



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 20:1 student to teacher ratio. Membership by ethnicity includes: Caucasian 94.4%, African American 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. Fifty-six percent 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 has experienced many changes in the past few years. We have gained a second First Class Preschool Program that is funded by the Office of School Readiness. We have two Early Intervention Preschool Programs funded by St Clair County School System.

There are thirty-three teachers that meet State Certification Standards employed at Odenville Elementary School. Our school funds 2.16 teacher units with Title I funds. These teachers are used to reduce class size and meet the instructional needs of our students. Odenville Elementary School presently has one hundred percent of all classes taught by certified staff that meet State Certification Standards based on the requirements of the Every Student Succeeds Act. These staff members must have the appropriate state credentials and demonstrate subject matter competence in each academic subject taught. The teachers are selected and interviewed from 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 Odenville Elementary School receive ongoing training using CCRS Reading and Math best practices. Teachers continue to develop professionally in all areas of curriculum. Our county curriculum team has developed a standards based report card beginning year one with kindergarten students and building with grade levels each year. Our kindergarten teachers are modeling and implementing this professional individual assessment opportunity with their students this school year.

Odenville Elementary School has unique features. We are the only preschool through second grade school in our county. We house the only preschool programs in the county that educates typical and non-typical peers. We also have two preschool programs federally funded through the Office of School Readiness. Odenville Elementary also faces several challenges. We are faced with the challenge of sharing an instructional partner and ESL teacher with Odenville Intermediate School. Also, fifty-six percent of the school population qualify as low income families. An additional challenge is that we have an increased number of transient students.

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. 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. Since 1998, St. Clair County teachers who teach in system wide 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 Professional Learning Plan.

This professional development is individualized to improve knowledge and effective practice in their teaching roles. Teacher qualifications
SY 2017-2018

and effectiveness are carefully considered in classroom placement and various teaching roles on campus.

Odenville Elementary 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.

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.

2017-2018 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 for college/career/adulthood in the 21st century.

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 classroom observations take place, teacher instructional practice will improve and student achievement will rise. Effective teachers are the key to student achievement.

*Effective teachers and leaders are the key to student achievement.

*Teaching to the standard coupled with high quality professional learning will result in a clear direction and expected outcomes.

*Regular progress monitoring through formative and benchmark assessments that are clearly aligned with high standards will lead to adjusted and differentiated instruction which will lead to student growth.

*Alignment of human, programmatic, and fiscal resources that support the implementation of the approved curriculum will lead to student achievement.

Student focus with multiple pathways to learning will enhance instruction and engage learners.

*When students are provided with a learning environment that is socially, emotionally, and physically supportive... the students' confidence, engagement and achievement will rise.

*Through the use of technology, the students' will gain 21st century skills and make a reconnection with the world around them.

*Parent engagement with knowledge of their child's performance will reinforce strengths and help address weaknesses.

*Community engagement through volunteerism and community partn

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

The mission of Odenville Elementary School is to provide every student with a safe and caring community where teachers teach and students learn at higher levels. This environment will produce well rounded individuals and help them develop to their fullest potential.

The principal, faculty, and stakeholders believe that each student has the right to educational services based on their individual needs and that the school and community must work collaboratively to create a positive learning environment.

The mission statement of Odenville Elementary School reflects a focus on improving student performance. The mission statement was developed by a committee that based the statement on the mission of the St. Clair County School System which is to provide a safe and caring community where teachers teach and students learn at higher levels.

Odenville Elementary provides unique programs for students to improve their academic and social skills based on our school's culture.

WOES news provides students with opportunities to expand their speaking, learning, social, and cultural development. To help foster social development, Odenville Elementary School has a partnership with Odenville Middle School where Junior Beta Club members are peer mentors.

Our community, families, and volunteers show their support of the school's purpose when they attend Friends of OES meetings, school programs, family workshops, and stakeholder's meetings during the school year. Parents contribute to helping their children develop to their fullest potential by monitoring and signing daily reading logs, math review packs to apply math concepts, weekly signed papers, and quarterly progress reports documenting their child's progress. Parents also check homework folders that contain communications from the school. Parents are aware that if they have questions, comments, or concerns they may schedule conferences in regards to their child's academic progress. Odenville Elementary School has an open door policy to promote further collaboration and communication between school and home. Through social media we communicate with our parents through our website, Facebook, and Remind Me text app to help enhance communication.

In order to support the school's mission of providing students with a safe and caring community, the school participates in monthly fire, tornado, intruder, bomb, and chemical spill drills.

Odenville Elementary School is committed to providing an environment where teachers and students learn at higher levels. The vision of Odenville Elementary follows the vision of the St. Clair County School System - One Focus....Preparing tomorrow's leaders today! This focus is to ensure that we reach and or exceed our goals for annual measurable achievement and social development. Odenville Elementary staff, parents and community are committed to developing well-rounded individuals to their fullest potential. We believe it is the responsibility of the school community to support a positive, safe learning environment where every child performs at or above proficiency levels in core subject areas.

Odenville Elementary School has high expectations for academic excellence. The school will implement the use of the inquiry-based instruction model, Five E+IA Instructional Model (Engage, Explore, Explain, Elaborate, Evaluate, Intervene or Accelerate). The ELEOT observation tool is used to identify and document observable evidence of classroom environments that are conducive to student learning (Equitable Learning Environment, High Expectations Environment, Supportive Learning Environment, and Active Learning Environment). Vertical grade level professional development is implemented. Data analysis is completed with diligence and used to focus on instruction. Progress monitoring and data analysis is a continuous process, along with adjusting time, resources, programs, and instruction until progress is noted. Response to Intervention RTI/PST meets on a monthly basis to implement and monitor interventions through RTI. If a student is not meeting grade level standards, then a letter is sent to the parents to inform them that their child has been placed in RTI/PST. Instructional minutes are protected at all costs. The belief that student performance increases when it corresponds to the increase in instructional time is carried throughout the building and across all schedules. Distractions are kept at a minimum.

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The certified EL teacher provides additional support for those students that qualify through WIDA/Access testing for each child to be successful within their classes and within the community. Odenville Elementary School uses the inclusion model with special education and at risk students, along with team planning that is based upon supporting student needs. Odenville Elementary also provides Library and Writing Enrichment classes that meet for 50 minutes weekly.

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.

Notable areas of achievement at Odenville Elementary School include, 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 a networked computer. The school houses two computer labs consisting of 22 networked computers and 40 of these computers were purchased with funds from 21st century grant. Also, each lab is equipped with a network printer. We have a Smartboard for large or small group instruction. Teachers and students have access to digital cameras, video cameras, laptop mini computers, and ipad carts for checkout. The media center is equipped with 1 administrative computer. The center also provides access to a 50 inch television, 3 computers and a Smartboard projector. Every classroom is equipped with a television, DVD player, laser or multi-function computer, LCD projector, ELMO document camera, 2 I pads, and 3 mini laptops. A team of 24 second grade students have been asked to join the OES News Team. School news will be broadcast weekly. 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. We have updated security measures and they are implementing to ensure a safe learning environment. Pavillions are used on the playground for outdoor learning. An after school care is in place for elementary students each day from 3:00-6:00 in the afternoon. Students are able to complete homework, engage in physical activities and technology, and participate in social development clubs. Classroom teachers incorporate Social Studies Weekly to meet Social Studies CCRS. We also have an Enrichment Writing teacher on site to help with rigorous standards teaching. Character Education will be implemented through the counselor and the teachers. Our instructional partner provides professional development and coaching opportunities. All teachers will have professional development opportunities during our professional learning community meetings as well as shared planning time to work through lesson plans, strategies, and instruction together. Other supplemental programs are implemented during the instructional day; Pebble GO, Non-fiction texts, Math Seeds, and RAZ Kids. Many teachers have been awarded grants and several teachers are furthering their degrees. School Action Teams will assist our schools overall strengths and weaknesses, including instruction and safety, and meet to analyze the 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 families continue the project of maintaining OES.

Notable areas of improvement at Odenville Elementary School include the need to increase faculty knowledge in 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 multiple ways. By teachers using instructional tools and providing students with opportunities to apply new skills, technology can be used to raise student achievement. According to survey data, teachers wish to show improvements on their ability to monitor and adjust curriculum instruction and assessment based on data of student assessments. Teachers use results from ELEOT walk throughs, attend vertical planning meetings, and receive training from our instruction partner and administration. Teachers will collaborate across grade levels with Odenville Intermediate School which is our feeder school to assure that students are progressing to meet the expectations of the CCRS standards. Moving forward over the next three years will work to increase rigor in the classroom to meet the demands of CCRS standards.

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 (ESSA) 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.

We have great faculty/staff, students, and parents at Odenville Elementary. We are constantly trying to find new and exciting ways to educate our students and make parents active participants in their child's education. Despite the challenges we face, we are committed to preparing our students to become college and career ready.

OES has several points of pride. 100% of our classes are taught by faculty who meet state certification standards with 82% of teachers holding an advanced degree. We are a Title I school with an extended day after school care program. We have two computers labs with 24 brand new desktops that have Raz-Kids, Math Seeds, and Pebble Go Access. There is also a wireless guest network available for parents. Each classroom has multiple ipads, laptops, access to two Ipad carts, and InFocus projectors. Odenville Elementary also has new equipment added to the playground.

Our students get to participate in many events throughout the year. In the summer, we offer orientation meetings and meet the teacher night. Once school starts, we invite our parents to our open house and Title I meeting. Grandparent's Day, Book Fair, Friends of OES programs, parenting night, report card meetings, Veteran's Day programs, Thanksgiving activities, blood drive, Fall Festival, Special Olympics, can food drive, Children's Place, community helper visits, and bus safety activities are all held in the fall months. In winter months, the students participate in the Festival of Trees, Holiday Dances, mid-year awards day, Christmas parties, and the Spelling Bee. Jump Rope for Heart, the fun run, Field Day, Earth Day, Pre-k Lottery, Board Member Appreciation Day, Kindergarten end of the Year Program, and the end of the year Awards Day are all held in the Spring months. Throughout the year, there are various awareness recognition days such as Breast Cancer Awareness, Autism Awareness, and Spina Bifida Awareness. Backpack Buddies is a year around event.

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. Families were allowed to take the parent surveys on several occasions. All families 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 families. Professional learning committees were held to discuss the degree in which implemented strategies were being met. The school leadership team, including families and a member of our advisory committee, reviewed the 2016-2017 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 families, convened to disaggregate data results from DIBELS and school wide assessments administered in the 2016-2017 school year, as well as ACCESS data, school incident report data, Educate Alabama data and other local demographic data. This data was reviewed to make effective decisions about the 2017-2018 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 families 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 families, teachers, media specialists, administrators and central office personnel. These groups analyzed data and developed objectives and strategies to implement the state goals.

During the 2016-2017 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 families. 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 2017-2018

improvement. We at Odenville Elementary School will develop a positive relationship growth mindset with our families and community through data, goal setting and reflecting. We want to increase opportunities for school involvement by offering a family engagement plan for the 2017-2018 school year (this includes Pre-k-8th grade):

- Spring transition meetings for families and students expectations (May)
- Spring and summer registration (give out information, supply lists, and lockers) (Pre-k and kindergarten in April and May)(6th-8th during summer months)
- Orientations-Pre-k-8 in July or August
- Meet the Teacher
- Grandparents Day Pre-k- 2nd
- Open House (with feeder schools for our annual meeting, Sept. 19th)
- Cinco De Mayo/Mexican Independence Day/Taste of Mexico/Day of the Dead
- Family reading, math and science night
- Homecoming week activities
- Veterans Day Lunch
- Grade Level Friends of OES assemblies(bi-monthly)
- Thanksgiving Feasts
- Cookie Dough Fundraiser
- Student/Family teacher conferences
- Awards Day/Honor Roll assemblies
- Special Education Awareness Days
- Board Meeting Recognitions
- Christmas Extravaganza
- Special Olympics Pep Rally
- Muffins for Moms/Donuts for Dads

School Improvement Planning Meetings as well as Friends of OES Meetings will be held throughout the school year. Any stakeholder is always welcome 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	Yes, attached are the OES K-2 Data Documents.	OES K-2 Data Documents

Evaluative Criteria and Rubrics

Overall Rating: 3.0

	Statement or Question	Response	Rating
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the majority of those curricular aims regarded as high-priority instructional targets. The documentation provided in support of this alignment is relatively persuasive. Most of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements.	Level 3

	Statement or Question	Response	Rating
2.	Test Administration	Most of the assessments used by the institution to determine students' performances have been administered with reasonable fidelity to the administrative procedures appropriate for each assessment. In most instances, the students to whom these assessments were administered are essentially representative of the students served by the institution. Appropriate accommodations have been provided for most assessments so that valid inferences can be made about most students' status with respect to most of the institution's targeted curricular outcomes.	Level 3

	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 have noticeably declined.	Level 3

Areas of Notable Achievement

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

Our 2nd Grade Students Met the Annual Gains Analysis Target Goal of 59%.

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

In each grade level, Kindergarten-2nd Grade, Scantron Math Summary Bands of Numbers/Operations, Algebra, Geometry, Measurement and Data Analysis, each band showed positive gains and growth.

Which area(s) indicate the overall highest performance?

At the end of the school year, our DIBEL data showed 71% of our 2nd Grade Students scored CORE. We are achieving levels of proficiency with small group tiered instruction, strategic teaching, differentiated phonics instruction and systematic phonics progression.

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

According to our ACCESS data, the scores of our EL students showed an increase in their abilities to use social English and general academic language with visual and graphic support.

Between which subgroups is the achievement gap closing?

According to our ACCESS scores, our EL students making gains from the previous year due to our EL instruction and tiered instruction.

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

The percentage of students who bench marked and are CORE in DIBELS has a 5% difference of correlation of those who's percentage calculates inconjunction in the Average area of SCANTRON.

Areas in Need of Improvement

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

Our DIBELS Kindergarten and 1st Grade Data is an expected area we want to see showing improvement.

Kindergarten

FSF----	Beginning	36% Core
	Middle	42% Core
LNF---	Beginning	24% Core
	Middle	25% Core
PSF	Middle	40% Core
NWF Letter Sounds	Middle	20% Core
	End	28% Core
NWF Words Read	End	36% Core

1st Grade

LNF	Beginning	20% Core
NWF Letter Sounds	Beginning	17% Core
	Middle	25% Core
	End	18% Core
NWF Words Read	Beginning	20% Core
	Middle	22% Core
	End	18% Core
ORF Words Correct	Middle	32% Core
	End	27% Core
ORF Accuracy	Middle	30% Core
	End	24% Core

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

Our DIBELS Kindergarten and 1st Grade Data is an expected area we want to see showing a negative trend.

Kindergarten

FSF----	Beginning	36% Core
	Middle	42% Core
LNF---	Beginning	24% Core
	Middle	25% Core
PSF	Middle	40% Core
NWF Letter Sounds	Middle	20% Core

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	End	28% Core
NWF Words Read	End	36% Core
1st Grade		
LNF Beginning		20% Core
NWF Letter Sounds	Beginning	17% Core
	Middle	25% Core
	End	18% Core
NWF Words Read	Beginning	20% Core
	Middle	22% Core
	End	18% Core
ORF Words Correct	Middle	32% Core
	End	27% Core
ORF Accuracy	Middle	30% Core
	End	24% Core

Which area(s) indicate the overall lowest performance?

Kindergarten and 1st Grade DIBEL data. We are hopeful for our new Saxon Phonics to help our students know decoding and phonetic skills for growth to show in each area.

Kindergarten		
FSF----	Beginning	36% Core
	Middle	42% Core
LNF---	Beginning	24% Core
	Middle	25% Core
PSF	Middle	40% Core
NWF Letter Sounds	Middle	20% Core
	End	28% Core
NWF Words Read	End	36% Core

1st Grade		
LNF Beginning		20% Core
NWF Letter Sounds	Beginning	17% Core
	Middle	25% Core
	End	18% Core
NWF Words Read	Beginning	20% Core
	Middle	22% Core
	End	18% Core
ORF Words Correct	Middle	32% Core
	End	27% Core

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ORF Accuracy	Middle	30% Core
	End	24% Core

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

Our Special Education students show a decrease in performance due to the benchmark achievement goal set higher and expectations of rigor evident.

Between which subgroups is the achievement gap becoming greater?

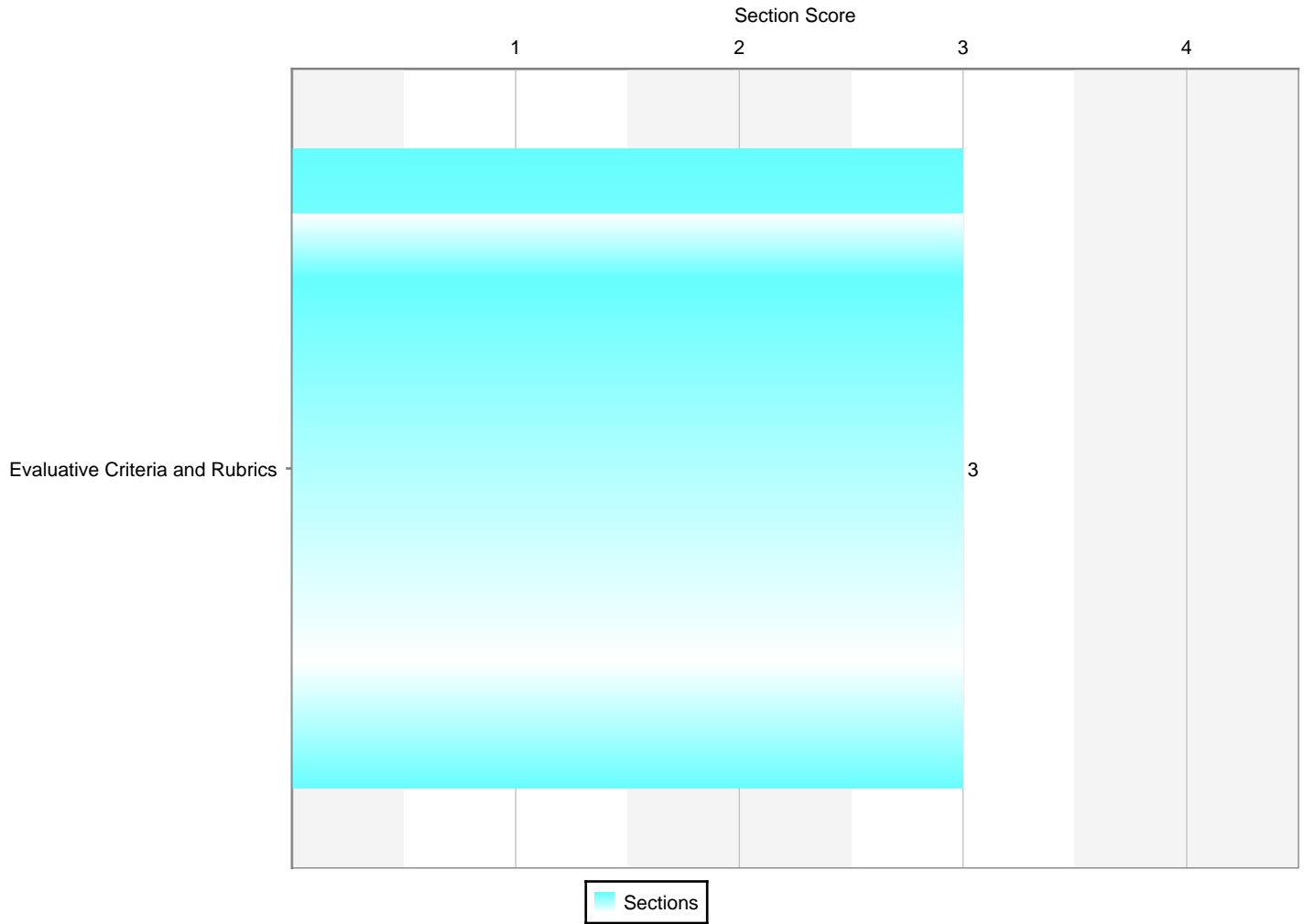
Due to the increase in benchmark scores for DIBELS, OES is seeing a gap in scores across Special Education in our kindergarten-2nd grade students from the year.

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 DIBELS NEXT Assessment benchmark has increased.

Report Summary

Scores By Section



2017-2018 ACIP Assurances

Introduction

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

ACIP Assurances

Label	Assurance	Response	Comment	Attachment
1.	The Instructional Leadership Team members that should be present include the principal, guidance counselor, district school improvement specialist (or other designee), appropriate content-area teachers, parent representatives, and student representatives (as appropriate). Depending on the data, additional members may include special population representatives (Technology Coordinator, Special Education, EL, etc.), district federal programs coordinator, district chief school financial officer, community stakeholders, or any other member as appropriate. Documentation will be maintained on site.	Yes	Our team met multiple times to construct our assist continuous improvement plan. We looked at disaggregated data to form our goals. Our team consisted of administrators, teachers, media specialist, enrichment teacher, special education teachers, EL teachers and family members of OES.	ACIP Planning Team Signatures 2017-2018

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 Equal Opportunity Act/Discrimination Policy.	Equal Opportunity Act Document

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.	Non Discriminatory Signature 2017-2108

Label	Assurance	Response	Comment	Attachment
4.	The institution has a Parent and Family Engagement policy and plan as required in ESSA Section 1116, and ensures that all requirements in Section 1116 and 1112(e)(1)(A)(i)-(ii), Parents' Right-to-Know, are implemented systematically.	Yes	Attached you will find Parents Right to Know and Family Engagement Plan Signature Page.	Parents Right to Know Family Engagement Plan Signature 2017-2018

Label	Assurance	Response	Comment	Attachment
5.	The institution has a School-Parent Compact. If a Title I school, the School-Parent Compact contains the required components (ESSA Section 1116 (d) and was jointly developed with parents of participating students.	Yes	Attached you will find our Title I Compact with Signature and Notes.	Title I Compact Signature and Notes 2017-2018

OES ACIP Goals 2017-2018

Overview

Plan Name

OES ACIP Goals 2017-2018

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	Odenville Elementary School students' will integrate technology into their learning to research and solve problems, create products, communicate and collaborate.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
2	All Odenville Elementary students will show growth on reading performance bands on Scantron Performance Series.	Objectives: 1 Strategies: 1 Activities: 4	Organizational	\$12000
3	All Odenville Elementary students will show growth on Math performance bands on Scantron Performance Series.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$0
4	All students will demonstrate an understanding of cultural differences while offering family and community involvement opportunities, as well as engage at-risk students through teacher/student mentoring programs.	Objectives: 1 Strategies: 1 Activities: 4	Organizational	\$0
5	Students will establish higher academic language, vocabulary, skills, and proficiency will increase.	Objectives: 1 Strategies: 1 Activities: 3	Academic	\$60

Goal 1: Odenville Elementary School students' will integrate technology into their learning to research and solve problems, create products, communicate and collaborate.

Measurable Objective 1:

demonstrate a proficiency by increasing the total Digital Learning Environment score from 2.6 to 2.8. by 05/24/2018 as measured by using the ELEOT tool during classroom observations..

Strategy 1:

Scheduling - Scheduling will allow opportunities for teachers to build in increased time for technology integration. Each teacher has a scheduled time for using the computer lab twice a month to improve students' technology skills. Teachers may also schedule times in the lab or use the mobile lab during the weeks the lab isn't scheduled.

Category: Develop/Implement Professional Learning and Support

Research Cited: According to findings culled from five meta-analyses, blending technology with face to face teacher time generally produces better outcomes than face to face or online learning alone(Cheung and Slavin, 2011; Cheung and Slavin, 2012; Tamim, Bernard, Borokhovski, Abrami and Schmid, 2011; Means et al 2009; Means et al; 2013). An analysis of effective technology use for at risk students found that simply replacing teachers with computer based instruction typically yields no learning benefits. Rather, blending technology with teachers to support interactive learning, exploration and creation(instead of "drill and kill" techniques) leads to higher engagement and learning gains(Darling-Hammond, Zieleszinski, and Goldman, 2014).

Activity - Scheduling Technology Times	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Learning learning will occur through Grade Level Meetings with Odenville Administration, St Clair Technology Team and Brandi Caldwell(Technology in Motion-JSU). After classroom walkthroughs and during these professional learning times, we will learn how to help our students utilize tools that allow collaboration and creation of products that enhance learning.	Technology	09/01/2017	05/24/2018	\$0	Other	Odenville Elementary School Administration , Faculty and Staff

Goal 2: All Odenville Elemenatry students will show growth on reading performrnace bands on Scantron Performance Series.

Measurable Objective 1:

increase student growth in Performance Band in Scantron Performance Series. by 05/25/2018 as measured by Scantron Performance Series Series..

Strategy 1:

Implement Houghton Mifflin Harcourt Saxon phonics and spelling - Teachers will implement daily lessons following Saxon lessons and curriculum. Teachers will review

previously taught skills daily. Teacher will assess student performance each week through written and oral assessments.

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

Research Cited: Saxon Phonics and Spelling is a K- 3 supplemental phonics program to be used in conjunction with any core reading program. It is a structured, systematic, multi-sensory program based on a philosophy incremental development of new skills and continua review throughout the year. (Florida Center for Reading Research)

Activity - Reading manipulatives	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and students will use letter tiles, workbook pages, decodable books, flash cards, fluency books and passages to practice, review and master reading and spelling skills.	Academic Support Program	08/09/2017	05/24/2018	\$12000	District Funding	Administration and all teachers
Activity - Small Group instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will implement small group instruction on an as needed basis to meet the needs of Tier II and Tier III students as well as accelerated students.	Academic Support Program	08/09/2017	05/24/2018	\$0	No Funding Required	Teachers
Activity - Technology Integration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will utilize 21st Century tools and strategies to improve reading/writing skills in all content areas by inspiring creativity, collaboration, communication, critical thinking using technology.	Technology	08/09/2017	05/24/2018	\$0	No Funding Required	Administration and Teachers
Activity - Higher Order Questioning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will engage their students in higher level questioning during class time and provide rigorous curriculum in which students become problem solvers by collaborating and gaining a deeper understanding of how their learning can make a lifelong difference in an effort to strengthen a deeper understanding of the content for all students when assessed.	Academic Support Program	08/09/2017	05/24/2018	\$0	No Funding Required	Administration and teachers

Goal 3: All Odenville Elementary students will show growth on Math performance bands on Scantron Performance Series.

Measurable Objective 1:

increase student growth in performance band by 05/25/2018 as measured by Scantron Performance Series Series..

Strategy 1:

Implement HMH Go Math curriculum - Teachers will implement an engaging and interactive approach to cover Alabama state standards.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Go Math is written to fully support new standards. It supports teachers through every stage of their instruction, from planning and implementation to assessment and remediation.

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.	Direct Instruction	08/14/2017	05/25/2018	\$0	State Funds	All K-2 students

Activity - Explicit, intensive instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
CCRS will be administered	Direct Instruction	08/14/2017	05/25/2018	\$0	State Funds	All K-2 teachers

Goal 4: All students will demonstrate an understanding of cultural differences while offering family and community involvement opportunities, as well as engage at-risk students through teacher/student mentoring programs.

Measurable Objective 1:

collaborate to demonstrate an understanding of cultural differences and appropriate character traits by offering family and community involvement opportunities, while engaging students who are at risk through student/teacher mentoring programs by 05/17/2018 as measured by data from surveys through parent participation and a 4% reduction in the number of out of classroom referrals..

Strategy 1:

Positive Behavior Intervention Support - We will use the PBIS program to reinforce appropriate character traits. PBIS will offer resources to teachers to help create a positive and safe learning environment.

OES will provide all students with awareness of cultural differences through dedicated awareness days.

Category: Other - PBIS

Research Cited: PBIS is a researched based program.

Activity - Saint Slips	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students receive Saint Slips for positive behavior.	Behavioral Support Program	08/09/2017	05/17/2018	\$0	No Funding Required	All OES Staff

Activity - Character Education Classes	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each month all students will learn and apply developmentally appropriate character traits.	Behavioral Support Program	08/14/2017	05/17/2018	\$0	No Funding Required	School Counselor

Activity - Taste of Mexico	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Hispanic families of OES prepare cultural experience and meal for OES staff.	Parent Involvement, Community Engagement	11/01/2017	05/04/2018	\$0	No Funding Required	EL certified teachers and aides help coordinate with Hispanic families.

Activity - Care team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The care team will provide additional support to students in the areas of academics and behavior weekly by offering encouragement and positive praise.	Behavioral Support Program, Academic Support Program	09/05/2017	05/17/2018	\$0	No Funding Required	All OES staff

Goal 5: Students will establish higher academic language, vocabulary, skills, and proficiency will increase.

Measurable Objective 1:

A 30% increase of Kindergarten, First and Second grade English Learners students will demonstrate a proficiency during the 2017-2018 EL program. 60% of EL students at Odenville Elementary School will make greater than or equal to a .5 gain in their overall in English Language Arts by 05/04/2018 as measured by domain scores on the 2017 ACCESS 2.0.

Strategy 1:

Differentiated Instruction for English learners - Teachers will develop objectives that focus on the language domains of reading, writing, and speaking. Teachers will provide students with support of visual, sensory, and interactive presentations of vocabulary to increase real life connections with content.

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

Research Cited: WIDA and ARI

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

Odenville Elementary School

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	10/17/2017	05/24/2018	\$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.	Direct Instruction	10/17/2017	05/24/2018	\$0	Title III	Teachers and 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 will be available for all LEP students 24/7 on any supported technological device.	Direct Instruction	10/17/2017	05/24/2018	\$0	Other	Teachers

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Character Education Classes	Each month all students will learn and apply developmentally appropriate character traits.	Behavioral Support Program	08/14/2017	05/17/2018	\$0	School Counselor
Taste of Mexico	Hispanic families of OES prepare cultural experience and meal for OES staff.	Parent Involvement, Community Engagement	11/01/2017	05/04/2018	\$0	EL certified teachers and aides help coordinate with Hispanic families.
Saint Slips	Students receive Saint Slips for positive behavior.	Behavioral Support Program	08/09/2017	05/17/2018	\$0	All OES Staff
Small Group instruction	All teachers will implement small group instruction on an as needed basis to meet the needs of Tier II and Tier III students as well as accelerated students.	Academic Support Program	08/09/2017	05/24/2018	\$0	Teachers
Care team	The care team will provide additional support to students in the areas of academics and behavior weekly by offering encouragement and positive praise.	Behavioral Support Program, Academic Support Program	09/05/2017	05/17/2018	\$0	All OES staff
Higher Order Questioning	All teachers will engage their students in higher level questioning during class time and provide rigorous curriculum in which students become problem solvers by collaborating and gaining a deeper understanding of how their learning can make a lifelong difference in an effort to strengthen a deeper understanding of the content for all students when assessed.	Academic Support Program	08/09/2017	05/24/2018	\$0	Administration and teachers
Technology Integration	All teachers will utilize 21st Century tools and strategies to improve reading/writing skills in all content areas by inspiring creativity, collaboration, communication, critical thinking using technology.	Technology	08/09/2017	05/24/2018	\$0	Administration and Teachers
Total					\$0	

Other

ACIP

Odenville Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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 will be available for all LEP students 24/7 on any supported technological device.	Direct Instruction	10/17/2017	05/24/2018	\$0	Teachers
Scheduling Technology Times	Professional Learning learning will occur through Grade Level Meetings with Odenville Administration, St Clair Technology Team and Brandi Caldwell(Technology in Motion-JSU). After classroom walkthroughs and during these professional learning times, we will learn how to help our students utilize tools that allow collaboration and creation of products that enhance learning.	Technology	09/01/2017	05/24/2018	\$0	Odenville Elementary School Administration, Faculty and Staff
Total					\$0	

Title III

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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	10/17/2017	05/24/2018	\$60	ESOL instructor
Language Acquisition	Targeted students will receive small group and individual instruction through second and third tier interventions. Pull outs with the ESOL instructor.	Direct Instruction	10/17/2017	05/24/2018	\$0	Teachers and ESOL Instructor
Total					\$60	

State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Explicit, intensive instruction	CCRS will be administered	Direct Instruction	08/14/2017	05/25/2018	\$0	All K-2 teachers
Daily Data	All students will participate in Daily Data by organizing data into appropriate data displays.	Direct Instruction	08/14/2017	05/25/2018	\$0	All K-2 students
Total					\$0	

ACIP

Odenville Elementary School

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Reading manipulatives	Teachers and students will use letter tiles, workbook pages, decodable books, flash cards, fluency books and passages to practice, review and master reading and spelling skills.	Academic Support Program	08/09/2017	05/24/2018	\$12000	Administration and all teachers
Total					\$12000	

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		Survey Results 2017 Survey Results 2017 2

Evaluative Criteria and Rubrics

Overall Rating: 3.0

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

Areas of Notable Achievement

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

The area of C3, Interactions Families have with staff at OES, is our highest level of approval. Our families feel important, trust our staff, know our staff respects our students, collaborates with our staff and feel comfortable when attending OES!!

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

At OES, families feel that Odenville Elementary School continues to provide multiple opportunities that allow our families to be involved in collaborating with our staff. Also, our families feel comfortable and supportive while attending OES events as well as comfortable and supportive while planning safety and instructional opportunities.

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

The family survey results found in other sources, such as past surveys and conferences are consistent with the findings of families feeling we respect, support and make them feel comfortable. The school provides numerous opportunities for family involvement such as Orientation, Title I Meetings, Open House, Academic Celebrations, Parent Conferences and Grade Level Programs.

Areas in Need of Improvement

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

The area of C2, the kinds of things students are most often doing at OES, is our lowest level of approval. Our families would like to know more about the thinking and memorizing in classrooms.

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

Our families feel as if we need to demonstrate how learning takes place here at OES. We have had teachers demonstrate lessons and have those on our webpage to better assist our families with the home school connection of instructional practices.

What are the implications for these stakeholder perceptions?

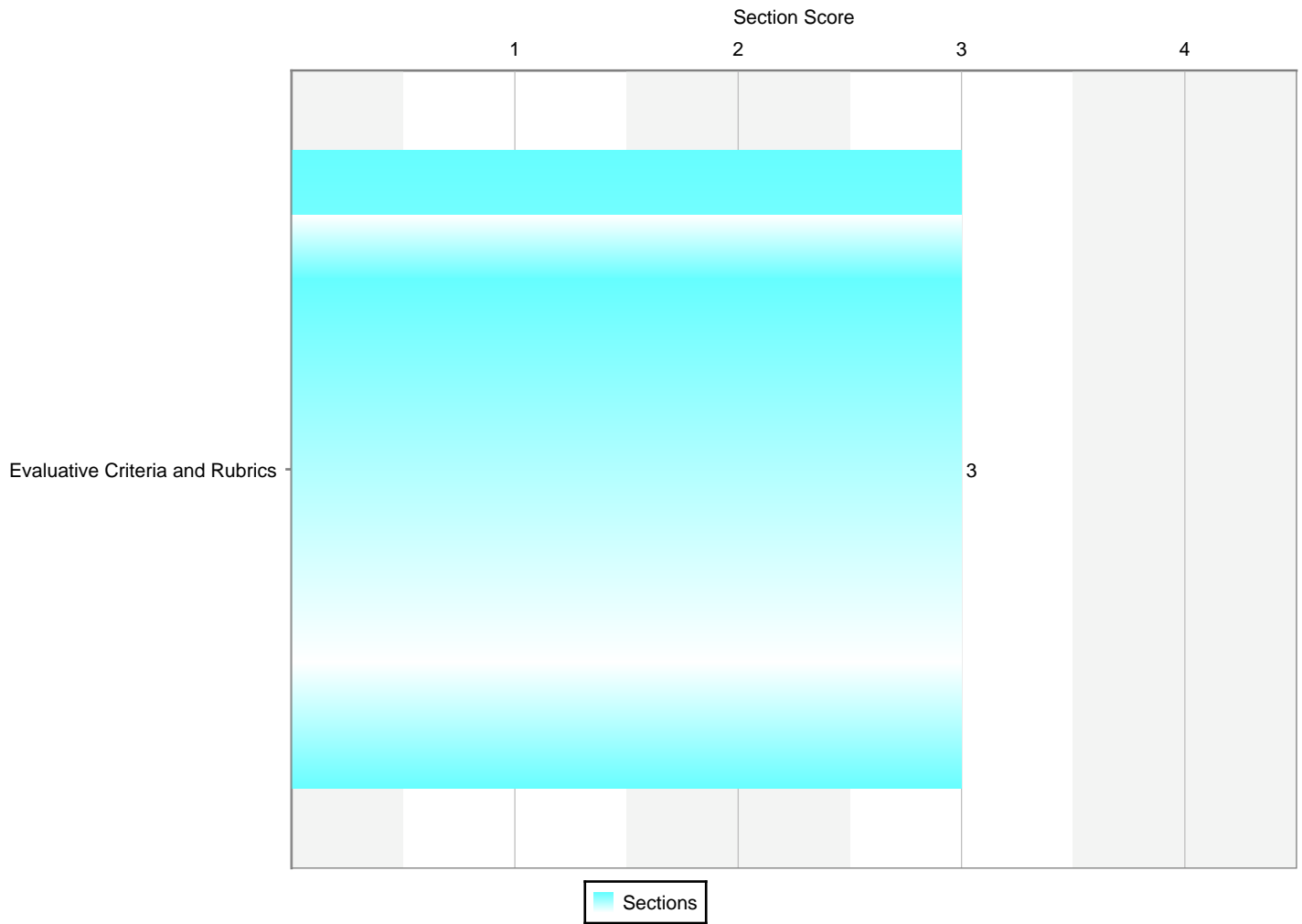
Families expressed their concerns on the surveys that were completed. The data was collected and evaluated showing families need more information on helping their students with reading and math content studies.

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

The family survey results found in other sources, such as past surveys and conferences are consistent with the findings of families feeling more explanations on how to better help their study reading and math content areas. The school provides numerous opportunities for family involvement such as Orientation, Title I Meetings, Open House, Academic Celebrations, Parent Conferences and Grade Level Programs.

Report Summary

Scores By Section



2017-2018 Title I Schoolwide Diagnostic

Introduction

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

Component 1: Comprehensive Needs Assessment (Sec.1114(b)(6))**How was the comprehensive needs assessment conducted?**

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

What were the results of the comprehensive needs assessment?

Families felt that more parent enrichment opportunities should be offered for math and grade level standards. Families also felt that students could benefit from more support when transitioning to the subsequent grade level. Based on a teacher's needs assessment, it was noted that more OES would benefit from adding a technology teacher to instruct students in the computer lab.

What conclusions were drawn from the results?

The conclusions were that parents needed more guidance on standards and math expectations. The results were that videos of lessons being taught in each grade level in the areas of reading, phonics and math were shown at the Title I parent meeting. These videos are also available on the school webpage. OES will also implement across grade-level meetings and observations to help in the transition to subsequent grades. It was also concluded that teachers felt that students would benefit from a technology teacher to instruct students in the computer labs.

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 and families are satisfied with student achievement and friendliness of staff.

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

We analyzed the data received from needs assessments and then create our school goals, strategies, action steps and priorities accordingly.

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

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

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 our learners in all subject areas. Individualized Education Plans drive how resources are dispersed and how needs are met academically.

Component 2: Schoolwide Reform Strategies (Sec. 1114(7)(A)(i)(ii)(iii)(I)(II)(III))

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

Goal 1:

Students will establish higher academic language, vocabulary, skills, and proficiency will increase.

Measurable Objective 1:

A 30% increase of Kindergarten, First and Second grade English Learners students will demonstrate a proficiency during the 2017-2018 EL program. 60% of EL students at Odenville Elementary School will make greater than or equal to a .5 gain in their overall in English Language Arts by 05/04/2018 as measured by domain scores on the 2017 ACCESS 2.0.

Strategy1:

Differentiated Instruction for English learners - Teachers will develop objectives that focus on the language domains of reading, writing, and speaking. Teachers will provide students with support of visual, sensory, and interactive presentations of vocabulary to increase real life connections with content.

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

Research Cited: WIDA and ARI

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	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	10/17/2017	05/24/2018	\$60 - Title III	ESOL instructor

Activity - Language Acquisition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Targeted students will receive small group and individual instruction through second and third tier interventions. Pull outs with the ESOL instructor.	Direct Instruction	10/17/2017	05/24/2018	\$0 - Title III	Teachers and ESOL Instructor

ACIP

Odenville Elementary School

Activity - Identify Concepts and Print	Activity Type	Begin Date	End Date	Funding Amount & Source	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 will be available for all LEP students 24/7 on any supported technological device.	Direct Instruction	10/17/2017	05/24/2018	\$0 - Other	Teachers

Identify the instructional strategies and methods used that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

Goal 1:

All Odenville Elementary students will show growth on reading performance bands on Scantron Performance Series.

Measurable Objective 1:

increase student growth in Performance Band in Scantron Performance Series. by 05/25/2018 as measured by Scantron Performance Series Series..

Strategy1:

Implement Houghton Mifflin Harcourt Saxon phonics and spelling - Teachers will implement daily lessons following Saxon lessons and curriculum. Teachers will review previously taught skills daily. Teacher will assess student performance each week through written and oral assessments.

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

Research Cited: Saxon Phonics and Spelling is a K- 3 supplemental phonics program to be used in conjunction with any core reading program. It is a structured, systematic, multi-sensory program based on a philosophy incremental development of new skills and continuous review throughout the year. (Florida Center for Reading Research)

Activity - Reading manipulatives	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and students will use letter tiles, workbook pages, decodable books, flash cards, fluency books and passages to practice, review and master reading and spelling skills.	Academic Support Program	08/09/2017	05/24/2018	\$12000 - District Funding	Administration and all teachers

ACIP

Odenville Elementary School

Activity - Higher Order Questioning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will engage their students in higher level questioning during class time and provide rigorous curriculum in which students become problem solvers by collaborating and gaining a deeper understanding of how their learning can make a lifelong difference in an effort to strengthen a deeper understanding of the content for all students when assessed.	Academic Support Program	08/09/2017	05/24/2018	\$0 - No Funding Required	Administration and teachers

Activity - Technology Integration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will utilize 21st Century tools and strategies to improve reading/writing skills in all content areas by inspiring creativity, collaboration, communication, critical thinking using technology.	Technology	08/09/2017	05/24/2018	\$0 - No Funding Required	Administration and Teachers

Activity - Small Group instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will implement small group instruction on an as needed basis to meet the needs of Tier II and Tier III students as well as accelerated students.	Academic Support Program	08/09/2017	05/24/2018	\$0 - No Funding Required	Teachers

Goal 2:

All Odenville Elementary students will show growth on Math performance bands on Scantron Performance Series.

Measurable Objective 1:

increase student growth in performance band by 05/25/2018 as measured by Scantron Performance Series Series..

Strategy1:

Implement HMH Go Math curriculum - Teachers will implement an engaging and interactive approach to cover Alabama state standards.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Go Math is written to fully support new standards. It supports teachers through every stage of their instruction, from planning and implementation to assessment and remediation.

Activity - Explicit, intensive instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
CCRS will be administered	Direct Instruction	08/14/2017	05/25/2018	\$0 - State Funds	All K-2 teachers

Activity - Daily Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will participate in Daily Data by organizing data into appropriate data displays.	Direct Instruction	08/14/2017	05/25/2018	\$0 - State Funds	All K-2 students

Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, through activities which may include-

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

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

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

Goal 1:

All students will demonstrate an understanding of cultural differences while offering family and community involvement opportunities, as well as engage at-risk students through teacher/student mentoring programs.

Measurable Objective 1:

collaborate to demonstrate an understanding of cultural differences and appropriate character traits by offering family and community involvement opportunities, while engaging students who are at risk through student/teacher mentoring programs by 05/17/2018 as measured by data from surveys through parent participation and a 4% reduction in the number of out of classroom referrals..

Strategy1:

Positive Behavior Intervention Support - We will use the PBIS program to reinforce appropriate character traits. PBIS will offer resources to teachers to help create a positive and safe learning environment.

OES will provide all students with awareness of cultural differences through dedicated awareness days.

Category: Other - PBIS

Research Cited: PBIS is a researched based program.

Activity - Saint Slips	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students receive Saint Slips for positive behavior.	Behavioral Support Program	08/09/2017	05/17/2018	\$0 - No Funding Required	All OES Staff

ACIP

Odenville Elementary School

Activity - Care team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The care team will provide additional support to students in the areas of academics and behavior weekly by offering encouragement and positive praise.	Behavioral Support Program Academic Support Program	09/05/2017	05/17/2018	\$0 - No Funding Required	All OES staff

Activity - Character Education Classes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each month all students will learn and apply developmentally appropriate character traits.	Behavioral Support Program	08/14/2017	05/17/2018	\$0 - No Funding Required	School Counselor

Activity - Taste of Mexico	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Hispanic families of OES prepare cultural experience and meal for OES staff.	Community Engagement Parent Involvement	11/01/2017	05/04/2018	\$0 - No Funding Required	EL certified teachers and aides help coordinate with Hispanic families.

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

Students will establish higher academic language, vocabulary, skills, and proficiency will increase.

Measurable Objective 1:

A 30% increase of Kindergarten, First and Second grade English Learners students will demonstrate a proficiency during the 2017-2018 EL program. 60% of EL students at Odenville Elementary School will make greater than or equal to a .5 gain in their overall in English Language Arts by 05/04/2018 as measured by domain scores on the 2017 ACCESS 2.0.

Strategy1:

Differentiated Instruction for English learners - Teachers will develop objectives that focus on the language domains of reading, writing, and speaking. Teachers will provide students with support of visual, sensory, and interactive presentations of vocabulary to increase real life connections with content.

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

Research Cited: WIDA and ARI

Activity - Identify Concepts and Print	Activity Type	Begin Date	End Date	Funding Amount & Source	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 will be available for all LEP students 24/7 on any supported technological device.	Direct Instruction	10/17/2017	05/24/2018	\$0 - Other	Teachers

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	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	10/17/2017	05/24/2018	\$60 - Title III	ESOL instructor

Activity - Language Acquisition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Targeted students will receive small group and individual instruction through second and third tier interventions. Pull outs with the ESOL instructor.	Direct Instruction	10/17/2017	05/24/2018	\$0 - Title III	Teachers and ESOL Instructor

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

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 Program 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 offers an Orientation and Open House meeting at the beginning of the school year to invite EL families to work with the EL teacher and Bilingual Aide/Translator to understand the process of the ACCESS scores. Our Bilingual Aide/Translator always makes phone calls as well as sends home information in Spanish so they have a better understanding of their language.

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

Label	Assurance	Response	Comment	Attachment
1.	Do all of the instructional paraprofessionals meet the state requirements? If no, what is the number that has not met state requirements and what is being done to address this?	Yes		

Label	Assurance	Response	Comment	Attachment
2.	Do all of the teachers meet the state requirements and licensing criteria for the grade levels and subject areas in which the teachers provide instruction? If no, what is the number that has not met state requirements and licensing criteria, and what is being done to address this?	Yes	Yes, All of our OES Certified teachers meet State Certification Standards.	

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 teachers that meet state certification standards and place them in grade levels in positions that are conducive to the most effective instruction possible for our students.

Component 4: Strategies to Attract Qualified Teachers (Sec. 1114(7)(A)(iii)(IV))

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

Our teacher units did not change.

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

We have 12 teachers with a Bachelor's degree, 20 teachers with a Master's degree, 1 teacher with an Education Specialist Degree. 69% of our teachers have 11+ years of experience while 31% have 10 or less years of experience.

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

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

Component 5: High Quality and Ongoing Professional Development (Sec. 1114(7)(A)(iii)(IV))**Describe how data is used from academic assessments to determine professional development.**

Some of the Professional Development opportunities that are included in our school-wide plan are monthly data meetings, technology conferences, grade level meetings, EL opportunities, observation opportunities, 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.

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

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 in providing professional development in the areas of literacy training, Title I, Friends of OES, and academic content standards.

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

Our State Department has developed a Mentoring program for our novice teachers. There are monthly meetings held with novice teachers and veteran teachers to better gain understanding of qualifications of what it takes to be an innovative teacher. New and inexperienced teachers are given support from a seasoned teacher in the same grade level. These master teachers are accessible to new teachers in case they have questions, problems, or if complicated situations arise. This type of support system is beneficial for the new teacher as well as the administration.

Describe how all 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 all faculty and staff are following the same strategies and procedures. The instructional partner offers the coaching cycle to teachers who either deserves it or the administration deems it necessary.

Component 6: Transition Strategies (Sec.1114(7)(A)(iii)(V))

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

Goal 1:

All Odenville Elementary students will show growth on reading performance bands on Scantron Performance Series.

Measurable Objective 1:

increase student growth in Performance Band in Scantron Performance Series. by 05/25/2018 as measured by Scantron Performance Series Series..

Strategy1:

Implement Houghton Mifflin Harcourt Saxon phonics and spelling - Teachers will implement daily lessons following Saxon lessons and curriculum. Teachers will review previously taught skills daily. Teacher will assess student performance each week through written and oral assessments.

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

Research Cited: Saxon Phonics and Spelling is a K- 3 supplemental phonics program to be used in conjunction with any core reading program. It is a structured, systematic, multi-sensory program based on a philosophy incremental development of new skills and continuous review throughout the year. (Florida Center for Reading Research)

Activity - Reading manipulatives	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and students will use letter tiles, workbook pages, decodable books, flash cards, fluency books and passages to practice, review and master reading and spelling skills.	Academic Support Program	08/09/2017	05/24/2018	\$12000 - District Funding	Administration and all teachers

Activity - Technology Integration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will utilize 21st Century tools and strategies to improve reading/writing skills in all content areas by inspiring creativity, collaboration, communication, critical thinking using technology.	Technology	08/09/2017	05/24/2018	\$0 - No Funding Required	Administration and Teachers

Activity - Small Group instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will implement small group instruction on an as needed basis to meet the needs of Tier II and Tier III students as well as accelerated students.	Academic Support Program	08/09/2017	05/24/2018	\$0 - No Funding Required	Teachers

Activity - Higher Order Questioning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will engage their students in higher level questioning during class time and provide rigorous curriculum in which students become problem solvers by collaborating and gaining a deeper understanding of how their learning can make a lifelong difference in an effort to strengthen a deeper understanding of the content for all students when assessed.	Academic Support Program	08/09/2017	05/24/2018	\$0 - No Funding Required	Administration and teachers

Goal 2:

All Odenville Elementary students will show growth on Math performance bands on Scantron Performance Series.

Measurable Objective 1:

increase student growth in performance band by 05/25/2018 as measured by Scantron Performance Series Series..

Strategy1:

Implement HMH Go Math curriculum - Teachers will implement an engaging and interactive approach to cover Alabama state standards.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Go Math is written to fully support new standards. It supports teachers through every stage of their instruction, from planning and implementation to assessment and remediation.

Activity - Daily Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will participate in Daily Data by organizing data into appropriate data displays.	Direct Instruction	08/14/2017	05/25/2018	\$0 - State Funds	All K-2 students

Activity - Explicit, intensive instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
CCRS will be administered	Direct Instruction	08/14/2017	05/25/2018	\$0 - State Funds	All K-2 teachers

Component 7: Teacher Participation in Making Assessment Decisions (Sec.1114(b)(2))

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

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 (Sec.1114 (7)(A))

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

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 intervention to students who may not be performing on grade level.

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 standardized assessments, our teachers meet with students in Tier I and Tier II instruction daily as well as our Intervention Teacher meeting with our Tier III students 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.

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 works closely with the community youth organization. During the summer of 2018, our EL students will be offered a three day camp designed to enrich them academically, socially and emotionally.

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 Program 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 whose students may be at an economic disadvantage, neglected, delinquent, and/or homeless. Homeless students will not be denied transportation or instructional services due to the 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 Liaison 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 need.

Special Populations as listed in the Carl D. Perkins Career and Technical Education Act of 2006 - Describe procedures used to address challenges for each group of individuals with disabilities, individuals from economically disadvantaged families (including foster children), individuals preparing for non-traditional fields, single parents (including single pregnant women), displaced homemakers, and individuals with limited English proficiency.

N/A

Component 9: Coordination and Integration of Federal, State and Local Programs and Resources (Sec.1114(b)(V))

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

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 for teachers, 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 III EL funds.

Each classroom implements College and Career Ready Standards, ARI techniques, Go Math, and Saxon Phonics.

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

The school counselor implements the violence prevention program, "Too Cool for drugs". Along with the physical education department, activities designed to promote, "Red Ribbon Week", during the month of October. Management groups are seen by the counselor. The CARE TEAM is also implemented to serve our At Risk students in need. Also, some of our students are referred to COPE for more extensive counseling.

"7 Habits for Happy Kids" is also implemented weekly to promote good citizenship.

Breakfast and lunch are provided for children that qualify for the free and reduced program. Dinner is provided for anyone 18 years or under.

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 (Sec.1114(b)(3)):

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

Odenville Elementary School uses family 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 and summative benchmark data to measure the effectiveness of instruction as it relates to effective allocation of resources.

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

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.

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 sound program is effective in reaching all students and providing continuous improvement. OES school leadership team, which includes teachers, administrators, families and other community stakeholders evaluates our plan/program each year.

2017-2018 Coordination of Resources - Comprehensive Budget

Introduction

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

FTE Teacher Units

Label	Question	Value
1.	Provide the number of Teachers assigned units.	27.42

Provide the number of classroom teachers.

27.42

Label	Question	Value
3.	Provide the total of all salaries for the FTE Teacher Units.	1406772.0

Total

1,406,772.00

Administrator Units

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

Provide the number of administrators.

1

Label	Question	Value
3.	Provide the total of all salaries for the FTE administrator units.	77069.0

Total

77,069.00

Assistant Principal

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

Provide the number of Assistant Principals.

0

Label	Question	Value
3.	Provide the total of all salaries for the Assistant Principal.	0.0

Total

0.00

Counselor

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

Provide the number of Counselors.

0.50

Label	Question	Value
3.	Provide the total of all salaries for the Counselor.	63836.0

Total

63,836.00

Librarian

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

Provide the number of Librarians.

1

Label	Question	Value
3.	Provide the total of all salaries for the Librarian.	53426.0

Total

53,426.00

Career and Technical Education Administrator

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

Provide the number of Career and Technical Education Administrators.

0

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

Total

0.00

Career and Technical Education Counselor

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

Provide the number of Career and Technical Education Counselors.

0

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

Total

0.00

Technology

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	0.0

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

0

Label	Question	Value
3.	Provide the total of all funding for Technology.	5800.0

Total

5,800.00

Professional Development

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	0.0

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

0

Label	Question	Value
3.	Provide the total of all funding for Professional Development.	2126.0

Total

2,126.00

EL Teachers

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

Provide the number of EL Teachers.

0

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

Total

0.00

Instructional Supplies

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	0.0

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

0

Label	Question	Value
3.	Provide the total of all funding for Instructional Supplies.	11558.0

Total

11,558.00

Library Enhancement

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	0.0

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

0

Label	Question	Value
3.	Provide the total of all funding for Library Enhancement.	835.0

Total

835.00

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	128790.41

Provide a brief explanation and breakdown of expenses.

OES Title I Allocation 2017-2108\

Personnel \$125364.00(Salaries, Benefits and Subs)

Personnel Materials and Supplies \$912.00

Computer Software \$1000.00

Computer Hardware \$596.41

Title II

Label	Question	Value
1.	Professional Development Activities. 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 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 plan. Our school benefits from a shared EL teacher, quality professional development and extended learning opportunities for EL students.

Title IV

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

Provide a brief explanation and a breakdown of expenses.

0.0

Title V

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

Provide a brief explanation and a breakdown of expenses.

0.0

Career and Technical Education-Perkins IV

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

Provide a brief explanation and breakdown of expenses.

0.0

Career and Technical Education-Perkins IV

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

Provide a brief explanation and breakdown of expenses.

0.0

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

Provide a brief explanation and breakdown of expenses.

0.0

Other

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

Provide a brief explanation and a breakdown of expenses.

0.0

Local Funds

Label	Question	Value
1.	Provide the total	140243.0

Provide a brief explanation and breakdown of expenses.

Public Funds \$140,243.00 Non Public Funds 22,977.00

Local School Revenue will supplement State and Federal Funds.

2017-2018 Parent and Family Engagement

Introduction

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

Parent and Family Engagement

Describe how the school will convene an annual meeting to inform parents of the school's participation in Title I and explain Title I requirements, including the 1% set-aside, and the right of parents involved. (Sec. 1116(c)(1))

Our annual Title I meeting was publicized on our school sign, our OES webpage, our social media pages as well as through school-cast and brochures for all students. Our Title I meeting was held in September before Open House to inform parents of Title I budget and explanation of Title I. 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. Mrs. Urban will be available to assist if any Title I documents are needed for families.

Describe: 1) How there will be a flexible number and format of parent meetings offered, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement; 2) How parents will be involved in the planning, review and improvement of the Title I Program (Note: State the school's process for how all Title I parents have the opportunity for involvement in decision-making.); and 3) How funds allocated for parent involvement are being used in the school. (Sec. 1116(c)(2)(3))

Through the Advanced Ed, surveys and Title I surveys, families are given an opportunity to give feedback about OES' instructional program and support services. Families are also allowed to express concerns and give suggestions for school improvement. We hold parent conferences during the school day and before and after school. We also have an annual parenting/family day. We have the option of phone conferences for those parents that cannot come to school. We have several friends of OES meetings throughout the school year that invite families to attend the school. All parents are invited to give input in the decision making process. From there, an OES committee is formed that allows families to have a say in the planning and implementation of our Title I program through surveys, family planning committees, and open door policies. One percent is set aside for Alice Brown, our local parent liaison, to give workshops for parents.

Describe how the school provides parents of participating children timely information in a uniform format and, to the extent practicable in a language they can understand, about programs under Title I, a description and explanation of the curriculum in use, forms of academic assessments, and achievement expectations used, and, if requested by parents, opportunities for regular meetings to formulate suggestions and participate as appropriate in decisions related to the education of their children. (Sec. 1116(c)(4)(A)(B)(C))

Classroom teachers send weekly communication folders and agendas each Monday. This is a communication tool between teachers and families. Translations for all documents are provided as needed with the support of the EL teacher and translator. Additionally monthly school newsletters provide school wide information related to events and academics expectations. Grade levels host student success nights in which teachers provide parents with an overview of the grade level's curriculum, grading policies, expectations and support services. Administration and the parent involvement liaison encourage parents to conference with their child's teacher. The parent involvement liaison along with involvement of the administration 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.

Describe how parents, the school staff, and students share responsibility for improved student academic achievement for participating students (How the School-Parent Compact is jointly developed with Title I parents; how it is used, reviewed, and updated). (Sec.1116(d))

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

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

The continuous improvement plan is on the website for parents to read. They may also see a copy in the office. OES offers family surveys online. Also, families are encouraged to communicate either by face to face conversation, phone calls, email, remind, etc. We also send home copies of surveys for families to share their concerns. We have an open door policy at our school where families can come in and express their concerns to the staff and administration.

Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See ESSA Sec. 1116, requirements for building capacity and parental and family engagement).

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

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

At the start of each school year, each teacher invites his/her families to an orientation for the new school year. Important information concerning academic standards, formative and summative assessments, and communication tools to assist families in monitoring their child's achievement is given to families through verbal information and handouts. In addition, opportunities for family involvement are discussed and encouraged during orientation. Administration and parental involvement liaison will provide training to staff that emphasizes parents as equal partners in the education of their child. Our school provides family enrichment workshop to inform families about state academic content standards and state student academic achievement standards.

Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See ESSA Sec. 1116, requirements for building capacity in parental involvement.)

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

Shall educate teachers, office personnel, and other school staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. (Describe)

Our school system provides liaison who distributes materials in training to parent who may be in need of specific information regarding their child's education. The liaison is scheduled to attend all events involving families. Our school also offers family enrichment workshop where they 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 websites offer tips, links, and plethora of information for family to use as well. Again, our OES school/parent compact is used to guide all stakeholders in their role as partners supporting student learning. During student success nights, teachers provide families with an overview of the grade level curriculum, grading policies, expectations and support services.

Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See ESSA Sec 1116, requirements for building capacity in parental involvement.)

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

Shall to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other federal programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.(Describe)

We use our Friends of OES program to help families and teachers work together. We encourage teachers to reach out to parents and invite families into classrooms as volunteers and guests. We emphasize the importance of home-school connection as well as the communication between school and home. Our teachers regularly communicate with families to keep them up to date with their child's education. The system wide parent liason supports the effective involvement of families and helps to establish a partnership among the school, families and community to improve student academic achievement. The administration and parent liason work collaboratively to educate teachers, staff, with the assistance of families, in the value and utility of contributions of families, and in how to reach out to, communicate with, and work with families as equal partners, implement and coordinate family programs to build ties between home and school.

Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See ESSA Sec. 1116, requirements for building capacity in parental involvement.)

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

Shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand. (Describe)

The LEA family involvement committee, along with the system wide parent liason, will provide advice related to family involvement through community based organizations, faith based organizations, businesses, and other reasonable support for family involvement activities.

Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See ESSA Sec. 1116, requirements for building capacity in parental involvement.)

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

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

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 to our families in a format that is understandable. The EL teacher and translator will provide support in translating documents/communications as needed.

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

The EL teacher, translators, and special education teachers ensure the provision for participation of families with limited English proficiency, families of students with disabilities, including providing information and school reports in a format and, to the extent practicable, in a language that families can understand. Major documents are translated into the predominant language. Translators are provided for meetings. Materials are provided to help families 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 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.