



ACIP

Odenville Elementary School

St. Clair County Board of Education

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Executive Summary

Introduction

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

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

Description of the School

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

Odenville Elementary School is an Alabama Reading Initiative and Title I school accredited by the Southern Association of Colleges and Schools and the Alabama State Department of Education. Odenville Elementary School consists of grades PreK-2 and has a student population of approximately 400. The average classroom has a 19-1 student to teacher ratio. Membership by Ethnicity includes: White 94.4%, Black 2.1%, Other 4%. Odenville Elementary School is located in Odenville, Alabama, which is part of St. Clair County. The town of Odenville is largely comprised of a rural community with a small downtown business district. 51% of students are from low income families as determined by the eligibility guidelines set forth in the free and reduced lunch program. Odenville Elementary School is an Alabama Reading Initiative and Title I school accredited by AdvancEd and the Alabama State Department of Education. The faculty and staff recognize that educating the whole child, through a bond partnership between the home, school, and community will enable the child to develop to his/her fullest potential intellectually, socially, emotionally, and culturally. We believe that learning the intended curriculum, mastering basics and offering educational challenges, is possible for all students. Odenville Elementary School presently has one hundred percent of all classes taught by certified staff considered Highly Qualified based on the requirements of the No Child Left Behind Act. These staff members must have the appropriate state credentials and demonstrate subject matter competence in each academic subject taught. At Odenville Elementary, we strive to retain highly qualified teachers through involving them in decision making process, treating them as professionals, providing job embedded professional development and maintaining a collaborative culture in which teachers feel appreciated and valued. Yearly, we have an appreciation brunch for local businesses and stakeholders to visit and read to our classrooms. We encourage them to participate and share career lectures. This information is placed in the town hall and library along with the community's information. Since 1998, St. Clair County teachers who teach in SW Title I schools may have their school tuition loans waived if they meet all the criteria set forth by federal regulations. The administration supports the practice of recruiting student teachers from surrounding universities to observe and participate in their teaching roles. Teachers are offered various professional development opportunities to strengthen skills that may need improvement and are documented on their Educate Alabama PLP. This professional development is individualized to improve knowledge and effective practice in their teaching roles. Teacher qualifications and effectiveness are carefully considered in classroom placement and various teaching roles on campus. Odenville Elementary School wants to foster self esteem, self discipline, and good work habits. Children learn best in a positive environment. They should be treated with love and respect, and parents have the responsibility to work with the school to support good student behavior. There are 33 Highly Qualified teachers employed at Odenville Elementary. The teachers are selected and interviewed for those applicants who are highly qualified and certified. After all information is carefully considered and reviewed, the administration makes a decision according to the class assignment and the current outlined needs to make sure the staff placement is in the best interest for all students. The teachers at OES receive ongoing training using Common Core Reading and Math best practices. Teachers continue to develop professionally in all areas of curriculum. OES funds 1.75 teacher units with Title I funds. These teachers are used to reduce class size and meet the instructional needs of our students. Odenville Elementary shall educate teachers, pupil services personnel, principals, and staff with assistance from parents on how to reach out to, communicate with, and work with parents as equal partners. We will use school-parent compacts as a way to communicate the role of parents, teachers, and students in the education process. Workshops and other professional development opportunities are made available to parents and teachers for the enhancement of program development. We work with teachers at faculty meetings and grade level meetings to help them understand the importance of parental involvement and reinforce "parents as our partners."

School's Purpose

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

The purpose of St. Clair County School System is to prepare students to be ready for college, career, and life. The mission of St. Clair County School System is to ensure that high expectations are maintained for all students by providing a safe environment, instruction with rigor and relevance and enriched stakeholder relationships and involvement so that all students will be prepared for college and career and they will become responsible, productive citizens, and life-long learners. The vision of the St. Clair County School System is to be recognized as one of Alabama's premiere systems and to be identified globally as an innovative system of schools where all students: graduate from high school on time, are college and career ready and are prepared for life. The school system beliefs include the following: Given academic and emotional support, all students can and will reach their highest potential; great Administrators and Teachers are key to student achievement; Parent involvement and consistent stakeholder support impacts student success; Embracing change and promoting improvement results in success. St. Clair County School System values providing a safe and supporting learning culture in which relationships are built and maintained, providing classroom instruction which is relevant to the 21st century learner, and providing a rigorous curriculum where students become lifelong problem solvers and critical thinkers.

The mission of Odenville Elementary School is to create an environment where the school community works together to attain and enhance social, physical, academic, cultural, and emotional development. We advocate high expectations for all students so that they may become productive citizens ready to meet the technological challenges of the 21st century.

2015-2016 St. Clair County Targets, Vision, Mission and Beliefs:

St. Clair County School System Target Goals:

Provide a rigorous curriculum where students become problem solvers, critical thinkers by collaboration with diverse groups and gain a deeper understanding of how their learning can make a lifelong difference. Provide classroom instruction relevant to the 21st Century learner.

Vision

It is the vision of the St. Clair County School System to provide opportunities and challenges for each student, preparing them academically and socially to succeed as a lifelong learner in a changing world.

The district values a culture of learning and professional practice where student learning is the central focus. The district recognizes its role as the foundation to the social, civic and economic growth of this county.

To achieve this vision, we must ignite the hearts and minds of our students, staff, families, the business community and citizens.

Mission

To educate and prepare each student to succeed in a changing world.

Beliefs:

The St. Clair County School System's success is defined as EACH student educated and prepared to succeed in a changing world. Our guiding beliefs can be summarized as:

- Teacher quality - By setting expectations for what is "effective strategic teaching" and providing frequent feedback to teachers through classroom observations and demonstration sites teacher instructional practice will improve and student achievement will rise. Effective teachers are the key to student achievement.

- Managed instruction - A district-wide curriculum, coupled with pacing guides and related professional development supported by a team of expert instructional partners and coaches, will provide a seamless and aligned system of learning across the District and student achievement will rise.

- Professional Learning Communities - Frequent collaboration amongst teachers in a grade or subject will improve instructional practice and student achievement will rise.

- Standards-based and data-driven - Teach to the standards for each of the required subjects
Monitoring regularly and measuring progress through the use of formative assessments, and frequently reviewing student achievement data, instructional practice will be improved and student achievement will rise.

- Multiple pathways - By providing multiple pathways for student learning, students will be more engaged in school, confidence will build and student achievement will rise.

- Safe and secure environment - By providing an environment that is socially, emotionally, and physically safe/secure and supportive, students will be more engaged in school, confidence will build and student achievement will rise.

- Technology-rich - By increasing the use of technology and connecting learning with the outside world students' gain 21st century skills and student achievement will rise.

- Parent engagement - If parents have full visibility of their child's performance, and if they have the skill and will to do so, they will reinforce strengths and help address weaknesses and student achievement will rise.

- Community engagement - If the community is actively engaged with the schools and district, through volunteerism and community partnerships, the students will benefit from the additional resources and student achievement will rise.

- Fiscal accountability - By exhibiting efficient and effective use of federal, state, and local resources, the district will maintain community support while delivering upon its mission and student achievement will rise.

Ultimately, success will be realized when 100% of the District's students graduate with or before their respective cohort.

Notable Achievements and Areas of Improvement

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

Areas of Achievement at Odenville Elementary School

100% of classroom computers are connected to the Internet and share data through a local area network as well as Wireless Internet Infrastructure throughout the school. Every classroom has at least one networked computers and a printer. The school houses 2 computer labs consisting of 22 networked computers. 30 of these computers were purchased with funds from a 21st Century Grant. Each lab is equipped with a network printer. We have a Smartboard for large or small group instruction. Teachers and students have access to 3 digital cameras, three video cameras, three laptop mini computers, two Mimios, two color scanners and one set of e-Instruction. The Media Center is equipped with 1 administrative computer. The center also provides access to a 52" television and IMac computer. Every classroom is equipped with a television and scan converter, VCR or DVD player, overhead projector, and a laser or multi-function printer, LCD projector, and an ELMO document camera and 2 iPads. Odenville Elementary School just purchased Howard Technology 21st Century Projectors for all classrooms for teachers and students to be actively engaged with instruction. School wide cable access enables classrooms to view programs school-wide. A team of 24 second grade students have been chosen to join the OES News team. School news and events will be broadcast daily. Televisions have been mounted in the hallways and powerpoint presentations have been developed for broadcasting sight words, high frequency words, and math facts throughout the school daily. We have updated security measures and they are implemented to ensure a safe learning community. Pavilions are used on the playground for outdoor learning. An after school program is in place for students each day from 3-6pm. Students are able to complete homework, have physical activity time as well as technology time. Tutorial sessions have been offered for our at risk students through our Title I funding as well as Kindergarten Kamp for incoming Kindergarteners to become acclimated to our school. Enrichment opportunities are offered to those over achieving students weekly. Social Studies weekly has been implemented in each classroom. We also have an Enrichment/Writing teacher on site to help with rigorous standards teaching. Character education will be implemented through the counselor. Vertical planning will take place throughout the Odenville Schools. Our instructional partner provides professional development and coaching opportunities daily. All teachers will have professional development opportunities during our professional learning community meetings monthly as well as shared planning time to work through lesson plans, strategies and instruction together. We will continue to implement at risk intervention lessons and plans so that our at risk students can receive additional small group assistance. A Reading/Math intervention teachers meets the needs of our Tier III students. Longitudinal data is used to tailor instruction. Some other supplemental programs that are implemented during each instructional day are : Fluency Formula, Pebble Go Non Fiction Text, IXL Math, Raz Kids Reading and Writing, I Read. Many teachers have been awarded grants and several teachers are furthering their degrees. School action teams will assess our schools overall strengths and weaknesses, including instruction and safety, and meet to analyze that data monthly. Email distribution lists and Remind 101 have been set up to easily and quickly contact parents as well as the teacher/staff friendly websites. Our faculty, staff and parents continue the project of maintaining OES!!

Some ares of improvement at Odenville Elementary School

Odenville Elementary School needs to increase faculty knowledge of innovative ways to use technology in daily classroom practices. Students of Odenville Elementary often come to school having never been exposed to technology because of poverty. Students can be introduced to technology in a multiple of ways; however, by teachers using it as an instructional tool as well as providing students with opportunities to apply new skills while using technology, it can only raise student 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.

The St. Clair County School system is preparing tomorrow's leaders today. This slogan captures the student-centered philosophy of the school district. St. Clair County Schools has its focus on preparing its students to meet the challenges of the 21st century.

At Odenville Elementary School, we use Federal Funds through the Title I(ESEA) to support and supplement local and state funds.

Additional personnel, enhanced technology and best practiced professional learning is just a few ways we at Odenville Elementary extend the direction of our school system as a whole. As a result, students have received a more differentiated approach, practiced new skills with the availability of updated technology, and been taught by teachers who use best practices instructional strategies that stemmed from school wide professional learning.

Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

The process included an initial meeting of school technology contacts being trained in the process. Surveys were sent to educators and administrators in the system. The schools improvement plan was devised based on parent surveys. Parents were allowed to take the parent surveys on several occasions. All parents were invited to take the survey at all specific grade level orientations, school wide open house and can currently take the survey via the districts website. A variety of committee members including; teachers, tech contacts, media specialists, central office, and administrators as well as parents were selected. This committee met to analyze survey results and developed a plan. Follow up meetings were scheduled to occur at the school level and during the course of the year to check on implementation and school planning.

Administrators and leadership team members reviewed the Odenville Elementary Schools ACIP numerous times as a team and throughout the year with faculty, staff and parents. Professional learning committees were held to discuss the degree in which implemented strategies were being met. The school leadership team, including parents and a member of our advisory committee, reviewed the 2014/2015 Continuous Improvement Plan to determine what strengths and weaknesses were shown from the data. This information was shared and input was provided to the school leadership team, faculty and staff, along with interested parents, convened to disaggregate data results from DIBELS and school wide assessments administered in the 2014-2015 school year, as well as ACCESSs data, school incident report data, Educate Alabama data and other local demographic data. This data was reviewed to make effective decisions about the 2015-2016 school ACIP. The OES team provided suggestions based on the elements of the former plan that were successful and the elements that our school need to continue to improve on. School action teams were created to suggest strategies, professional development, budget, safety and benchmarks for the goals established. At the draft completion, faculty, staff and interested parents reviewed the plan and suggested modifications, if needed.

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

The stakeholder groups involved were parents, teachers, media specialists, administrators and central office personnel. These groups analyzed data and developed objectives and strategies to implement the state goals.

During the 2014-2015 school year, administration and leadership team members reviewed Odenville Elementary School's Continuous Improvement Plan numerous times as a team and throughout the year with faculty, staff and parents. Professional Learning Committees were held to discuss the degree in which implemented strategies were being met and how the plans were impacting student achievement.

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

Effective communication is essential in maintaining and enriching the positive working relationships between faculty, staff, students, parents and community members of Odenville Elementary School. We are here to serve and show efforts in promoting healthy

school/home/community relations and provide feedback to the stakeholders about the effectiveness of our school and ask for feedback for
SY 2015-2016

improvement. We have 4 main goals that we at Odenville Elementary School value for positive relationship bonding between home and school. We want to increase opportunities for school involvement by offering School Improvement Planning Meetings as well as PTO Meetings. Any stakeholder is always welcome to eat lunch at our school. Odenville Elementary School offers two-way communication with stakeholders through school visits and technology. A family friendly atmosphere with an open door policy treating all stakeholders with respect is number one priority. The final plan was communicated through email, district website, board meeting minutes as well as a hard copy is located in the office. The method and frequency in which stakeholders will receive information on its progress through the quarterly technology newsletter and updates on the district website.

Student Performance Diagnostic

Introduction

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

Student Performance Data

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

Evaluative Criteria and Rubrics

Overall Rating: 2.25

	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 some of those curricular aims regarded as high-priority instructional targets. The documentation provided in support of this alignment is less than persuasive. Some of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements.	Level 2

	Statement or Question	Response	Rating
2.	Test Administration	Some of the assessments used by the institution to determine students' performances have been administered with modest fidelity to the administrative procedures appropriate for each assessment. In some instances, the students to whom these assessments were administered are fairly representative of the students served by the institution. Appropriate accommodations have been provided for some assessments so that valid inferences can be made about some students' status with respect to some of the institution's targeted curricular outcomes.	Level 2

	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?

Scantron (Global Scholar)

Second Grade

Reading Foundations

Strength - Phonics

AL.RF.2.20b To be able to decode words with common vowel patterns, vowel digraphs, and diphthongs.

(98 attained, 2 not attained)

AL.RF.2.20e. The learner will be able to decode words with inconsistent but common spelling sound correspondences. (96 attained, 4 not attained)

Math-

Strength - AL.2.OA.2. The learner will subtract two single-digit whole numbers without regrouping. (79 attained and 8 not attained)

Access -

50% of EL students at OES made AMAO-A gains from the previous year.

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

According to ACCESS 2015, 50% of EL students at OES made AMAO-A gains from the previous year.

Which area(s) indicate the overall highest performance?

In second grade according to the Scantron (Global Scholar) assessment, students scored well (98 attained and 2 not attained) AL.RF.20.b

The students will be able to decode words with common vowel patterns and vowel digraphs.

The students will be able to grade level common high frequency words (96 attained and 4 not attained)

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

According to the ACCESS 2015, 50 % of EL students at OES made AMAO-A gains from the previous year.

Between which subgroups is the achievement gap closing?

According to ACCESS scores the EL students are making gains from the previous year.

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

The findings detailed above do not show comparison or consistency due to the lack of summative assessment data needed for determining notable achievement. The 2015-2016 is the first year of the administration of DIBELS Next assessment, which benchmarks increased.

Areas in Need of Improvement

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

According to the DIBELS Next Assessment:

Kindergarten-

First Sound Fluency

Below-25%

Well below-55%

Letter Naming Fluency

Below-17%

Well below- 60%

1st Grade-

Nonsense Word Fluency

Below- 13%

Well below- 62%

Letter Naming Fluency

Below- 25%

Well below- 55%

2nd Grade-

Oral Reading

Well below- 46%

According to the Global Scholars Assessment:

2nd grade students

Reading

Weakness-

Text Comprehension- AL.RI.2.10 The learner will understand the relationship between cause and effect.

Text Comprehension- AL.RI.2.10 The learner will be able to summarize a second grade nonfiction passage.

Math

Weakness-

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Algebra- AL.1.OA.8 The learner will be able to determine the missing number in a subtraction number sentence.

Geometry- AL.2.G.24 The learner will be able to identify plane figures by attributes including number of sides.

ACCESS

No students exited the EL program from OES so AMMO-B goals were not met for the 2014-2015.

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

According to DIBELS assessment-

Kindergarten-

First Sound Fluency

Below-25%

Well below-55%

Letter Naming Fluency

Below-17%

Well below- 60%

1st Grade-

Nonsense Word Fluency

Below- 13%

Well below- 62%

Letter Naming Fluency

Below- 25%

Well below- 55%

According to the Global Scholars Assessment:

2nd grade students

Reading

Weakness-

Text Comprehension- AL.RI.2.10 The learner will understand the relationship between cause and effect.

Text Comprehension- AL.RI.2.10 The learner will be able to summarize a second grade nonfiction passage.

Math

Weakness-

Algebra- AL.1.OA.8 The learner will be able to determine the missing number in a subtraction number sentence.

Geometry- AL.2.G.24 The learner will be able to identify plane figures by attributes including number of sides.

Which area(s) indicate the overall lowest performance?

Kindergarten-

First Sound Fluency

Below-25%

Well below-55%

Letter Naming Fluency

Below-17%

Well below- 60%

1st Grade-

Nonsense Word Fluency

Below- 13%

Well below- 62%

Letter Naming Fluency

Below- 25%

Well below- 55%

2nd Grade-

Oral Reading

Below- 29%

Well below- 46%

According to the Global Scholars Assessment:

2nd grade students

Reading

Weakness-

Text Comprehension- AL.RI.2.10 The learner will understand the relationship between cause and effect.

(0/100 attained)

Text Comprehension- AL.RI.2.10 The learner will be able to summarize a second grade nonfiction passage.

(0/100 attained)

Math

Weakness-

ACIP

Odenville Elementary School

Algebra- AL.1.OA.8 The learner will be able to determine the missing number in a subtraction number sentence. (1/86 attained)

Geometry- AL.2.G.24 The learner will be able to identify plane figures by attributes including number of sides. (1/86 attained)

ACCESS

No students exited the EL program from OES so AMMO-B goals were not met for the 2014-2015

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

No students exited the EL program from OES so AMMO-B goals were not met for 2014-2015.

Between which subgroups is the achievement gap becoming greater?

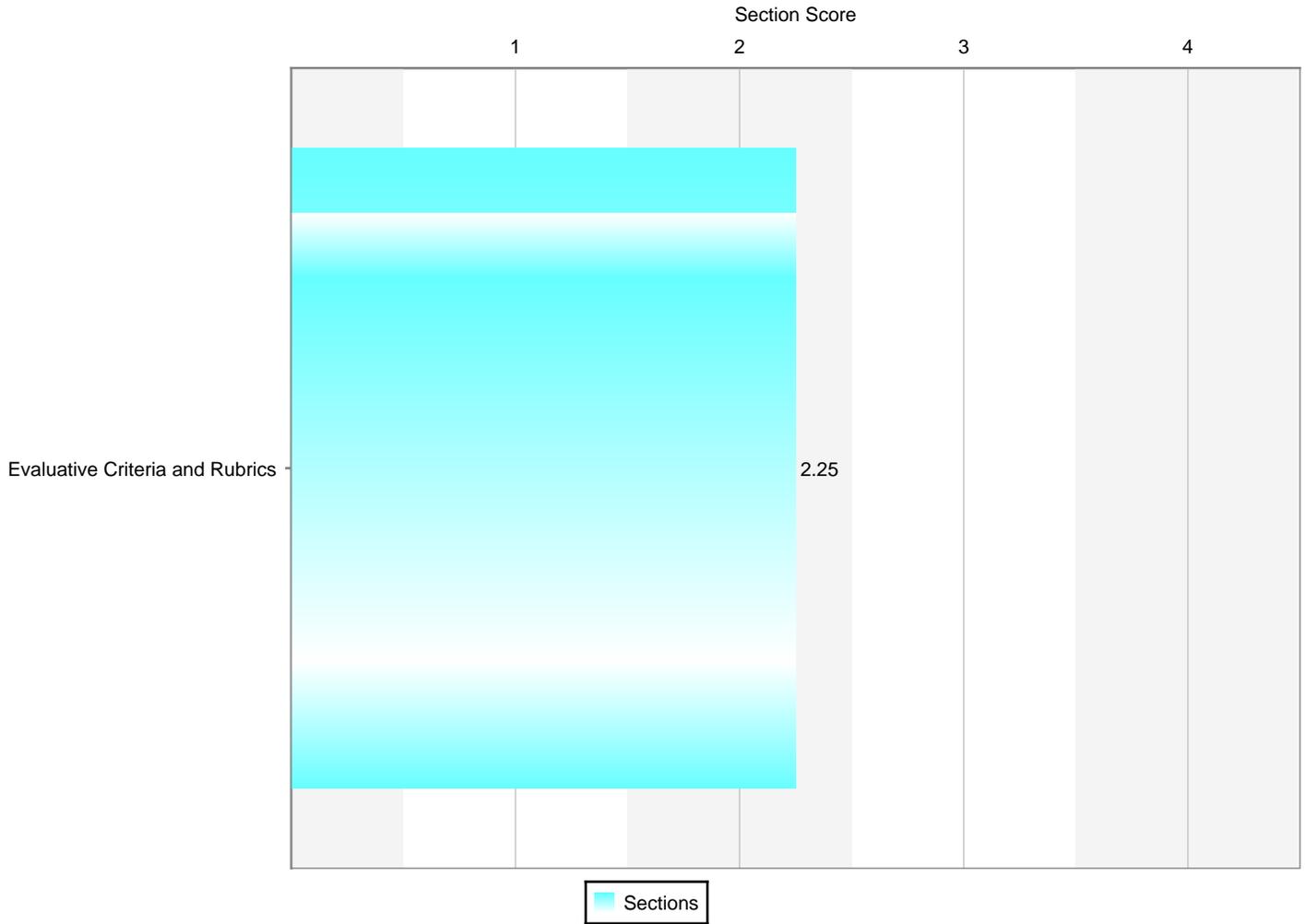
Due to the increase in benchmark scores for DIBELS we are seeing a gap in scores across Special Education first - second grade students for the year.

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

The findings detailed above do not show comparison or consistency due to the lack of summative assessment data needed for determining notable achievement. The 2015-2016 is the first year of the administration of DIBELS Next assessment, which benchmarks increased.

Report Summary

Scores By Section



ACIP Assurances

Introduction

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

ACIP Assurances

Label	Assurance	Response	Comment	Attachment
1.	The Instructional Leadership Team members that should be present include the principal, guidance counselor, district school improvement specialist (or other designee), appropriate content-area teachers, parent representatives, and student representatives (as appropriate). Depending on the data, additional members may include special population representatives (Technology Coordinator, Special Education, 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	Our team met multiple times to construct our ASSIT Continuous Improvement Plan. We looked at disaggregated data to form our goals. The attachment shows our team members.	Team Members

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	The attachment shows the guidelines regarding our county's discrimination policy that is taken from our handbook.	Discrimination Statement

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	The attachment shows the employee that is coordinated to carry out non-discrimination responsibilities.	Equal Opportunity Statement

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		School-Parent Involvement

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		Title I Compact

Odenville Elementary School ACIP Plan 2015- 2016

Overview

Plan Name

Odenville Elementary School ACIP Plan 2015-2016

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Students at all levels of English Language proficiency will improve in the area of writing, reading and listening on the overall score.	Objectives: 1 Strategies: 1 Activities: 3	Academic	\$260
2	All students at Odenville Elementary School will increase by the amount of 2% of nonfiction text read.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$1100
3	Increase Volume of nonfiction literacy and focus on research based mathematical strategies.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$2600
4	To support the learning environment by being proactive in improving daily attendance teacher mentoring of at risk students and incentives will drive this process.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$500
5	To assess students formatively in order to meet rigorous academic standards as well as intervene where foundational gaps exist.	Objectives: 1 Strategies: 1 Activities: 3	Academic	\$480
6	All students at Odenville Elementary School will improve math proficiency.	Objectives: 1 Strategies: 3 Activities: 17	Academic	\$111422
7	All students at Odenville Elementary School will improve reading proficiency.	Objectives: 1 Strategies: 3 Activities: 12	Academic	\$111422
8	At-Risk students at Odenville Elementary School will improve reading skills.	Objectives: 1 Strategies: 3 Activities: 4	Academic	\$0
9	OES Kindergarten-2nd Grade students will improve Reading proficy by becoming fluent readers who will improve comprehension of non-fictional texts through the aide of digital learning labs.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$1600
10	1st and 2nd grade students at Odenville Elementary School will increase the amount of nonfiction text read.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$1100
11	All students at Odenville Elementary will demonstrate good character habits.	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$0

Goal 1: Students at all levels of English Language proficiency will improve in the area of writing, reading and listening on the overall score.

Measurable Objective 1:

A 33% increase of English Learners students will demonstrate a proficiency during the 2015-2016 EL program. 60% of EL students at Odenville Elementary School will make greater than or equal to a .5 gain in their overall composite ACCESS score in English Language Arts by 05/27/2016 as measured by domain scores on the 2016 ACCESS.

Strategy 1:

Differentiated Instruction for English Learners - Teachers will develop objectives that focus on the language domains of reading, writing, and speaking.

Research Cited: WIDA Can Do Model

Activity - Activity-Small Group Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in professional development opportunities that guide teachers in instructing students in small groups and individually using peer helpers, visual aids, graphic organizers, and pictures to explain concepts. Educators will incorporate EL components within their adopted texts. iPad apps are available to increase oral communication.	Professional Learning	10/01/2015	05/27/2016	\$60	Title III	ESOL instructor
Activity - Language Acquisition	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Targeted students will receive small group and individual instruction through second and third tier interventions. Pull outs with the ESOL instructor and retired SCC volunteers will occur.	Direct Instruction	10/01/2015	05/27/2016	\$0	Other	Teachers, SCC volunteers, ESOL Instructor
Activity - Identify Concepts and Print	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Through accommodations with authentic EL assessments and small group instruction, teacher will scaffold the academic language of EL students. Through formative and summative assessments, progress will be reviewed each 4.5 weeks and scaffolds will be adjusted. Students will participate in the Accelerated Reader program and have access to various technologies, ipads, laptop computers, and E-Blocks and individual adaptive reading program will be available for all LEP students 24/7 on any supported technological device.	Direct Instruction	10/01/2015	05/27/2016	\$200	Other	Teachers

Goal 2: All students at Odenville Elementary School will increase by the amount of 2% of nonfiction text read.

Measurable Objective 1:

A 2% increase of All Students will demonstrate a proficiency in nonfiction text in Reading by 05/27/2016 as measured by Accelerated Reader and Scantron (Global Scholar).

Strategy 1:

Increase volume of nonfiction text read - In order to increase the volume of nonfiction text read, students will be required to check out at least 4 nonfiction books per month from the library. This will be assessed by Accelerated Reader quizzes. Also, we will incorporate weekly nonfiction teacher read-alouds. Lastly, we plan to increase opportunities to engage in the PebbleGo online digital library.

Research Cited: Reading volume is defined as the combination of time students spend reading plus the number of words they actually consume as they read (Allington, 2012). This combination affects everything from students' cognitive abilities to their vocabulary development and knowledge of the world (Cunningham & Zibulsky, 2013). In "one of the most extensive studies of independent reading yet conducted" Anderson, Wilson, and Fielding (1988) traced reading growth to independent reading and reading volume. As stated by Marzano, "one reason reading nonfiction may be so important is that it helps students develop their background knowledge, which itself accounts for as much as 33% of the variance of student achievement" (2000).

Activity - Monitor Reading Volume & Comprehension	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The library circulation will be monitored by the librarian and the administration. Accelerated Reader Diagnostic Reports and College & Career Readiness Report will be monitored by the librarian and classroom teachers. PebbleGo usage will be monitored by the librarian.	Other - Reading Opportunities	10/01/2015	05/27/2016	\$1100	State Funds	Teachers, Budget Committee, Librarian and Administration

Goal 3: Increase Volume of nonfiction literacy and focus on research based mathematical strategies.

Measurable Objective 1:

A 2% increase of All Students will demonstrate a proficiency in comprehension of nonfiction literature in Reading by 05/27/2016 as measured by AR, Scantron(Global Scholar), PebbleGo, and library circulation reports.

Strategy 1:

Increase Volume of Nonfiction Text - We will implement nonfiction read alouds and assessments to check for comprehension. Pebble Go usage will be increased. The volume of nonfiction books checked out of the library will increase by students being required to check out nonfiction text weekly.

Activity - Monitor Comprehension of nonfiction text	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Comprehension of nonfiction text will be monitored through classroom assessments and AR reports funded by local funds. The usage of nonfiction text will be monitored through library circulation reports and Pebble Go usage reports funded by state funds.	Other - Reports	10/01/2015	05/27/2016	\$2600	Other, State Funds	All staff
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Goal 4: To support the learning environment by being proactive in improving daily attendance teacher mentoring of at risk students and incentives will drive this process.

Measurable Objective 1:

50% of All Students will increase student growth In the area of attendance in Reading by 05/20/2016 as measured by Attendance reports.

Strategy 1:

Improving Daily Attendance - This strategy will be effective with increasing daily student attendance. It will be implemented and monitored daily by the classroom teacher.

Activity - Improving Daily Attendance	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Daily Attendance Monitoring, Rewards, and Incentives	Policy and Process	10/01/2015	05/27/2016	\$500	Other	As we continue with Learning Support Attendance plans, All staff will make check points with parents when students are absent. Every third week, attendance will be checked and administration will award perfect attendance. Local businesses will help with

Goal 5: To assess students formatively in order to meet rigorous academic standards as well as intervene where foundational gaps exist.

Measurable Objective 1:

A 2% increase of All Students will demonstrate a proficiency in academic standards in Reading by 05/27/2016 as measured by Accelerated Reader, DIBELS, and Scantron (Global Scholar).

Strategy 1:

Academic Standards Assessment Goal - This strategy will work by using Accelerated Reader, Scantron (Global Scholar), and DIBELS. We will assess the data collected and monitor student progress. Through this data, we will intervene if necessary through our PST team.

Activity - PST	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A team of professionals ranging from teachers, principal, and interventionists collaborate and monitor student progress and create plans to help guide students with foundational gaps.	Academic Support Program	09/09/2015	05/27/2016	\$480	General Fund	PST Team
Activity - Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
DIBELS, AR, and Scantron assessments will administered and results will be used to monitor student progress and identify at risk students.	Academic Support Program	10/01/2015	05/27/2016	\$0	No Funding Required	all teachers
Activity - Care Team and PBIS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A team of teachers will be assigned to students that are identified as At-risk to help encourage and give them academic support. PBIS will be used as an encouragement to always be their best.	Behavioral Support Program, Academic Support Program	10/01/2015	05/27/2016	\$0	No Funding Required	Care team members and PBIS team

Goal 6: All students at Odenville Elementary School will improve math proficiency.

Measurable Objective 1:

3% of All Students will demonstrate a proficiency on the ACT ASPIRE in Mathematics by 05/27/2016 as measured by ACT ASPIRE testing results.

Strategy 1:

Strategically Planning and Teaching - Teachers will plan and facilitate challenging tasks for students (students, speaking/writing about math, presenting justification for their answers, using tools and manipulative, actively engaged in problem solving with real life applications and small groups and using twenty-first century instructional tools).

Math teachers will correlate their lesson plans with Math CCRS. Teachers will follow the district pacing guide, Math CCRS and ASPIRE Correlations, ALEX, and Alabama Insight. Teachers will plan and facilitate challenging tasks for all students

Research Cited: Alabama State Department of Education website

Activity - Strategic Lesson Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math teachers will correlate their lesson plans with the math CCRS. Teachers will utilize pacing guides, Math CCRS, ASPIRE correlations, ALEX, and Alabama Insight Tool, and Scantron. (Global Scholar)	Other - Lesson Plans	08/17/2015	05/27/2016	\$0	No Funding Required	All teachers

Activity - Student Friendly Objectives	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will open each lesson (post) with a student friendly version of the CCRS standards, which will be revisited throughout the lesson for understandings (formal assessment) each day. All teachers will begin each lesson by establishing a purpose for the lesson (make the lesson relative to the student, build background knowledge, generate question to investigate, and use math vocabulary).	Direct Instruction	08/17/2015	05/27/2016	\$0	No Funding Required	All teachers

Activity - Evidence of Differentiated Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will use a variety of strategies to meet their students' needs. These strategies may include small group, pre-teach, hands on, use of manipulative, explicit instruction, anchor charts, peer-tutoring, math word walls, using portfolio assessments, after school tutoring, and the use of technology. RLC teacher will provide extra support and enhancement to students who need accelerated instruction.	Other - Instruction	08/17/2015	05/27/2016	\$0	No Funding Required	All teachers

Activity - Title I Teachers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
To ensure class sizes are small enough to facilitate strategic teaching, two core classroom teachers were funded using Title I funds.	Other - Title I	08/17/2015	05/27/2016	\$111422	Other	Two core classroom teachers

Activity - Professional Development for Performance and Achievement Series	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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First and second grade teachers will participate in teacher training in order to analyze data from the performance series assessments and create assessments using the Achievement Series through participation in monthly grade level meetings and during embedded professional development days with the instructional partners.	Professional Learning	08/17/2015	05/27/2016	\$0	No Funding Required	All core teachers
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Activity - Long Range Lesson Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All core teachers will correlate their lesson plans with the Math CCRS as well as pacing guides. First and second grade teachers will use the Class Standard Student Detail Report from the Performance Series assessment to identify strengths and weaknesses to target instruction.	Other - Lesson Planning	08/17/2015	05/27/2016	\$0	No Funding Required	All teachers

Activity - 5daily components of active engaged learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
speak, write, investigate, read, listening (SWIRL)	Academic Support Program	08/17/2015	05/27/2016	\$0	No Funding Required	All teachers

Activity - Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use small group math instruction to focus on non mastered skills for at risk students. The teachers will use data from go math assessments to support their intervention instruction.	Academic Support Program	08/17/2015	05/27/2016	\$0	No Funding Required	All teachers

Strategy 2:

Using Data to Improve Student Achievement - All teachers will use data to improve math proficiency by analyzing and identifying needs.

Activity - Analyze School Logitudinal Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will use longitudinal data (including ASPIRE Performance Series, and assumptive assessments) to address weakest math standards in all math classes. All teachers will identify students' strengths and weaknesses in math. This data will be used to identify and monitor at-risk students, plan interventions, review existing plans, and discuss best practices.	Other - Data	08/17/2015	05/27/2016	\$0	No Funding Required	All teachers

Activity - Assessment/Reflection	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
At the end of each lesson, all teachers will reflect on the content of the lesson in a manor that formatively assesses comprehension of all students and uses the results of the assessments to guide instruction. Achievement Series assessments can be used to create assessments that are aligned with the state standards.	Other - Reflection	08/17/2015	05/27/2016	\$0	No Funding Required	All teachers

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Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will use progress monitoring; including Achievement Series, IXL Math, small group, Global Scholar (Scantron) and informal assessments via Go Math	Other - Assessment	08/17/2015	05/27/2016	\$0	Other	All teachers

Strategy 3:

Math strategies for a firm foundation - All grade level teachers will build a firm foundation with Go Math as well as vertical planning with OIS.

Activity - Number sense	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will have a firm foundation during whole group instruction and math station activity. Teachers will plan with OIS using item specs having OES students ready for standardized testing	Academic Support Program	08/17/2015	05/27/2016	\$0	No Funding Required	All teachers

Activity - Hands on math activities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All grade level teachers will implement teacher made, hands on math investigation activities and math tubs during math stations to use within their math block.	Academic Support Program	08/17/2015	05/27/2016	\$0	No Funding Required	All teachers

Activity - Planning with coworkers and OIS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade level planning and vertical planning with OIS for developing math games, ideas for math tubs, math journals, and math stations.	Academic Support Program	08/17/2015	05/27/2016	\$0	No Funding Required	All teachers

Activity - Rigorous curriculum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will provide a rigorous curriculum where students become problem solvers, critical thinkers by collaborating and gaining a deeper understanding of how their learning can make a lifelong difference.	Academic Support Program	08/17/2015	05/27/2016	\$0	No Funding Required	All teachers

Activity - Student Centered Classroom	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All grade level teachers will establish a student centered classroom instructional environment.	Academic Support Program	08/17/2015	05/27/2016	\$0	No Funding Required	All teachers

Activity - Daily Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will participate in daily data by organizing data into appropriate data displays.	Academic Support Program	08/17/2015	05/27/2016	\$0	No Funding Required	All teachers

Goal 7: All students at Odenville Elementary School will improve reading proficiency.

Measurable Objective 1:

A 4% increase of All Students will demonstrate a proficiency on the ACT Aspire in English Language Arts in Reading by 05/27/2016 as measured by ACT Aspire testing results.

Strategy 1:

Strategic Teaching - All core reading teachers will correlate their lesson plans with the ELA CCRS and pacing guides. All teachers will teach strategically, in all classes, daily. All teachers will implement these three components of a strategic lesson... (1) Three parts of a strategic lesson-before, during, and after, (2) Four steps in explicit instruction- "I do, we do, you do" (3) Five daily components of active literacy: S-speak, W-write, I, investigate, R-reading, L-listening.

Activity - Student Friendly Objectives	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All core reading teachers will open each lesson with a student friendly objective which will be revisited throughout the lesson for understanding each day. The objectives will be posted in the classroom. Each reading teacher will begin each class with a purpose for the lesson, build background knowledge, and generate questions to investigate and discuss essential vocabulary.	Direct Instruction	10/01/2015	05/27/2016	\$0	No Funding Required	All teachers
Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will use small group instruction as needed to meet the needs of TIER II students as well as accelerated students. Special Education teachers and the reading intervention teacher will provide small group instruction to TIER III students who are either special education or have been identified by the PST committee as in need of additional instruction. RLC teacher will provide extra support and enhancement to students who need accelerated instruction.	Direct Instruction	10/01/2015	05/27/2016	\$0	No Funding Required	core classroom teachers, special education teachers, reading intervention teacher, RLC teacher
Activity - Higher Order Questioning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All core reading teachers will engage their students in higher level questioning during class time and on assessments in an effort to strengthen a deeper understanding of the content for all students when assessed. (Webb's Depth of Knowledge)	Direct Instruction	10/01/2015	05/27/2016	\$0	No Funding Required	All core reading teachers
Activity - Assessment/Reflection	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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At the end of the lesson, all core reading teachers will reflect on the content of the lesson in a manner that assesses comprehension of all students and uses the results to guide instruction. Second grade will be using the Achievement Series assessments can be used to create assessments that are aligned with state standards. Also, all teachers will use DIBELS results, AR, and classroom assessment data to guide instruction.	Other	10/01/2015	05/27/2016	\$0	No Funding Required	All reading teachers
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Activity - Long Range Lesson Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All core reading teachers will correlate their lesson plans with the ELA CCRS as well as pacing guides. First and Second teachers will use the Performance Series assessment to identify strengths and weaknesses to target in instruction. K-2 teachers will also use DIBELS assessments to identify strengths and weaknesses.	Other	10/01/2015	05/27/2016	\$0	No Funding Required	All core reading teachers

Activity - Professional Development on Performance and Achievement Series	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All first and second grade teachers will participate in teachers training in order to analyze data from the Performance Series assessments and second teachers will use the Achievement Series to create assessments through monthly grade level meetings and during embedded professional development days with the instructional partner.	Professional Learning	10/01/2015	05/27/2016	\$0	No Funding Required	First and second grade teachers

Activity - Title I Teachers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
To ensure class sizes are small enough to facilitate strategic teaching, 2 core classroom teachers were funded using Title I funds.	Class Size Reduction	10/01/2015	05/27/2016	\$111422	Other	2 classroom teachers

Strategy 2:

Increased Complexity in Reading and Writing - All Core content teachers will integrate reading and writing complexity into their lessons by building knowledge through content-rich nonfiction with a 50/50 balance between informational and literacy reading. All core content teachers will plan for students to increase practice in reading, writing, and speaking grounded in evidence from text and through rigorous practice with complex text and its academic language.

Activity - Authentic Reading/Writing Lessons	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All core content area teachers will integrate authentic reading/writing lessons into their classes and use close reading strategies. Also, our enrichment teacher using direct and strategic instruction to provide authentic reading and writing instruction on a weekly basis.	Direct Instruction	10/01/2015	05/27/2016	\$0	No Funding Required	All core classroom teachers and enrichment teachers

Activity - Technology Integration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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All core content teachers will utilize 21st century Tools and strategies to improve reading and writing skills in all content areas. Second grade will utilize the performance series to enhance instruction and asses instructional. We also utilize IRead, , Raz Kids, and Pebble go to offer a variety of texts.	Technology	10/01/2015	05/27/2016	\$0	No Funding Required	all core teachers
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Strategy 3:

Address All Student Literacy Needs - All core reading teachers will analyze and utilize data to make adjustments in instruction and identify students who need additional support.

Activity - Analyze School Longitudinal Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All core teachers will use longitudinal data (including Scantron, Aspire data, DIBELS, AR, and classroom assessments) to address weakest reading standards in all reading classes. All core reading teachers will identify and monitor at-risk students, plan interventions, review plans, and discuss best practices. AR will be used to monitor comprehension of non-fiction text.	Other	10/01/2015	05/27/2016	\$0	No Funding Required	all core reading teachers

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All core reading teachers will use progress monitoring; including DIBELS scores, Scantron results, and classroom assessments to monitor the progress of all students.	Other	10/01/2015	05/27/2016	\$0	No Funding Required	all core teachers

Activity - Goal setting conferences	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Leadership team will assign caring teachers with identified at risk students to develop a plan for success. The teacher will discuss strengths and weaknesses with students and communicate with parents regularly, supply resources, adjust existing plans, provide tutoring opportunities, websites, encouragement and etc.	Other	10/01/2015	05/27/2016	\$0	No Funding Required	Care team, PBIS team, PST

Goal 8: At-Risk students at Odenville Elementary School will improve reading skills.

Measurable Objective 1:

5% of All Students will demonstrate a proficiency scoring at the in need of support category in Reading by 05/27/2016 as measured by ACT Aspire.

Strategy 1:

Response to Instruction(RTI) - All core teachers will implement RTI methodologies into the curriculum planning and teaching.

Research Cited: RTI

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Activity - Problem Solving Team (PST)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The PST will meet regarding students who are identified as being at risk to make decisions about their placement in the 3 tiers of instruction every 8 - 12 weeks.	Academic Support Program	08/28/2015	10/01/2015	\$0	No Funding Required	PST committee members: Assistant principal, the instructional partner, a special education teacher, and the reading interventionist

Activity - PST	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The PST, core, and intervention teachers will monitor identified students with progress monitor assessment tools	Academic Support Program	08/28/2015	05/20/2016	\$0	No Funding Required	All core teachers, the reading intervention teacher, and special education teachers.

Strategy 2:

Phonetic Analysis and Word Recognition Skills - Core reading teacher and special education teachers will include instruction of phonetic analysis and word recognition skills in small group instruction of special education students and at risk students with reading decoding deficits

Research Cited: Birsh, JR ed. (2011) Multisensory Teaching of Basic Language Skills, 3rd edition. Baltimore, MD: Brookes Publishing. Adams, M.J. (1990) Beginning to Read: Thinking and Learning about Print. Cambridge, MA:MIT Press Shaywitz, S. (2003) Overcoming Dyslexia: A new and complete science-based program for reading for reading problems at any level. New York, NY:Knopf

Activity - Explicit Phonics Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All core reading teachers, the reading intervention teacher, and special education teachers will provide explicit, targeted phonics instruction to students in small groups in Tier II and Tier III to address gaps in the students' phonetic knowledge to those students who need phonemic instruction as identified through Performance Series, ORF, or other reading screeners.	Academic Support Program	08/28/2015	05/20/2016	\$0	No Funding Required	Core teachers, reading interventionist, and special education teachers

Strategy 3:

iRead - All students will use iRead instructional software. The students will receive spiraled instruction and in-depth practice in foundational reading skills.

Activity - Monitor Implementation of iRead	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor the implementation of iRead through walk-throughs, class observation and class reports. Teachers will use iRead program data and resources which differentiates instruction and targets practice on skills with which the child struggled.	Academic Support Program	10/01/2015	05/27/2016	\$0	No Funding Required	Core teachers, Administration, Interventionist, Instructional partner

Goal 9: OES Kindergarten-2nd Grade students will improve Reading profiecy by becoming fluent readers who will inprove comprehension of non-fictional texts through the aide of digital learning labs.

Measurable Objective 1:

A 2% increase of All Students will demonstrate a proficiency in non-fictional texts in Reading by 05/27/2016 as measured by A.R, Peeble Go and Library Circulation Reports.

Strategy 1:

Strategy 1 - Strategic planning-Teachers will correlate their lesson plans with the ELA CCRS, STAR, DIBELS, and other formative assessment results and district pacing guides. All core teachers will implement rigorous and functional plans that will encourage students to comprehend non-fictional reading texts.

Research Cited: Aspire Correlations, college and Career Readiness Standards, School Improvement Coordinator, Instructional Partner

Activity - Digital Aids in Increasing the comprehension of non-fictional texts	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All core teachers will implement and support the comprehension of nonfictional texts through the aids of digital learning programs.	Technology	10/01/2015	05/27/2016	\$1600	State Funds	All core teachers

Goal 10: 1st and 2nd grade students at Odenville Elementary School will increase the amount of nonfiction text read.

Measurable Objective 1:

2% of First and Second grade students will demonstrate a proficiency in nonfiction text in Reading by 05/27/2016 as measured by Accelerated Reader quizzes.

Strategy 1:

Increase volume of nonfiction text read - In order to increase the volume of nonfiction text read, students will be required to check out at least 4 nonfiction books per month from the library. This will be assessed by Accelerated Reader quizzes. Also, we will incorporate weekly nonfiction teacher read-alouds into all classrooms Kindergarten -2nd grade. Lastly, we plan to increase opportunities for all students to engage in the PebbleGo online digital library.

Research Cited: Research Cited: Reading volume is defined as the combination of time students spend reading plus the number of words they actually consume as they read (Allington, 2012). This combination affects everything from students' cognitive abilities to their vocabulary development and knowledge of the world (Cunningham & Zibulsky, 2013). In "one of the most extensive studies of independent reading yet conducted" Anderson, Wilson, and Fielding (1988) traced reading growth to independent reading and reading volume. As stated by Marzano, "one reason reading nonfiction may be so important is that it helps students develop their background knowledge, which itself accounts for as much as 33% of the variance of student achievement" (2000).

Activity - Monitor Reading Volume and Comprehension	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The library circulation will be monitored by the librarian and the administration. Accelerated Reader Diagnostic Reports and College & Career Readiness Report will be monitored by the librarian and classroom teachers. PebbleGo usage will be monitored by the librarian.	Other - reading opportunities	10/01/2015	05/27/2016	\$1100	State Funds	Administration , Librarian, Teachers, Budget Committee members

Goal 11: All students at Odenville Elementary will demonstrate good character habits.

Measurable Objective 1:

A 4% decrease of All Students will demonstrate a behavior to decrease the number of office referrals and reduce interruptions during instructional time in Reading by 05/27/2016 as measured by daily conduct and end of the year discipline reports.

Strategy 1:

Positive behavior Intervention Support Systems- Positive Behavior Intervention Support (PBIS) - PBIS is a framework for reducing behaviors and maximizing instructional time, making data based decisions, a research validated practice focused on prevention and instruction, and a structure for creating safe positive schools

Research Cited: PBIS

Activity - Be a SAINT	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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The school administration, school counselor, faculty and staff will utilize a PBIS to decrease the number of office referrals and promote positive behaviors by managing behavior and increasing the amount of time students are receiving instruction through a set of clearly defined expectations, rules and rewards.	Behavioral Support Program	10/01/2015	05/27/2016	\$0	No Funding Required	All faculty and staff, administration and school counselor
Activity - SAINTS slips	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be positively rewarded for following rules and expectations with SAINTS slips. SAINTS slips will be used in a SAINTS store once per month.	Behavioral Support Program	10/01/2015	05/27/2016	\$0	No Funding Required	All faculty and staff, administration and school counselor

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Language Acquisition	Targeted students will receive small group and individual instruction through second and third tier interventions. Pull outs with the ESOL instructor and retired SCC volunteers will occur.	Direct Instruction	10/01/2015	05/27/2016	\$0	Teachers, SCC volunteers, ESOL Instructor
Monitor Comprehension of nonfiction text	Comprehension of nonfiction text will be monitored through classroom assessments and AR reports funded by local funds. The usage of nonfiction text will be monitored through library circulation reports and Pebble Go usage reports funded by state funds.	Other - Reports	10/01/2015	05/27/2016	\$1500	All staff
Title I Teachers	To ensure class sizes are small enough to facilitate strategic teaching, 2 core classroom teachers were funded using Title I funds.	Class Size Reduction	10/01/2015	05/27/2016	\$111422	2 classroom teachers
Improving Daily Attendance	Daily Attendance Monitoring, Rewards, and Incentives	Policy and Process	10/01/2015	05/27/2016	\$500	As we continue with Learning Support Attendance plans, All staff will make check points with parents when students are absent. Every third week, attendance will be checked and administration will award perfect attendance. Local businesses will help with

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Progress Monitoring	All teachers will use progress monitoring; including Achievement Series, IXL Math, small group, Global Scholar (Scantron) and informal assessments via Go Math	Other - Assessment	08/17/2015	05/27/2016	\$0	All teachers
Title I Teachers	To ensure class sizes are small enough to facilitate strategic teaching, two core classroom teachers were funded using Title I funds.	Other - Title I	08/17/2015	05/27/2016	\$111422	Two core classroom teachers
Identify Concepts and Print	Through accommodations with authentic EL assessments and small group instruction, teacher will scaffold the academic language of EL students. Through formative and summative assessments, progress will be reviewed each 4.5 weeks and scaffolds will be adjusted. Students will participate in the Accelerated Reader program and have access to various technologies, ipads, laptop computers, and E-Blocks and individual adaptive reading program will be available for all LEP students 24/7 on any supported technological device.	Direct Instruction	10/01/2015	05/27/2016	\$200	Teachers
Total					\$225044	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
PST	The PST, core, and intervention teachers will monitor identified students with progress monitor assessment tools	Academic Support Program	08/28/2015	05/20/2016	\$0	All core teachers, the reading intervention teacher, and special education teachers.
Number sense	Students will have a firm foundation during whole group instruction and math station activity. Teachers will plan with OIS using item specs having OES students ready for standardized testing	Academic Support Program	08/17/2015	05/27/2016	\$0	All teachers
Long Range Lesson Planning	All core teachers will correlate their lesson plans with the Math CCRS as well as pacing guides. First and second grade teachers will use the Class Standard Student Detail Report from the Performance Series assessment to identify strengths and weaknesses to target instruction.	Other - Lesson Planning	08/17/2015	05/27/2016	\$0	All teachers
Student Centered Classroom	All grade level teachers will establish a student centered classroom instructional environment.	Academic Support Program	08/17/2015	05/27/2016	\$0	All teachers

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Monitor Implementation of iRead	Monitor the implementation of iRead through walk-throughs, class observation and class reports. Teachers will use iRead program data and resources which differentiates instruction and targets practice on skills with which the child struggled.	Academic Support Program	10/01/2015	05/27/2016	\$0	Core teachers, Administration, Interventionist, Instructional partner
Long Range Lesson Planning	All core reading teachers will correlate their lesson plans with the ELA CCRS as well as pacing guides. First and Second teachers will use the Performance Series assessment to identify strengths and weaknesses to target in instruction. K-2 teachers will also use DIBELS assessments to identify strengths and weaknesses.	Other	10/01/2015	05/27/2016	\$0	All core reading teachers
Care Team and PBIS	A team of teachers will be assigned to students that are identified as At-risk to help encourage and give them academic support. PBIS will be used as an encouragement to always be their best.	Behavioral Support Program, Academic Support Program	10/01/2015	05/27/2016	\$0	Care team members and PBIS team
Daily Data	All students will participate in daily data by organizing data into appropriate data displays.	Academic Support Program	08/17/2015	05/27/2016	\$0	All teachers
Assessments	DIBELS, AR, and Scantron assessments will administered and results will be used to monitor student progress and identify at risk students.	Academic Support Program	10/01/2015	05/27/2016	\$0	all teachers
SAINTS slips	Students will be positively reward for following rules and expectations with SAINTS slips. SAINTS slips will be used in a SAINTS store once per month.	Behavioral Support Program	10/01/2015	05/27/2016	\$0	All faculty and staff, administration and school counselor
Planning with coworkers and OIS	Grade level planning and vertical planning with OIS for developing math games, ideas for math tubs, math journals, and math stations.	Academic Support Program	08/17/2015	05/27/2016	\$0	All teachers
Problem Solving Team (PST)	The PST will meet regarding students who are identified as being at risk to make decisions about their placement in the 3 tiers of instruction every 8 - 12 weeks.	Academic Support Program	08/28/2015	10/01/2015	\$0	PST committee members: Assistant principal, the instructional partner, a special education teacher, and the reading interventionist

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Small Group Instruction	All teachers will use small group instruction as needed to meet the needs of TIER II students as well as accelerated students. Special Education teachers and the reading intervention teacher will provide small group instruction to TIER III students who are either special education or have been identified by the PST committee as in need of additional instruction. RLC teacher will provide extra support and enhancement to students who need accelerated instruction.	Direct Instruction	10/01/2015	05/27/2016	\$0	core classroom teachers, special education teachers, reading intervention teacher, RLC teacher
Student Friendly Objectives	All core reading teachers will open each lesson with a student friendly objective which will be revisited throughout the lesson for understanding each day. The objectives will be posted in the classroom. Each reading teacher will begin each class with a purpose for the lesson, build background knowledge, and generate questions to investigate and discuss essential vocabulary.	Direct Instruction	10/01/2015	05/27/2016	\$0	All teachers
Student Friendly Objectives	All teachers will open each lesson (post) with a student friendly version of the CCRS standards, which will be revisited throughout the lesson for understandings (formal assessment) each day. All teachers will begin each lesson by establishing a purpose for the lesson (make the lesson relative to the student, build background knowledge, generate question to investigate, and use math vocabulary).	Direct Instruction	08/17/2015	05/27/2016	\$0	All teachers
Analyze School Longitudinal Data	All core teachers will use longitudinal data (including Scantron, Aspire data, DIBELS, AR, and classroom assessments) to address weakest reading standards in all reading classes. All core reading teachers will identify and monitor at-risk students, plan interventions, review plans, and discuss best practices. AR will be used to monitor comprehension of non-fiction text.	Other	10/01/2015	05/27/2016	\$0	all core reading teachers
5daily components of active engaged learning	speak, write, investigate, read, listening (SWIRL)	Academic Support Program	08/17/2015	05/27/2016	\$0	All teachers
Analyze School Logitudinal Data	All teachers will use longitudinal data (including ASPIRE Performance Series, and assumptive assessments) to address weakest math standards in all math classes. All teachers will identify students' strengths and weaknesses in math. This data will be used to identify and monitor at-risk students, plan interventions, review existing plans, and discuss best practices.	Other - Data	08/17/2015	05/27/2016	\$0	All teachers
Professional Development for Performance and Achievement Series	First and second grade teachers will participate in teacher training in order to analyze data from the performance series assessments and create assessments using the Achievement Series through participation in monthly grade level meetings and during embedded professional development days with the instructional partners.	Professional Learning	08/17/2015	05/27/2016	\$0	All core teachers

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Goal setting conferences	Leadership team will assign caring teachers with identified at risk students to develop a plan for success. The teacher will discuss strengths and weaknesses with students and communicate with parents regularly, supply resources, adjust existing plans, provide tutoring opportunities, websites, encouragement and etc.	Other	10/01/2015	05/27/2016	\$0	Care team, PBIS team, PST
Strategic Lesson Planning	Math teachers will correlate their lesson plans with the math CCRS. Teachers will utilize pacing guides, Math CCRS, ASPIRE correlations, ALEX, and Alabama Insight Tool, and Scantron. (Global Scholar)	Other - Lesson Plans	08/17/2015	05/27/2016	\$0	All teachers
Intervention	Teachers will use small group math instruction to focus on non mastered skills for at risk students. The teachers will use data from go math assessments to support their intervention instruction.	Academic Support Program	08/17/2015	05/27/2016	\$0	All teachers
Evidence of Differentiated Instruction	All teachers will use a variety of strategies to meet their students' needs. These strategies may include small group, pre-teach, hands on, use of manipulative, explicit instruction, anchor charts, peer-tutoring, math word walls, using portfolio assessments, after school tutoring, and the use of technology. RLC teacher will provide extra support and enhancement to students who need accelerated instruction.	Other - Instruction	08/17/2015	05/27/2016	\$0	All teachers
Professional Development on Performace and Achievement Series	All first and second grade teachers will participate in teachers training in order to analyze data from the Performance Series assessments and second teachers will use the Achievement Series to create assessments through monthly grade level meetings and during embedded professional development days with the instructional partner.	Professional Learning	10/01/2015	05/27/2016	\$0	First and second grade teachers
Rigorous curriculumn	All teachers will provide a rigorous curriculum where students become problem solvers, critical thinkers by collaborating and gaining a deeper understanding of how their learning can make a lifelong difference.	Academic Support Program	08/17/2015	05/27/2016	\$0	All teachers
Technology Integration	All core content teachers will utilize 21st century Tools and strategies to improve reading and writing skills in all content areas. Second grade will utilize the performance series to enhance instruction and asses instructional. We also utilize IRead, , Raz Kids, and Pebble go to offer a variety of texts.	Technology	10/01/2015	05/27/2016	\$0	all core teachers
Hands on math activities	All grade level teachers will implement teacher made, hands on math investigation activities and math tubs during math stations to use within their math block.	Academic Support Program	08/17/2015	05/27/2016	\$0	All teachers
Progress Monitoring	All core reading teachers will use progress monitoring; including DIBELS scores, Scantron results, and classroom assessments to monitor the progress of all students.	Other	10/01/2015	05/27/2016	\$0	all core teachers

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Be a SAINT	The school administration, school counselor, faculty and staff will utilize a PBIS to decrease the number of office referrals and promote positive behaviors by managing behavior and increasing the amount of time students are receiving instruction through a set of clearly defined expectations, rules and rewards.	Behavioral Support Program	10/01/2015	05/27/2016	\$0	All faculty and staff, administration and school counselor
Assessment/Reflection	At the end of each lesson, all teachers will reflect on the content of the lesson in a manner that formatively assesses comprehension of all students and uses the results of the assessments to guide instruction. Achievement Series assessments can be used to create assessments that are aligned with the state standards.	Other - Reflection	08/17/2015	05/27/2016	\$0	All teachers
Higher Order Questioning	All core reading teachers will engage their students in higher level questioning during class time and on assessments in an effort to strengthen a deeper understanding of the content for all students when assessed. (Webb's Depth of Knowledge)	Direct Instruction	10/01/2015	05/27/2016	\$0	All core reading teachers
Explicit Phonics Instruction	All core reading teachers, the reading intervention teacher, and special education teachers will provide explicit, targeted phonics instruction to students in small groups in Tier II and Tier III to address gaps in the students' phonetic knowledge to those students who need phonemic instruction as identified through Performance Series, ORF, or other reading screeners.	Academic Support Program	08/28/2015	05/20/2016	\$0	Core teachers, reading interventionist, and special education teachers
Assessment/Reflection	At the end of the lesson, all core reading teachers will reflect on the content of the lesson in a manner that assesses comprehension of all students and uses the results to guide instruction. Second grade will be using the Achievement Series assessments can be used to create assessments that are aligned with state standards. Also, all teachers will use DIBELS results, AR, and classroom assessment data to guide instruction.	Other	10/01/2015	05/27/2016	\$0	All reading teachers
Authentic Reading/Writing Lessons	All core content area teachers will integrate authentic reading/writing lessons into their classes and use close reading strategies. Also, our enrichment teacher using direct and strategic instruction to provide authentic reading and writing instruction on a weekly basis.	Direct Instruction	10/01/2015	05/27/2016	\$0	All core classroom teachers and enrichment teachers
Total					\$0	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
PST	A team of professionals ranging from teachers, principal, and interventionists collaborate and monitor student progress and create plans to help guide students with foundational gaps.	Academic Support Program	09/09/2015	05/27/2016	\$480	PST Team
Total					\$480	

State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Monitor Reading Volume and Comprehension	The library circulation will be monitored by the librarian and the administration. Accelerated Reader Diagnostic Reports and College & Career Readiness Report will be monitored by the librarian and classroom teachers. PebbleGo usage will be monitored by the librarian.	Other - reading opportunities	10/01/2015	05/27/2016	\$1100	Administration, Librarian, Teachers, Budget Committee members
Digital Aids in Increasing the comprehension of non-fictional texts	All core teachers will implement and support the comprehension of nonfictional texts through the aids of digital learning programs.	Technology	10/01/2015	05/27/2016	\$1600	All core teachers
Monitor Reading Volume & Comprehension	The library circulation will be monitored by the librarian and the administration. Accelerated Reader Diagnostic Reports and College & Career Readiness Report will be monitored by the librarian and classroom teachers. PebbleGo usage will be monitored by the librarian.	Other - Reading Opportunities	10/01/2015	05/27/2016	\$1100	Teachers, Budget Committee, Librarian and Administration
Monitor Comprehension of nonfiction text	Comprehension of nonfiction text will be monitored through classroom assessments and AR reports funded by local funds. The usage of nonfiction text will be monitored through library circulation reports and Pebble Go usage reports funded by state funds.	Other - Reports	10/01/2015	05/27/2016	\$1100	All staff
Total					\$4900	

Title III

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Activity-Small Group Instruction	Teachers will participate in professional development opportunities that guide teachers in instructing students in small groups and individually using peer helpers, visual aids, graphic organizers, and pictures to explain concepts. Educators will incorporate EL components within their adopted texts. iPad apps are available to increase oral communication.	Professional Learning	10/01/2015	05/27/2016	\$60	ESOL instructor
Total					\$60	

Stakeholder Feedback Diagnostic

Introduction

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

Stakeholder Feedback Data

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

Evaluative Criteria and Rubrics

Overall Rating: 3.5

	Statement or Question	Response	Rating
1.	Questionnaire Administration	Most 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 reasonable fidelity to the administrative procedures appropriate for each assessment. In most instances, the stakeholders to whom these questionnaires were administered mostly represented the populations served by the institution. Appropriate accommodations were provided for most participants.	Level 3

	Statement or Question	Response	Rating
2.	Stakeholder Feedback Results and Analysis	Two or more of the stakeholder questionnaires had average item values of 4.30 or higher (on a 5.0 scale). 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 well analyzed and clearly presented.	Level 4

Areas of Notable Achievement

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

The area of purpose and direction shows the overall highest level of satisfaction and approval amongst stakeholders.

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

The area of purpose and direction shows an increase, positive trend toward satisfying stakeholders and gaining approval.

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

According to a survey completed by parents in September 2015, findings indicate that parents feel comfortable and welcome in the school environment provided. These results are consistent with results found in other sources.

Areas in Need of Improvement

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

The area of lowest satisfaction or approval is our schools governing body does not interfere with the operation or leadership of our school as many stakeholders did not know what the question was asking. Of the 100% of the survey results, 16.36% of the results were undecided.

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

The area of Governance and Leadership show a trend with decreasing stakeholder satisfaction.

What are the implications for these stakeholder perceptions?

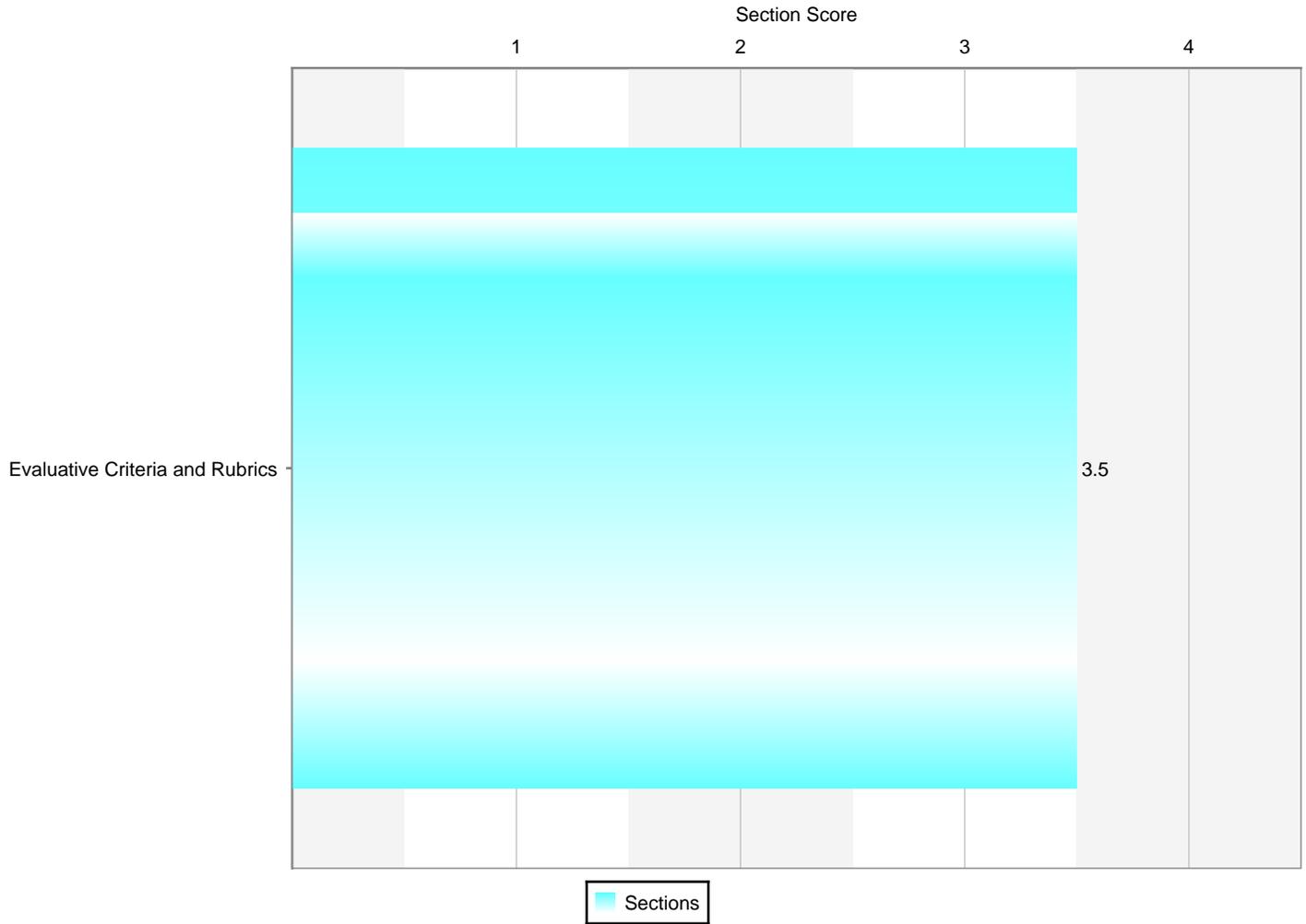
Parents expressed their concerns on the survey that was completed in August-September 2015. The data was collected and evaluated showing that parents needed more information to appropriately answer questions regarding governing and leadership in our school.

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

Stakeholder findings were consistent with other feedback sources.

Report Summary

Scores By Section



Title I Schoolwide Diagnostic

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).

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment conducted?

The comprehensive needs assessment was conducted through parent surveys, a teacher classroom needs assessment and stakeholder feedback surveys.

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

Parents felt that they needed more information from teachers on how their child is being assessed. The results were that teacher/parent documentation-communication folders will be used as well as monthly parenting activities. Based on the teachers needs assessment, it was noted that more enrichment opportunities should be available for students.

3. What conclusions were drawn from the results?

The conclusions were that parents needed more information from teachers on how their child is being assessed. The results were that teacher/parent documentation-communication folders will be used as well as monthly parenting activities. It was also concluded that teachers felt that more enrichment opportunities should be available to students

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

It was concluded that overall our stakeholders, parents and students are satisfied with student achievement and school programs/processes.

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

We analyze the data received from needs assessments and then create our school goals and priorities accordingly

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

Data is gathered from parents, teachers, community members and anyone else involved in the education of our students.

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

Our goals focus on differentiated instruction in order to meet the needs of all of our learners in all subject areas. Individualized Education Plans drive how resources are disbursed and how needs are met academically.

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:

All students at Odenville Elementary School will increase by the amount of 2% of nonfiction text read.

Measurable Objective 1:

A 2% increase of All Students will demonstrate a proficiency in nonfiction text in Reading by 05/27/2016 as measured by Accelerated Reader and Scantron (Global Scholar).

Strategy1:

Increase volume of nonfiction text read - In order to increase the volume of nonfiction text read, students will be required to check out at least 4 nonfiction books per month from the library. This will be assessed by Accelerated Reader quizzes. Also, we will incorporate weekly nonfiction teacher read-alouds. Lastly, we plan to increase opportunities to engage in the PebbleGo online digital library.

Research Cited: Reading volume is defined as the combination of time students spend reading plus the number of words they actually consume as they read (Allington, 2012). This combination affects everything from students' cognitive abilities to their vocabulary development and knowledge of the world (Cunningham & Zibulsky, 2013). In "one of the most extensive studies of independent reading yet conducted" Anderson, Wilson, and Fielding (1988) traced reading growth to independent reading and reading volume. As stated by Marzano, "one reason reading nonfiction may be so important is that it helps students develop their background knowledge, which itself accounts for as much as 33% of the variance of student achievement" (2000).

Activity - Monitor Reading Volume & Comprehension	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The library circulation will be monitored by the librarian and the administration. Accelerated Reader Diagnostic Reports and College & Career Readiness Report will be monitored by the librarian and classroom teachers. PebbleGo usage will be monitored by the librarian.	Other - Reading Opportunities			10/01/2015	05/27/2016	\$1100 - State Funds	Teachers, Budget Committee, Librarian and Administration

Goal 2:

Increase Volume of nonfiction literacy and focus on research based mathematical strategies.

Measurable Objective 1:

A 2% increase of All Students will demonstrate a proficiency in comprehension of nonfiction literature in Reading by 05/27/2016 as measured by AR, Scantron(Global Scholar), PebbleGo, and library circulation reports.

Strategy1:

Increase Volume of Nonfiction Text - We will implement nonfiction read alouds and assessments to check for comprehension. Pebble Go usage will be increased. The volume of nonfiction books checked out of the library will increase by students being required to check out nonfiction text weekly.

Research Cited:

Activity - Monitor Comprehension of nonfiction text	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Comprehension of nonfiction text will be monitored through classroom assessments and AR reports funded by local funds. The usage of nonfiction text will be monitored through library circulation reports and Pebble Go usage reports funded by state funds.	Other - Reports			10/01/2015	05/27/2016	\$1100 - State Funds \$1500 - Other	All staff

Goal 3:

To support the learning environment by being proactive in improving daily attendance teacher mentoring of at risk students and incentives will drive this process.

Measurable Objective 1:

50% of All Students will increase student growth In the area of attendance in Reading by 05/20/2016 as measured by Attendance reports.

Strategy1:

Improving Daily Attendance - This strategy will be effective with increasing daily student attendance. It will be implemented and monitored daily by the classroom teacher.

Research Cited:

Activity - Improving Daily Attendance	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Daily Attendance Monitoring, Rewards, and Incentives	Policy and Process			10/01/2015	05/27/2016	\$500 - Other	As we continue with Learning Support Attendance plans, All staff will make check points with parents when students are absent. Every third week, attendance will be checked and administration will award perfect attendance. Local businesses will help with

Goal 4:

To assess students formatively in order to meet rigorous academic standards as well as intervene where foundational gaps exist.

Measurable Objective 1:

A 2% increase of All Students will demonstrate a proficiency in academic standards in Reading by 05/27/2016 as measured by Accelerated Reader, DIBELS, and Scantron (Global Scholar) .

Strategy1:

Academic Standards Assessment Goal - This strategy will work by using Accelerated Reader, Scantron (Global Scholar), and DIBELS. We will assess the data collected and monitor student progress. Through this data, we will intervene if necessary through our PST team.

Research Cited:

Activity - PST	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A team of professionals ranging from teachers, principal, and interventionists collaborate and monitor student progress and create plans to help guide students with foundational gaps.	Academic Support Program			09/09/2015	05/27/2016	\$480 - General Fund	PST Team

Activity - Care Team and PBIS	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A team of teachers will be assigned to students that are identified as At-risk to help encourage and give them academic support. PBIS will be used as an encouragement to always be their best.	Behavioral Support Program Academic Support Program			10/01/2015	05/27/2016	\$0 - No Funding Required	care team members and PBIS team

Activity - Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
DIBELS, AR, and Scantron assessments will administered and results will be used to monitor student progress and identify at risk students.	Academic Support Program			10/01/2015	05/27/2016	\$0 - No Funding Required	all teachers

Goal 5:

OES Kindergarten-2nd Grade students will improve Reading profiency by becoming fluent readers who will improve comprehension of non-fictional texts through the aide of digital learning labs.

Measurable Objective 1:

A 2% increase of All Students will demonstrate a proficiency in non-fictional texts in Reading by 05/27/2016 as measured by A.R, Peeble Go and Library Circulation Reports.

Strategy1:

Strategy 1 - Strategic planning-Teachers will correlate their lesson plans with the ELA CCRS, STAR, DIBELS, and other formative assessment results and district pacing guides. All core teachers will implement rigorous and functional plans that will encourage students to comprehend non-fictional reading texts.

Research Cited: Aspire Correlations, college and Career Readiness Standards, School Improvement Coordinator, Instructional Partner

Activity - Digital Aids in Increasing the comprehension of non-fictional texts	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All core teachers will implement and support the comprehension of nonfictional texts through the aids of digital learning programs.	Technology			10/01/2015	05/27/2016	\$1600 - State Funds	All core teachers

Goal 6:

1st and 2nd grade students at Odenville Elementary School will increase the amount of nonfiction text read.

Measurable Objective 1:

2% of First and Second grade students will demonstrate a proficiency in nonfiction text in Reading by 05/27/2016 as measured by Accelerated Reader quizzes.

Strategy1:

Increase volume of nonfiction text read - In order to increase the volume of nonfiction text read, students will be required to check out at least 4 nonfiction books per month from the library. This will be assessed by Accelerated Reader quizzes. Also, we will incorporate weekly nonfiction teacher read-alouds into all classrooms Kindergarten -2nd grade. Lastly, we plan to increase opportunities for all students to engage in the PebbleGo online digital library.

Research Cited: Research Cited: Reading volume is defined as the combination of time students spend reading plus the number of words they actually consume as they read (Allington, 2012). This combination affects everything from students' cognitive abilities to their vocabulary development and knowledge of the world (Cunningham & Zibulsky, 2013). In "one of the most extensive studies of independent reading yet conducted" Anderson, Wilson, and Fielding (1988) traced reading growth to independent reading and reading volume. As stated by Marzano, "one reason reading nonfiction may be so important is that it helps students develop their background knowledge, which itself accounts for as much as 33% of the variance of student achievement" (2000).

Activity - Monitor Reading Volume and Comprehension	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The library circulation will be monitored by the librarian and the administration. Accelerated Reader Diagnostic Reports and College & Career Readiness Report will be monitored by the librarian and classroom teachers. PebbleGo usage will be monitored by the librarian.	Other - reading opportunities			10/01/2015	05/27/2016	\$1100 - State Funds	Administration, Librarian, Teachers, Budget Committee members

Goal 7:

All students at Odenville Elementary will demonstrate good character habits.

Measurable Objective 1:

A 4% decrease of All Students will demonstrate a behavior to decrease the number of office referrals and reduce interruptions during instructional time in Reading by 05/27/2016 as measured by daily conduct and end of the year discipline reports.

Strategy1:

Positive behavior Intervention Support Systems- Positive Behavior Intervention Support (PBIS) - PBIS is a framework for reducing behaviors and maximizing instructional time, making data based decisions, a research validated practice focused on prevention and instruction, and a structure for creating safe positive schools

Research Cited: PBIS

Activity - Be a SAINT	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school administration, school counselor, faculty and staff will utilize a PBIS to decrease the number of office referrals and promote positive behaviors by managing behavior and increasing the amount of time students are receiving instruction through a set of clearly defined expectations, rules and rewards.	Behavioral Support Program			10/01/2015	05/27/2016	\$0 - No Funding Required	All faculty and staff, administration and school counselor

Activity - SAINTS slips	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be positively rewarded for following rules and expectations with SAINTS slips. SAINTS slips will be used in a SAINTS store once per month.	Behavioral Support Program			10/01/2015	05/27/2016	\$0 - No Funding Required	All faculty and staff, administration and school counselor

Goal 8:

All students at Odenville Elementary School will improve math proficiency.

Measurable Objective 1:

3% of All Students will demonstrate a proficiency on the ACT ASPIRE in Mathematics by 05/27/2016 as measured by ACT ASPIRE testing results.

Strategy1:

Using Data to Improve Student Achievement - All teachers will use data to improve math proficiency by analyzing and identifying needs.

Research Cited:

Activity - Analyze School Logitudinal Data	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will use longitudinal data (including ASPIRE Performance Series, and assumptive assessments) to address weakest math standards in all math classes. All teachers will identify students' strengths and weaknesses in math. This data will be used to identify and monitor at-risk students, plan interventions, review existing plans, and discuss best practices.	Other - Data			08/17/2015	05/27/2016	\$0 - No Funding Required	All teachers

Activity - Progress Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will use progress monitoring; including Achievement Series, IXL Math, small group, Global Scholar (Scantron) and informal assessments via Go Math	Other - Assessment			08/17/2015	05/27/2016	\$0 - Other	All teachers

Activity - Assessment/Reflection	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
At the end of each lesson, all teachers will reflect on the content of the lesson in a manor that formatively assesses comprehension of all students and uses the results of the assessments to guide instruction. Achievement Series assessments can be used to create assessments that are aligned with the state standards.	Other - Reflection			08/17/2015	05/27/2016	\$0 - No Funding Required	All teachers

Strategy2:

Strategically Planning and Teaching - Teachers will plan and facilitate challenging tasks for students (students, speaking/writing about math, presenting justification for their answers, using tools and manipulative, actively engaged in problem solving with real life applications and small groups and using twenty-first century instructional tools).

Math teachers will correlate their lesson plans with Math CCRS. Teachers will follow the district pacing guide, Math CCRS and ASPIRE Correlations, ALEX, and Alabama Insight. Teachers will plan and facilitate challenging tasks for all students

Research Cited: Alabama State Department of Education website

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Activity - Student Friendly Objectives	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will open each lesson (post) with a student friendly version of the CCRS standards, which will be revisited throughout the lesson for understandings (formal assessment) each day. All teachers will begin each lesson by establishing a purpose for the lesson (make the lesson relative to the student, build background knowledge, generate question to investigate, and use math vocabulary).	Direct Instruction			08/17/2015	05/27/2016	\$0 - No Funding Required	All teachers

Activity - 5daily components of active engaged learning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
speak, write, investigate, read, listening (SWIRL)	Academic Support Program			08/17/2015	05/27/2016	\$0 - No Funding Required	All teachers

Activity - Strategic Lesson Planning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math teachers will correlate their lesson plans with the math CCRS. Teachers will utilize pacing guides, Math CCRS, ASPIRE correlations, ALEX, and Alabama Insight Tool, and Scantron. (Global Scholar)	Other - Lesson Plans			08/17/2015	05/27/2016	\$0 - No Funding Required	All teachers

Activity - Long Range Lesson Planning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All core teachers will correlate their lesson plans with the Math CCRS as well as pacing guides. Firstt and second grade teachers will use the Class Standard Student Detail Report from the Performance Series assessment to identify strengths and weaknesses to target instruction.	Other - Lesson Planning			08/17/2015	05/27/2016	\$0 - No Funding Required	All teachers

Activity - Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use small group math instruction to focus on non mastered skills for at risk students. The teachers will use data from go math assessments to support their intervention instruction.	Academic Support Program			08/17/2015	05/27/2016	\$0 - No Funding Required	All teachers

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Activity - Professional Development for Performance and Achievement Series	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
First and second grade teachers will participate in teacher training in order to analyze data from the performance series assessments and create assessments using the Achievement Series through participation in monthly grade level meetings and during embedded professional development days with the instructional partners.	Professional Learning			08/17/2015	05/27/2016	\$0 - No Funding Required	All core teachers

Activity - Evidence of Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will use a variety of strategies to meet their students' needs. These strategies may include small group, pre-teach, hands on, use of manipulative, explicit instruction, anchor charts, peer-tutoring, math word walls, using portfolio assessments, after school tutoring, and the use of technology. RLC teacher will provide extra support and enhancement to students who need accelerated instruction.	Other - Instruction			08/17/2015	05/27/2016	\$0 - No Funding Required	All teachers

Activity - Title I Teachers	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
To ensure class sizes are small enough to facilitate strategic teaching, two core classroom teachers were funded using Title I funds.	Other - Title I			08/17/2015	05/27/2016	\$111422 - Other	Two core classroom teachers

Strategy3:

Math strategies for a firm foundation - All grade level teachers will build a firm foundation with Go Math as well as vertical planning with OIS.

Research Cited:

Activity - Daily Data	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will participate in daily data by organizing data into appropriate data displays.	Academic Support Program			08/17/2015	05/27/2016	\$0 - No Funding Required	All teachers

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Activity - Rigorous curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will provide a rigorous curriculum where students become problem solvers, critical thinkers by collaborating and gaining a deeper understanding of how their learning can make a lifelong difference.	Academic Support Program			08/17/2015	05/27/2016	\$0 - No Funding Required	All teachers

Activity - Planning with coworkers and OIS	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade level planning and vertical planning with OIS for developing math games, ideas for math tubs, math journals, and math stations.	Academic Support Program			08/17/2015	05/27/2016	\$0 - No Funding Required	All teachers

Activity - Student Centered Classroom	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All grade level teachers will establish a student centered classroom instructional environment.	Academic Support Program			08/17/2015	05/27/2016	\$0 - No Funding Required	All teachers

Activity - Hands on math activities	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All grade level teachers will implement teacher made, hands on math investigation activities and math tubs during math stations to use within their math block.	Academic Support Program			08/17/2015	05/27/2016	\$0 - No Funding Required	All teachers

Activity - Number sense	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will have a firm foundation during whole group instruction and math station activity. Teachers will plan with OIS using item specs having OES students ready for standardized testing	Academic Support Program			08/17/2015	05/27/2016	\$0 - No Funding Required	All teachers

Goal 9:

All students at Odenville Elementary School will improve reading proficiency.

Measurable Objective 1:

A 4% increase of All Students will demonstrate a proficiency on the ACT Aspire in English Language Arts in Reading by 05/27/2016 as measured by ACT Aspire testing results.

Strategy1:

Address All Student Literacy Needs - All core reading teachers will analyze and utilize data to make adjustments in instruction and identify students who need additional support.

Research Cited:

Activity - Progress Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All core reading teachers will use progress monitoring; including DIBELS scores, Scantron results, and classroom assessments to monitor the progress of all students.	Other			10/01/2015	05/27/2016	\$0 - No Funding Required	all core teachers

Activity - Goal setting conferences	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Leadership team will assign caring teachers with identified at risk students to develop a plan for success. The teacher will discuss strengths and weaknesses with students and communicate with parents regularly, supply resources, adjust existing plans, provide tutoring opportunities, websites, encouragement and etc.	Other			10/01/2015	05/27/2016	\$0 - No Funding Required	Care team, PBIS team, PST

Activity - Analyze School Longitudinal Data	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All core teachers will use longitudinal data (including Scantron, Aspire data, DIBELS, AR, and classroom assessments) to address weakest reading standards in all reading classes. All core reading teachers will identify and monitor at-risk students, plan interventions, review plans, and discuss best practices. AR will be used to monitor comprehension of non-fiction text.	Other			10/01/2015	05/27/2016	\$0 - No Funding Required	all core reading teachers

Strategy2:

Increased Complexity in Reading and Writing - All Core content teachers will integrate reading and writing complexity into their lessons by building knowledge through content-rich nonfiction with a 50/50 balance between informational and literacy reading. All core content teachers will plan for students to increase practice in reading, writing, and speaking grounded in evidence from text and through rigorous practice with complex text and its academic language.

Research Cited:

Activity - Technology Integration	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All core content teachers will utilize 21st century Tools and strategies to improve reading and writing skills in all content areas. Second grade will utilize the performance series to enhance instruction and asses instructional. We also utilize IRead, , Raz Kids, and Pebble go to offer a variety of texts.	Technology			10/01/2015	05/27/2016	\$0 - No Funding Required	all core teachers

Activity - Authentic Reading/Writing Lessons	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All core content area teachers will integrate authentic reading/writing lessons into their classes and use close reading strategies. Also, our enrichment teacher using direct and strategic instruction to provide authentic reading and writing instruction on a weekly basis.	Direct Instruction			10/01/2015	05/27/2016	\$0 - No Funding Required	All core classroom teachers and enrichment teachers

Strategy3:

Strategic Teaching - All core reading teachers will correlate their lesson plans with the ELA CCRS and pacing guides. All teachers will teach strategically, in all classes, daily. All teachers will implement these three components of a strategic lesson... (1) Three parts of a strategic lesson-before, during, and after, (2) Four steps in explicit instruction- "I do, we do, you do" (3) Five daily components of active literacy: S-speak, W-write, I, investigate, R-reading, L-listening.

Research Cited:

Activity - Long Range Lesson Planning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All core reading teachers will correlate their lesson plans with the ELA CCRS as well as pacing guides. First and Second teachers will use the Performance Series assessment to identify strengths and weaknesses to target in instruction. K-2 teachers will also use DIBELS assessments to identify strengths and weaknesses.	Other			10/01/2015	05/27/2016	\$0 - No Funding Required	All core reading teachers

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Activity - Small Group Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will use small group instruction as needed to meet the needs of TIER II students as well as accelerated students. Special Education teachers and the reading intervention teacher will provide small group instruction to TIER III students who are either special education or have been identified by the PST committee as in need of additional instruction. RLC teacher will provide extra support and enhancement to students who need accelerated instruction.	Direct Instruction			10/01/2015	05/27/2016	\$0 - No Funding Required	core classroom teachers, special education teachers, reading intervention teacher, RLC teacher

Activity - Professional Development on Performance and Achievement Series	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All first and second grade teachers will participate in teachers training in order to analyze data from the Performance Series assessments and second teachers will use the Achievement Series to create assessments through monthly grade level meetings and during embedded professional development days with the instructional partner.	Professional Learning			10/01/2015	05/27/2016	\$0 - No Funding Required	First and second grade teachers

Activity - Student Friendly Objectives	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All core reading teachers will open each lesson with a student friendly objective which will be revisited throughout the lesson for understanding each day. The objectives will be posted in the classroom. Each reading teacher will begin each class with a purpose for the lesson, build background knowledge, and generate questions to investigate and discuss essential vocabulary.	Direct Instruction			10/01/2015	05/27/2016	\$0 - No Funding Required	All teachers

Activity - Higher Order Questioning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All core reading teachers will engage their students in higher level questioning during class time and on assessments in an effort to strengthen a deeper understanding of the content for all students when assessed. (Webb's Depth of Knowledge)	Direct Instruction			10/01/2015	05/27/2016	\$0 - No Funding Required	All core reading teachers

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Activity - Assessment/Reflection	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
At the end of the lesson, all core reading teachers will reflect on the content of the lesson in a manner that assesses comprehension of all students and uses the results to guide instruction. Second grade will be using the Achievement Series assessments can be used to create assessments that are aligned with state standards. Also, all teachers will use DIBELS results, AR, and classroom assessment data to guide instruction.	Other			10/01/2015	05/27/2016	\$0 - No Funding Required	All reading teachers

Activity - Title I Teachers	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
To ensure class sizes are small enough to facilitate strategic teaching, 2 core classroom teachers were funded using Title I funds.	Class Size Reduction			10/01/2015	05/27/2016	\$111422 - Other	2 classroom teachers

Goal 10:

At-Risk students at Odenville Elementary School will improve reading skills.

Measurable Objective 1:

5% of All Students will demonstrate a proficiency scoring at the in need of support category in Reading by 05/27/2016 as measured by ACT Aspire.

Strategy1:

Phonetic Analysis and Word Recognition Skills - Core reading teacher and special education teachers will include instruction of phonetic analysis and word recognition skills in small group instruction of special education students and at risk students with reading decoding deficits

Research Cited: Birsh, JR ed. (2011) Multisensory Teaching of Basic Language Skills, 3rd edition. Baltimore, MD: Brookes Publishing.
 Adams, M.J. (1990) Beginning to Read: Thinking and Learning about Print. Cambridge, MA:MIT Press
 Shaywitz, S. (2003) Overcoming Dyslexia: A new and complete science-based program for reading for reading problems at any level. New York, NY:Knopf

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Activity - Explicit Phonics Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All core reading teachers, the reading intervention teacher, and special education teachers will provide explicit, targeted phonics instruction to students in small groups in Tier II and Tier III to address gaps in the students' phonetic knowledge to those students who need phonemic instruction as identified through Performance Series, ORF, or other reading screeners.	Academic Support Program			08/28/2015	05/20/2016	\$0 - No Funding Required	Core teachers, reading interventionist, and special education teachers

Strategy2:

Response to Instruction(RTI) - All core teachers will implement RTI methodologies into the curriculum planning and teaching.

Research Cited: RTI

Activity - PST	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The PST, core, and intervention teachers will monitor identified students with progress monitor assessment tools	Academic Support Program			08/28/2015	05/20/2016	\$0 - No Funding Required	All core teachers, the reading intervention teacher, and special education teachers.

Activity - Problem Solving Team (PST)	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The PST will meet regarding students who are identified as being at risk to make decisions about their placement in the 3 tiers of instruction every 8 - 12 weeks.	Academic Support Program			08/28/2015	10/01/2015	\$0 - No Funding Required	PST committee members: Assistant principal, the instructional partner, a special education teacher, and the reading interventionist

Strategy3:

iRead - All students will use iRead instructional software. The students will receive spiraled instruction and in-depth practice in foundational reading skills.

Research Cited:

Activity - Monitor Implementation of iRead	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of iRead through walk-throughs, class observation and class reports. Teachers will use iRead program data and resources which differentiates instruction and targets practice on skills with which the child struggled.	Academic Support Program			10/01/2015	05/27/2016	\$0 - No Funding Required	Core teachers, Administration, Interventionist, Instructional partner

2. Identify the strategies in the schoolwide plan that increase the quality and quantity of instruction.

Goal 1:

All students at Odenville Elementary School will increase by the amount of 2% of nonfiction text read.

Measurable Objective 1:

A 2% increase of All Students will demonstrate a proficiency in nonfiction text in Reading by 05/27/2016 as measured by Accelerated Reader and Scantron (Global Scholar).

Strategy1:

Increase volume of nonfiction text read - In order to increase the volume of nonfiction text read, students will be required to check out at least 4 nonfiction books per month from the library. This will be assessed by Accelerated Reader quizzes. Also, we will incorporate weekly nonfiction teacher read-alouds. Lastly, we plan to increase opportunities to engage in the PebbleGo online digital library.

Research Cited: Reading volume is defined as the combination of time students spend reading plus the number of words they actually consume as they read (Allington, 2012). This combination affects everything from students' cognitive abilities to their vocabulary development and knowledge of the world (Cunningham & Zibulsky, 2013). In "one of the most extensive studies of independent reading yet conducted" Anderson, Wilson, and Fielding (1988) traced reading growth to independent reading and reading volume. As stated by Marzano, "one reason reading nonfiction may be so important is that it helps students develop their background knowledge, which itself accounts for as much as 33% of the variance of student achievement" (2000).

Activity - Monitor Reading Volume & Comprehension	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The library circulation will be monitored by the librarian and the administration. Accelerated Reader Diagnostic Reports and College & Career Readiness Report will be monitored by the librarian and classroom teachers. PebbleGo usage will be monitored by the librarian.	Other - Reading Opportunities			10/01/2015	05/27/2016	\$1100 - State Funds	Teachers, Budget Committee, Librarian and Administration

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

Goal 1:

All students at Odenville Elementary School will increase by the amount of 2% of nonfiction text read.

Measurable Objective 1:

A 2% increase of All Students will demonstrate a proficiency in nonfiction text in Reading by 05/27/2016 as measured by Accelerated Reader and Scantron (Global Scholar).

Strategy1:

Increase volume of nonfiction text read - In order to increase the volume of nonfiction text read, students will be required to check out at least 4 nonfiction books per month from the library. This will be assessed by Accelerated Reader quizzes. Also, we will incorporate weekly nonfiction teacher read-alouds. Lastly, we plan to increase opportunities to engage in the PebbleGo online digital library.

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Activity - Monitor Reading Volume & Comprehension	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The library circulation will be monitored by the librarian and the administration. Accelerated Reader Diagnostic Reports and College & Career Readiness Report will be monitored by the librarian and classroom teachers. PebbleGo usage will be monitored by the librarian.	Other - Reading Opportunities			10/01/2015	05/27/2016	\$1100 - State Funds	Teachers, Budget Committee, Librarian and Administration

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

Goal 1:

All students at Odenville Elementary School will increase by the amount of 2% of nonfiction text read.

Measurable Objective 1:

A 2% increase of All Students will demonstrate a proficiency in nonfiction text in Reading by 05/27/2016 as measured by Accelerated Reader and Scantron (Global Scholar).

Strategy1:

Increase volume of nonfiction text read - In order to increase the volume of nonfiction text read, students will be required to check out at least 4 nonfiction books per month from the library. This will be assessed by Accelerated Reader quizzes. Also, we will incorporate weekly nonfiction teacher read-alouds. Lastly, we plan to increase opportunities to engage in the PebbleGo online digital library.

Research Cited: Reading volume is defined as the combination of time students spend reading plus the number of words they actually consume as they read (Allington, 2012). This combination affects everything from students' cognitive abilities to their vocabulary development and knowledge of the world (Cunningham & Zibulsky, 2013). In "one of the most extensive studies of independent reading yet conducted" Anderson, Wilson, and Fielding (1988) traced reading growth to independent reading and reading volume. As stated by Marzano, "one reason reading nonfiction may be so important is that it helps students develop their background knowledge, which itself accounts for as much as 33% of the variance of student achievement" (2000).

Activity - Monitor Reading Volume & Comprehension	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The library circulation will be monitored by the librarian and the administration. Accelerated Reader Diagnostic Reports and College & Career Readiness Report will be monitored by the librarian and classroom teachers. PebbleGo usage will be monitored by the librarian.	Other - Reading Opportunities			10/01/2015	05/27/2016	\$1100 - State Funds	Teachers, Budget Committee, Librarian and Administration

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

Goal 1:

All students at Odenville Elementary School will increase by the amount of 2% of nonfiction text read.

Measurable Objective 1:

A 2% increase of All Students will demonstrate a proficiency in nonfiction text in Reading by 05/27/2016 as measured by Accelerated Reader and Scantron (Global Scholar).

Strategy1:

Increase volume of nonfiction text read - In order to increase the volume of nonfiction text read, students will be required to check out at least 4 nonfiction books per month from the library. This will be assessed by Accelerated Reader quizzes. Also, we will incorporate weekly nonfiction teacher read-alouds. Lastly, we plan to increase opportunities to engage in the PebbleGo online digital library.

Research Cited: Reading volume is defined as the combination of time students spend reading plus the number of words they actually consume as they read (Allington, 2012). This combination affects everything from students' cognitive abilities to their vocabulary development and knowledge of the world (Cunningham & Zibulsky, 2013). In "one of the most extensive studies of independent reading yet conducted" Anderson, Wilson, and Fielding (1988) traced reading growth to independent reading and reading volume. As stated by Marzano, "one reason reading nonfiction may be so important is that it helps students develop their background knowledge, which itself accounts for as much as 33% of the variance of student achievement" (2000).

Activity - Monitor Reading Volume & Comprehension	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The library circulation will be monitored by the librarian and the administration. Accelerated Reader Diagnostic Reports and College & Career Readiness Report will be monitored by the librarian and classroom teachers. PebbleGo usage will be monitored by the librarian.	Other - Reading Opportunities			10/01/2015	05/27/2016	\$1100 - State Funds	Teachers, Budget Committee, Librarian and Administration

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

Goal 1:

All students at Odenville Elementary School will increase by the amount of 2% of nonfiction text read.

Measurable Objective 1:

A 2% increase of All Students will demonstrate a proficiency in nonfiction text in Reading by 05/27/2016 as measured by Accelerated Reader and Scantron (Global Scholar).

Strategy1:

Increase volume of nonfiction text read - In order to increase the volume of nonfiction text read, students will be required to check out at least 4 nonfiction books per month from the library. This will be assessed by Accelerated Reader quizzes. Also, we will incorporate weekly nonfiction teacher read-alouds. Lastly, we plan to increase opportunities to engage in the PebbleGo online digital library.

Research Cited: Reading volume is defined as the combination of time students spend reading plus the number of words they actually consume as they read (Allington, 2012). This combination affects everything from students' cognitive abilities to their vocabulary development and knowledge of the world (Cunningham & Zibulsky, 2013). In "one of the most extensive studies of independent reading yet conducted" Anderson, Wilson, and Fielding (1988) traced reading growth to independent reading and reading volume. As stated by Marzano, "one reason reading nonfiction may be so important is that it helps students develop their background knowledge, which itself accounts for as much as 33% of the variance of student achievement" (2000).

Activity - Monitor Reading Volume & Comprehension	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The library circulation will be monitored by the librarian and the administration. Accelerated Reader Diagnostic Reports and College & Career Readiness Report will be monitored by the librarian and classroom teachers. PebbleGo usage will be monitored by the librarian.	Other - Reading Opportunities			10/01/2015	05/27/2016	\$1100 - State Funds	Teachers, Budget Committee, Librarian and Administration

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:

All students at Odenville Elementary School will increase by the amount of 2% of nonfiction text read.

Measurable Objective 1:

A 2% increase of All Students will demonstrate a proficiency in nonfiction text in Reading by 05/27/2016 as measured by Accelerated Reader and Scantron (Global Scholar).

Strategy1:

Increase volume of nonfiction text read - In order to increase the volume of nonfiction text read, students will be required to check out at least 4 nonfiction books per month from the library. This will be assessed by Accelerated Reader quizzes. Also, we will incorporate weekly nonfiction teacher read-alouds. Lastly, we plan to increase opportunities to engage in the PebbleGo online digital library.

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Activity - Monitor Reading Volume & Comprehension	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The library circulation will be monitored by the librarian and the administration. Accelerated Reader Diagnostic Reports and College & Career Readiness Report will be monitored by the librarian and classroom teachers. PebbleGo usage will be monitored by the librarian.	Other - Reading Opportunities			10/01/2015	05/27/2016	\$1100 - State Funds	Teachers, Budget Committee, Librarian and Administration

Component 3: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
	1. Do all of the instructional paraprofessionals meet the NCLB requirements for highly qualified? If no, what is the number that is not highly qualified and what is being done to address this?	Yes		Highly Qualified

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the NCLB requirements for highly qualified? If no, what is the number that is not highly qualified and what is being done to address this?	Yes		

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

We hire highly qualified teachers and place them in grade levels and positions that are conducive to the most effective instruction possible for our students.

Component 4: Strategies to Attract Highly Qualified Teachers

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

We have had two teachers retire.

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

We have 10 teachers with a Bachelors's Degree, 20 with a Master's Degree, 1 teacher with Education Specialist Degree, and 1 teacher with a Doctorate Degree. 67% have 11+ years of experience while 33% have less than 10 years experience.

3. What are specific initiatives the school has implemented to attract and retain high quality teachers regardless of the turnover rate?

We strive to provide a good working environment to prevent a turn over rate.

4. What are specific initiatives the district has implemented to attract and retain highly qualified teachers regardless of the turnover rate?

Our human resources department recruits new teachers from local universities and try to provide good working environments county wide to retain these outstanding new recruits. New teachers are provided with some professional learning opportunities that are job embedded.

5. If there is a high turnover rate, what initiatives has the school implemented to attempt to lower the turnover rate of highly qualified teachers?

N/A

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?

Some of the Professional Development activities that are included in our school wide plan are monthly data meetings, technology conferences, grade level meetings, EL opportunities, gifted students, community programs and faculty meetings. They are given by highly qualified speakers that have used research to base their presentation. Teachers then take the effective information to improve their classroom dynamic. The district has designated an Instructional Partner to coach teachers in strategies to increase parental involvement across all content areas.

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

Paraprofessionals are given opportunities to expand their knowledge through professional development such as ABA training, and restraint training certification. Other staff members such as teachers and principals use data meetings, grade level meetings, technology conferences etc. to improve school effectiveness. Principals have Professional Learning Communities at the system level to increase professional growth. The parent involvement liaison is used when providing professional development in the areas of literacy training, Title 1, PTO, and academic content standards.

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.

New and inexperienced teachers are given support from a seasoned teacher in the same grade level. These master teachers are easily accessible to new teachers in case they have questions, problems, or complicated situations arise. This type of support system is beneficial for the new teacher as well as the administration.

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

The professional development is sustained and ongoing throughout the school year. Grade level and data meetings are conducted once a month along with faculty meetings including PD once a month. This ensures that all faculty and staff are following the same strategies and procedures. The instructional partner designated for Odenville Elementary offers the coaching cycle to teachers who either deserves it or the principal deems it necessary.

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.

From PreSchool Special Education to School Special Education

The St Clair County School System has a program in place for preschool children with disabilities to ensure successful transition to elementary school. The speech language pathologists, occupational therapists, and physical therapists arrange for visits to the future home schools of the preschoolers. Odenville Elementary School is fortunate enough to house 2 Pre School classrooms, who follow all school procedures, funded through our Office of School Readiness.

Beginning Kindergarten

During Kindergarten registration in April and May, the prospective students will be assessed using a readiness inventory. This will allow the students with academic concerns to be targeted for extra help early in the school year. St Clair County will advertise a flyer and newspapers about a session provided for parents of potential Kindergarten students. The purpose of this meeting is to inform the parents of expectations for their child during this very important year. Kindergarten Kamp is offered through our Title I services and funds in July for those students entering Kindergarten will focus on socialization, readiness skills and reading.

Grade Level Transition

All families are invited to attend Orientation and Open House. Students and parents/guardians meet the administration as policies and procedures are presented. The students and parents/guardians spend time in their new classroom visiting with their new teacher. Teachers can set expectations as well as answer questions. Throughout the year PreK-2 classroom teachers will collect informal reading, writing and math assessments. We follow pacing guides in our grade levels and strive to close gaps between grade levels. We have summer reading and math programs to help students transition through the school years. We have cross grade level meetings to ensure curriculum planning is scaffolding through the grade levels.

From OES to OIS

Odenville Elementary and Odenville Intermediate will consult with each other to address transition needs of the students from the elementary to intermediate school. During the last nine weeks of school year, the second grade will have a pen pal from the third grade. This project will be under the supervision of the writing teacher. The third grade students will share information with second grade on the differences they will experience when transferring to the intermediate school. All OES and OIS faculty and staff will have vertical planning meetings monthly to discuss transitions and data. OIS administration will meet with second grade students parents orientating them to the new school and transitions.

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?

Teachers are informed of state assessment results and are given the opportunities to provide their input and feedback into the collaboration process of school improvement. Our ACIP team is compiled of educators from each grade level as well as special areas and administration. The ACIP team creates school goals based on testing data.

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?

While our students do not take state standardized tests, our school implements the problem solving team where teachers can refer students who may not be performing on grade level. Our school also provides students with intervention instruction who may not be performing on grade level.

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?

While our students do not take state standardize assessments, our teachers meet with students in Tier I and Tier II instruction daily. Our teachers also assess weekly for progress reports and report cards. Teachers are given the opportunity each month to refer students to our problem solving team.

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

Teachers are individualizing instruction in the classroom through individualized stations, small groups, intervention instruction, following students' individualized education programs, enrichment classes, research-based programs and literature. Teachers plan for individualized instruction based results of formative and summarize assessments.

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.

Our school provides an after-school tutorial program for students who may not be performing on grade level. Our school offers a Kindergarten Kamp in the summer for incoming kindergarteners. Our school also works closely with the community youth organization. During the summer of 2016, our EL students will be offered a three day camp designed to enrich them academically , socially and emotionally.

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.

School personnel identify limited English proficient students. All new students are given a Home Language Survey to be completed by the parent or guardian upon enrollment. If the Home Language Survey indicates that a language other than English is spoken at home, then the students are screened by the EL teacher. Our school has an English Language Learner teacher who offers support and resources to

teachers and parents of students who are migrants and/or English language learners. Placement of LEP students will be in the best interest of the child. Our school has a counselor in place who offers support and resources to teachers and parents who's students may be at an economic disadvantage, neglected, delinquent, and/or homeless. Homeless students will not be denied transportation or instructional services due to lack of supplies or any other rights as a student due to their status as homeless in accordance with the McKinney Vento Homeless Act. Our BOE Parent Liason works closely with our counselor to support these students as well as any other parent in need of support. Our school also has special education teachers and para professionals who are trained and certified in a variety of techniques, strategies and research-based programs that are appropriate for students with special needs. Classroom teachers and special needs teachers and para professionals work closely together and with parents to ensure each child's IEP is being followed. Our counselor meets with students weekly and provides support for students who are in needs.

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.

Our school has an English Language Learner teacher who offers support and resources to teachers and parents of students who are migrants and/or English language learners. Our school has a counselor in place who offers support and resources to teachers and parents who's students may be at an economic disadvantage, neglected, delinquent, and/or homeless. Our school also has special education teachers and para professionals who are trained and certified in a variety of techniques, strategies and research-based programs that are appropriate for students with special needs. Classroom teachers and special needs teachers and para professionals work closely together and with parents to ensure each child's IEP is being followed. Our counselor meets with students weekly and provides support for students who are in needs.

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 state foundation provides funding for the majority of our teaching staff, fringe benefits, and textbooks. The Alabama Reading Initiative program along with our local school funds provides for our school to have a part time instructional partner. The coach monitors reading instruction for the students and provides quality professional development for teachers. Local funds are set aside for copier release, copy paper, professional development, technology for classrooms, instructional materials for teachers and staff, and janitorial supplies. Title funds are used to supplement regular programming based on free or reduced lunch students. The federal funds provide teachers as well as funding for materials and supplies. Title I funds are budgeted for technology to be implemented in the classroom and tutorial services to be used for our at risk students. Other than Title I funds, our school benefits from Title II professional learning funds and Title III EL funds.

Each classroom implements Common Core standards, ARI techniques, GO Math, and Harcourt Reading. Also, Odenville Elementary School also offers federal funds for implementing EL programs.

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.

Each classroom implements ARI techniques, Common Core standards, intervention strategies, GO Math, Technology programs, and federally funded EL programs to meet the needs of each student and to help each student to reach our classroom and school goals. Federal, state, and local funds are allocated and pays for professional development and instructional supplies to assist teachers in accomplishing these goals. Federal funds are allocated to go above and beyond local and state revenue sources.

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.

The school counselor implements the violence prevention program, "To Good for Drugs." Along with the physical education department, activities are designed to promote, " Red Ribbon Week," during the month of October. Anger management groups are seen by the counselor.

Breakfast and lunch are provided for children that qualify for the free and reduced program. Dinner is provided for anyone 18 years or under. Backpack buddies are provided free of charge to children who qualify.

Head Start is suppose to provide group school experience before Kindergarten.

Pre-K has a parental enrichment program open to all parents.

Component 10: Evaluation

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

Odenville Elementary School uses parent surveys and teacher input to reflect on school programs and their effectiveness. We alter our programs to effectively meet the concerns of the stakeholders. We also use formative benchmark summative data to measure the effectiveness of instruction as it relates to effective allocation of resources.

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?

Odenville Elementary School uses the DIBELS assessment to drive instruction and determine at risk students. We use our data to drive intervention instruction. We also use formative benchmark summative data to measure the effectiveness of instruction as it relates to effective allocation of resources.

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?

We use the data in conjunction with our PST programs to determine whether the school wide program has been effective. We use a tracking system to help children in the at risk program to be sure they are achieving success.

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?

We use all of our data and student achievement assessments to determine whether the school program is effective in reaching all students and providing continuous improvement. OES school leadership team, which includes teachers, administrators, parents and other community stakeholders evaluates our plan/program each year.

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

We are continuing to use our previous goals as we are continuing to look for student growth and increase student success and achievement.

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

We did not change any previous goals from our previous year's CIP.

Coordination of Resources - Comprehensive Budget

Introduction

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

I. State Foundation Funds:

	FTE's Earned	Units Placed	Total Salaries
FTE Teacher Units	25.28	25.28	1,375,866.00
Administrator Units	1.00	1	73,550.00
Assistant Principal	0.00	1	54,625.00
Counselor	0.50	0.5	30,302.50
Librarian	1.00	1	53,792.00
Career and Technical Education Administrator	0.00	0	0.00
Career and Technical Education Counselor	0.00	0	0.00
Technology	0.00	0	1,772.00
Professional Development	0.00	0	1,772.00
State ELL Funds	0.00	0	0.00
Instructional Supplies	25.28	0	10,384.00
Library Enhancement	0.00	0	591.00
Totals			1,602,654.50

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	113102.74

Provide a brief explanation and breakdown of expenses.

ODENVILLE ELEMENTARY SCHOOL

TITLE 1 ALLOCATION

2015-2016

\$113,102.74

**PERSONNEL

\$111,422.00

(AMANDA CAMPBELL-1)

(HEATHER BARBER-.90)

SUBS FOR TITLE TEACHERS

\$932.74

INSTRUCTIONAL TEACHERS FOR TITLE 1 TEACHERS

\$748.00

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

Provide a brief explanation and a breakdown of expenses.

na

Title II

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

Provide a brief explanation and a breakdown of expenses.

Title II funds will be disbursed system-wide through the Title II Professional Learning Plan and will benefit our school in that way.

Title III

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

Provide a brief explanation and a breakdown of expenses.

Title III funds will be disbursed system-wide through the implementation of the Title III EL Plan. Our school benefits from an EL teacher, quality professional development and extended learning opportunities for EL students.

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.

na

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.

na

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.

na

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

Provide a brief explanation and breakdown of expenses.

na

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.

na

Local Funds

Label	Question	Value
1.	Provide the total	143217.0

Provide a brief explanation and breakdown of expenses

Public Funds 135,618.00 Non Public Funds 7,599.00

Local School Revenue will supplement State and Federal funds

Strategies to Increase Parental Involvement

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.

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.

A Title I meeting was held in September during Open House to inform parents of Title I budget and explanation of Title I. A letter was sent home inviting all parents to attend the meeting.

The documentation and letter provided to the parents explained all aspects of Title I, including the 1% set aside for our parent liaison, and the parent's right to be involved.

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.

We hold parent conferences during the school day and before and after school. We have an annual conference day. We have the option of phone conferences for those parents that cannot come to school. We have several pto meetings throughout the school year that invite parents to attend the school.

All parents are invited to give input in the decision making process. From there, an advisory committee is formed that allows parents to have a say in the planning and implementation of our Title I program through surveys, parent advisory council , and open door policies. One percent is set aside for Alice Brown, our local parent liaison, to give workshops for parents.

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.

Principals and the parent involvement liaison encourage parents to conference with their child's teacher. The parent involvement liaison along with involvement of the principal provides training for the staff to promote successful communication skills to parents. If there is a language barrier, the document will be translated or a translator will be provided.

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).

The school parent compact outlines how parents, the entire school staff, and the students will share the responsibility for improved student achievement and the means by which the school and parents will build and develop a partnership to help our children achieve the state's high standards. The school/parent compact will be included in our student handbook for parents to read. The compact will be explained to the parents at the beginning of each school year. They will be asked to sign the compact signifying their commitment to working in a partnership
SY 2015-2016

with the school and their child to ensure a successful year. This compact will be signed by all parties and housed in the students classroom for use during conferences.

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

The continuous improvement plan is on the website for parents to read. They may also see a copy in the office. We offer parent surveys online. We also send home paper copies of surveys for parents to share their concerns. We have an open door policy at our school where parents can come in and express their concerns to the staff and administration.

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 principal and parental involvement liaison will provide training to staff that emphasizes parents as equal partners in the education of their child. Our school provides a parent enrichment workshop to inform parents about state academic content standards in state student academic achievement standards.

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)

Our school system provides a parent liaison who distributes materials in training to parents who may be in need of specific information regarding their child's education. This liaison is scheduled to attend all events involving parents. Our school also offers a bi-monthly parental enrichment workshop where parents are informed on relevant topics regarding education. Our school counselor offers a parental corner in our office where parents can check out education materials for use at home with their children. Our school website offers tips, links, and plethora of information for parents to use as well.

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)

We use our PTO program to help parents and teachers work together. We encourage teachers to reach out to parents and invite parents into classrooms as volunteers and guests. We emphasize the importance of homeschool connection and communication between school and home. Our teachers regularly communicate with parents to keep them up to date with their child's education.

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)

The LEA parental involvement advisory council will provide advice related to parental involvement through community based organizations, faith based organizations, businesses, and other reasonable support for parental involvement activities.

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)

All school programs and activities are on the website, announced through weekly school cast phone calls, and listed on weekly newsletters. We strive to present all information in a simplistic manner.

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)

To maximize parental involvement and participation, teachers will arrange school meetings at a variety of times, or conduct in home conferences between teachers and other educators with parents who are unable to attend those conferences at school.

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.

Forms are translated into the home language using Google Transact. Major documents are translated into the predominant language. Translators are provided by the SCCBOE for meetings. Materials are provided to help parents work with their child using technology. Our predominant ethnic group has books available for checkout to use with their children. A meeting may be held for our predominant ethnic group prepared by the ESOL instructor and is provided in the home language of the parents. A question answer format is used and serves to solidify the home school connection.

The school has an elevator to provide access for persons with physical disabilities. Specially marked parking spaces are provided for persons with disabilities.

At the present time, OES does not have any migrant students.