive J. Dodge Elementary School are informed of school and parent activities through the school website, school messenger, MCPSS website, planners, and newsletters. All written communication is available for translation through TransAct.

6f. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See NCLB Section 1118, requirements for building capacity in parental involvement.)

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

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

Dodge Elementary makes every effort to work with parents in meeting their requests as related to their involvement and their child's education. A parent survey will be given to parents in the Spring, and the needs and activity suggestions will be reviewed by the CIP committee and PAC. Parental activities will be planned for the school year by the Parent Organizer based on information from the parent survey.

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

Olive J. Dodge Elementary School, to the extent practicable, provides opportunities for the participation of parents with limited English proficiency and parents with disabilities. Dodge currently has 72 EL students; therefore, all parent notifications are available for translation in TransAct. In addition, we have a part-time ELL teacher who is available to obtain assistance in verbal communications with these ELL parents. Every effort is made to accommodate parents and students with disabilities; this is a handicapped-accessible building.