



ACIP

Odenville Elementary School

St. Clair County Board of Education

Mrs. Christa S Urban, Principal
420 Alabama Street
Odenville, AL 35120

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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 450. 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. Forty-eight 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 third 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 twenty-seven teachers that meet State Certification Standards employed at Odenville Elementary School. Our school funds 2.15 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 Students 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 Kindergarten students are assessed through a Gold Standards Checkpoint . 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 three 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, school counselor and ESL teacher with Odenville Intermediate School. Also, forty-eight 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 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 enhancesocial, 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.

2018-2019 St. Clair County School System's Purpose and Direction:

Provide opportunities and challenges that will educate and prepare each student for career/college/adulthood in an ever changing 21st century.

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.

St. Clair County Board of Education Beliefs:

*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 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 partnerships will benefit all students from the additional resources provided.

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 PTO 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.

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 Ipads, 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, Accelerated Reader 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 2017-2018 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 2017-2018 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 2018-2019 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 2017-2018 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 Improvement Plan Stakeholder Involvement Odenville Elementary School.

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 2018-2019 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)
- 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
- Spring Fling
- Coin War (Pennies for our playground)
- Muffins for Moms/Donuts for Dads

School Improvement Planning Meetings as well as PTO 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	Attached are the OES K-2 data documents	Student Diagnostic Report 2018 OES Data Analysis and Review 2018 2019

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?

In all three grade levels, phonics performance indicators on Scantron Reading Foundations Performance data have increased. Second grade SIP scores in Math were at the 67% which is well above the minimum percentage.

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

The Phonics indicator on Scantron Reading Foundations has shown an increase in grades K- 2nd. Scantron math summary data shows a positive trend in Data Analysis and Probability scores.

Which area(s) indicate the overall highest performance?

Scantron Reading Foundations Summary Data shows the subcategory of Phonics is the highest scoring category in grades K - 2nd. First and Second grades performed the highest in Data and Probability on Scantron Math .

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

Scantron Performance disaggregated data in Reading Foundations shows increased performance from English Language Learners and girls. ELL performed at a mean score of 1904 and girls at 1921. The overall mean score for all students was 1902. Scantron Performance disaggregated data in Math shows increased performance from English Language Learners and girls. ELL performed at a mean score of 1950 and girls at 1931. The overall mean score for all students was 1921.

Between which subgroups is the achievement gap closing?

ELL and females are scoring above the overall mean scores on Scantron assessments in Reading Foundations and Math.

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

DIBELS data shows consistent increase in phonics acquisition..

Areas in Need of Improvement

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

Scantron Reading Foundations Summary Data shows the subcategory of Text Comprehension is the lowest scoring category in grades K - 2nd.

First and Second grades performed the lowest in Algebra on Scantron Math .

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

Scantron Reading Foundations Summary Data shows the subcategory of Text Comprehension is the highest scoring category in grades K - 2nd.

First and Second grades performed the lowest on Algebra in Scantron Math .

Which area(s) indicate the overall lowest performance?

Text Comprehension in the lowest subcategory in all grades on Scantron Reading Foundation.

Algebra was the lowest performing subcategory in Scantron Math

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

Males and African Americans are performing below the overall mean scores in Reading Foundations(overall score 1902) and Math(overall score 1921). Males scored 1885 in Reading foundations and 1913 in Math. African Americans scored 1785 in Reading Foundations and 1784 in Math.

Between which subgroups is the achievement gap becoming greater?

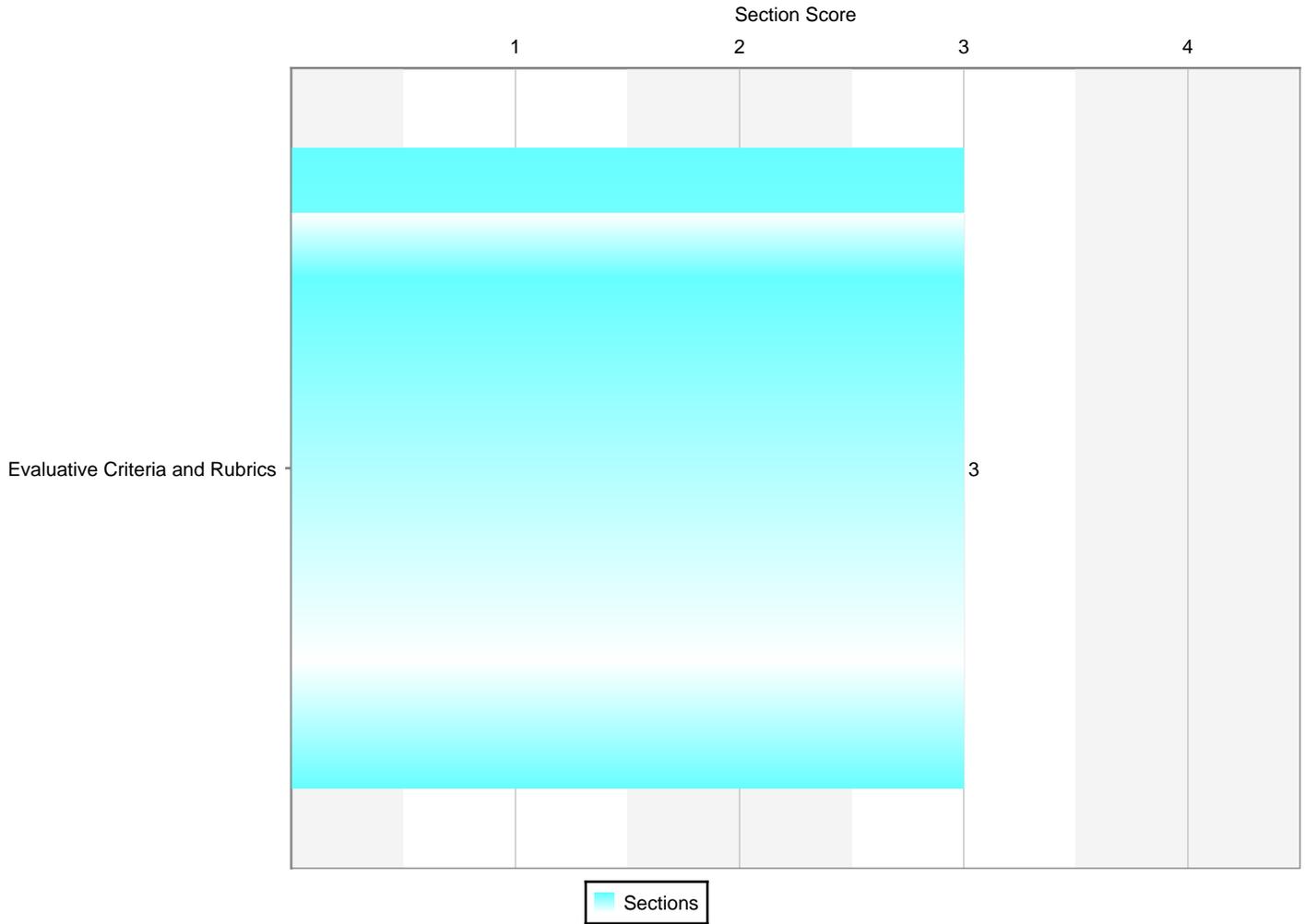
African American students showed the greatest achievement gap in Reading Foundations and math.

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

NA

Report Summary

Scores By Section



ACIP Assurances

Introduction

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

ACIP Assurances

Label	Assurance	Response	Comment	Attachment
1.	The Instructional Leadership Team members that should be present include the principal, guidance counselor, district school improvement specialist (or other designee), appropriate content-area teachers, parent representatives, and student representatives (as appropriate). Depending on the data, additional members may include special population representatives (Technology Coordinator, Special Education, EL, etc.), district federal programs coordinator, district chief school financial officer, community stakeholders, or any other member as appropriate. Documentation will be maintained on site.	Yes	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, special education teachers, EL teachers and family members of OES.	ACIP Staff Sign In 2018 2019 ACIP Parent Slgn In 2018 2019

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.	No	The attachment shows the guidelines regarding our county's Equal Opportunity Act/Discrimination Policy 2018 2019.	Nondiscrimatory Equal Opportunity Equal Opportunity Statement Signatures

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 2018-2019..	Nondiscrimatory Non Discriminatory 2

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 2018-2019.	Parents Right to Know consolidated plan

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 Note 2018-2019.	Titile 1 Compact with Signatures Title 1 Compact with Signatures Spanish

OES ACIP Plan 2018-2019

Overview

Plan Name

OES ACIP Plan 2018-2019

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Students at all levels of English Language proficiency will improve in the area of writing, reading and listening on the overall score.	Objectives: 1 Strategies: 1 Activities: 3	Academic	\$260
2	Students at Odenville Elementary School will improve math proficiency by meeting the SIP percentage of grade level content standard questions answered correctly.	Objectives: 1 Strategies: 3 Activities: 15	Academic	\$0
3	Students at Odenville Elementary School will improve reading proficiency by meeting the SIP percentage of grade level content standard questions answered correctly.	Objectives: 1 Strategies: 3 Activities: 11	Academic	\$0
4	1st and 2nd Grade students at Odenville Elementary students will show growth on Math performance bands on Scantron Performance Series, specifically Algebraic band.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$0
5	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: 2	Organizational	\$0
6	1st and 2nd grade students at Odenville Elementary School will show growth on Reading Performance bands on Scantron Performance Series, specifically text comprehension band.	Objectives: 1 Strategies: 1 Activities: 6	Academic	\$0

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

Measurable Objective 1:

A 2% increase of English Learners students will demonstrate a proficiency during the 2018-2019 EL program. EL students at Odenville Elementary School will make greater than or equal to a .5 gain in their overall composite ACCESS score in English Language Arts by 05/23/2019 as measured by domain scores on the 2018 2019 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.

Category: Develop/Implement Student and School Culture Program

Research Cited: WIDA Can Do Model

Activity - Activity-Small Group Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in professional development opportunities that guide teachers in instructing students in small groups and individually using peer helpers, visual aids, graphic organizers, and pictures to explain concepts. Educators will incorporate EL components within their adopted texts. iPad apps are available to increase oral communication.	Professional Learning	08/08/2018	05/23/2019	\$60	Title III	ESOL instructor

Activity - Language Acquisition	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Targeted students will receive small group and individual instruction through second and third tier interventions. Pull outs with the ESOL instructor and retired SCC volunteers will occur.	Direct Instruction	08/08/2018	05/23/2019	\$0	Other	Teachers, SCC volunteers, ESOL Instructor

Activity - Identify Concepts and Print	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Through accommodations with authentic EL assessments and small group instruction, teacher will scaffold the academic language of EL students. Through formative and summative assessments, progress will be reviewed each 4.5 weeks and scaffolds will be adjusted. Students will participate in the Accelerated Reader program and have access to various technologies, ipads, laptop computers, and E-Blocks and individual adaptive reading program will be available for all LEP students 24/7 on any supported technological device.	Direct Instruction	08/08/2018	05/23/2019	\$200	Other	Teachers

Goal 2: Students at Odenville Elementary School will improve math proficiency by meeting the SIP percentage of grade level content standard questions answered correctly.

Measurable Objective 1:

A 2% increase of First and Second grade students will demonstrate a proficiency Scantron Math Performance Series from the Beginning of the Year to the End of the Year in Mathematics by 05/23/2019 as measured by Scantron Performance Series.

Strategy 1:

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

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

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

Research Cited: Alabama State Department of Education website

Activity - Strategic Lesson Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math teachers will correlate their lesson plans with the math CCRS. Teachers will utilize pacing guides, Math CCRS, ASPIRE correlations, ALEX, and Alabama Insight Tool, and Scantron. (Global Scholar)	Other - Lesson Plans	08/08/2018	05/23/2019	\$0	No Funding Required	All core teachers
Activity - Student Friendly Objectives	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will open each lesson (post) with a student friendly version of the CCRS standards, which will be revisited throughout the lesson for understandings (formal assessment) each day. All teachers will begin each lesson by establishing a purpose for the lesson (make the lesson relative to the student, build background knowledge, generate question to investigate, and use math vocabulary).	Direct Instruction	08/08/2018	05/23/2019	\$0	No Funding Required	All core teachers
Activity - Evidence of Differentiated Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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All teachers will use a variety of strategies to meet their students' needs. These strategies may include small group, pre-teach, hands on, use of manipulative, explicit instruction, anchor charts, peer-tutoring, math word walls, using portfolio assessments, after school tutoring, and the use of technology. RLC teacher will provide extra support and enhancement to students who need accelerated instruction.	Other - Instruction	08/08/2018	05/23/2019	\$0	No Funding Required	All core teachers
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Activity - Professional Development for Performance and Achievement Series	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
First and second grade teachers will participate in teacher training in order to analyze data from the performance series assessments and create assessments using the Achievement Series through participation in monthly grade level meetings and during embedded professional development days with the instructional partners.	Professional Learning	08/08/2018	05/23/2019	\$0	No Funding Required	All core teachers

Activity - Long Range Lesson Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All core teachers will correlate their lesson plans with the Math CCRS as well as pacing guides. First and second grade teachers will use the Class Standard Student Detail Report from the Performance Series assessment to identify strengths and weaknesses to target instruction.	Other - Lesson Planning	08/08/2018	05/23/2019	\$0	No Funding Required	All core teachers

Activity - 5daily components of active engaged learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Speak, write, investigate, read, listening (SWIRL) think, pair, share	Academic Support Program	08/08/2018	05/23/2019	\$0	No Funding Required	All core teachers

Strategy 2:

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

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

Activity - Analyze School Logitudinal Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will use longitudinal data (including ASPIRE Performance Series, and assumptive assessments) to address weakest math standards in all math classes. All teachers will identify students' strengths and weaknesses in math. This data will be used to identify and monitor at-risk students, plan interventions, review existing plans, and discuss best practices.	Other - Data	08/08/2018	05/23/2019	\$0	No Funding Required	All core teachers

Activity - Assessment/Reflection	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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At the end of each lesson, all teachers will reflect on the content of the lesson in a manner that formatively assesses comprehension of all students and uses the results of the assessments to guide instruction. Achievement Series assessments can be used to create assessments that are aligned with the state standards.	Other - Reflection	08/08/2018	05/23/2019	\$0	No Funding Required	All core teachers
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Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will use progress monitoring; including Achievement Series, math seeds, small group, and informal assessments via Go Math	Other - Assessment	08/08/2018	05/23/2019	\$0	Other	All core teachers

Strategy 3:

Math strategies for a firm foundation - All grade level teachers will build a firm foundation with Go Math.

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

Activity - Number sense	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will have a firm foundation during whole group instruction and math station activity.	Academic Support Program	08/08/2018	05/23/2019	\$0	No Funding Required	All core teachers

Activity - Hands on math activities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All grade level teachers will implement teacher made, hands on math investigation activities and math tubs during math stations to use within their math block.	Academic Support Program	08/08/2018	05/23/2019	\$0	No Funding Required	All core teachers

Activity - Planning with coworkers and OIS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade level planning and vertical planning with OIS for developing math games, ideas for math tubs, math journals, and math stations.	Academic Support Program	08/08/2018	05/23/2019	\$0	No Funding Required	All core teachers

Activity - Rigorous curriculumn	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will provide a rigorous curriculum where students become problem solvers, critical thinkers by collaborating and gaining a deeper understanding of how their learning can make a lifelong difference.	Academic Support Program	08/08/2018	05/23/2019	\$0	No Funding Required	All core teachers

Activity - Student Centered Classroom	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All grade level teachers will establish a student centered classroom instructional environment.	Academic Support Program	08/08/2018	05/23/2019	\$0	No Funding Required	All core teachers

Activity - Daily Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will participate in daily data by organizing data into appropriate data displays.	Academic Support Program	08/08/2018	05/23/2019	\$0	No Funding Required	All core teachers

Goal 3: Students at Odenville Elementary School will improve reading proficiency by meeting the SIP percentage of grade level content standard questions answered correctly.

Measurable Objective 1:

A 2% increase of First and Second grade students will demonstrate a proficiency in Scantron from the Beginning of the Year to the End of the Year in Reading by 05/23/2019 as measured by Scantron Performance Series.

Strategy 1:

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

Category: Develop/Implement College and Career Ready Standards

Research Cited: CCRS

Activity - Student Friendly Objectives	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All core reading teachers will open each lesson with a student friendly objective which will be revisited throughout the lesson for understanding each day. The objectives will be posted in the classroom. Each reading teacher will begin each class with a purpose for the lesson, build background knowledge, and generate questions to investigate and discuss essential vocabulary.	Direct Instruction	08/08/2018	05/23/2019	\$0	No Funding Required	All teachers

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will use small group instruction as needed to meet the needs of TIER II students as well as accelerated students. Special Education teachers and the reading intervention teacher will provide small group instruction to TIER III students who are either special education or have been identified by the PST committee as in need of additional instruction. RLC teacher will provide extra support and enhancement to students who need accelerated instruction.	Direct Instruction	08/08/2018	05/23/2019	\$0	No Funding Required	core classroom teachers, special education teachers, reading intervention teacher, RLC teacher

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Activity - Higher Order Questioning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All core reading teachers will engage their students in higher level questioning during class time and on assessments in an effort to strengthen a deeper understanding of the content for all students when assessed. (Webb's Depth of Knowledge)	Direct Instruction	08/08/2018	05/23/2019	\$0	No Funding Required	All core reading teachers
Activity - Assessment/Reflection	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
At the end of the lesson, all core reading teachers will reflect on the content of the lesson in a manner that assesses comprehension of all students and uses the results to guide instruction. Second grade will be using the Achievement Series assessments can be used to create assessments that are aligned with state standards. Also, all teachers will use DIBELS results, AR, and classroom assessment data to guide instruction.	Other	08/08/2018	05/23/2019	\$0	No Funding Required	All reading teachers
Activity - Long Range Lesson Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All core reading teachers will correlate their lesson plans with the ELA CCRS as well as pacing guides. First and Second teachers will use the Performance Series assessment to identify strengths and weaknesses to target in instruction. K-2 teachers will also use DIBELS assessments to identify strengths and weaknesses.	Other	08/08/2018	05/23/2019	\$0	No Funding Required	All core reading teachers
Activity - Professional Development on Performance and Achievement Series	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All first and second grade teachers will participate in teachers training in order to analyze data from the Performance Series assessments and second teachers will use the Achievement Series to create assessments through monthly grade level meetings and during embedded professional development days with the instructional partner.	Professional Learning	08/08/2018	05/23/2019	\$0	No Funding Required	First and second grade teachers

Strategy 2:

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

Category: Develop/Implement College and Career Ready Standards

Activity - Authentic Reading/Writing Lessons	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All core content area teachers will integrate authentic reading/writing lessons into their classes and use close reading strategies. Also, our enrichment teacher using direct and strategic instruction to provide authentic reading and writing instruction on a weekly basis.	Direct Instruction	08/08/2018	05/23/2019	\$0	No Funding Required	All core classroom teachers

Activity - Technology Integration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All core content teachers will utilize 21st century Tools and strategies to improve reading and writing skills in all content areas. Second grade will utilize the performance series to enhance instruction and asses instructional.	Technology	08/08/2018	05/23/2019	\$0	No Funding Required	All core teachers

Strategy 3:

Address All Student Literacy Needs - All core reading teachers will analyze and utilize data to make adjustments in instruction and identify students who need additional support. We will increase the volume of books our 1st and 2nd grade students are reading with our morning Drop Everything and Read and Accelerated Reading incentives.

Category: Develop/Implement College and Career Ready Standards

Activity - Analyze School Longitudinal Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All core teachers will use longitudinal data (including Scantron, Aspire data, DIBELS, AR, and classroom assessments) to address weakest reading standards in all reading classes. All core reading teachers will identify and monitor at-risk students, plan interventions, review plans, and discuss best practices. Scantron will be used to monitor comprehension of non-fiction text.	Other	08/08/2018	05/23/2019	\$0	No Funding Required	All core reading teachers

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All core reading teachers will use progress monitoring; including DIBELS scores, Scantron results, and classroom assessments to monitor the progress of all students.	Other	08/08/2018	05/23/2019	\$0	No Funding Required	All core teachers

Activity - Goal setting conferences	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Leadership team will assign caring teachers with identified at risk students to develop a plan for success. The teacher will discuss strengths and weaknesses with students and communicate with parents regularly, supply resources, adjust existing plans, provide tutoring opportunities, websites, encouragement and etc.	Other	08/08/2018	05/23/2019	\$0	No Funding Required	Care team, PST, Transitions

Goal 4: 1st and 2nd Grade students at Odenville Elementary students will show growth on Math performance bands on Scantron Performance Series, specifically Algebraic band.

Measurable Objective 1:

increase student growth by 2% in the algebraic band on the Math Performance by 05/23/2019 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	08/08/2018	05/23/2019	\$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	08/08/2018	05/23/2019	\$0	State Funds	All K-2 teachers

Goal 5: 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 05/23/2019 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/Conscious Discipline - We will use the PBIS program, coupled with Ron Clark strategies and Conscious Discipline approach to reinforce appropriate respect, character traits. PBIS and Conscious Discipline will offer resources to teachers to help create a positive and safe learning environment.

We will teach ways that promote creativity, innovation, wonder, joy and a passion for learning through student engagement.

OES will offer family learning sessions on ways to help students grow and adapt in this society.

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

Category: Other - PBIS/Conscious Discipline/Ron Clark

Research Cited: PBIS and Conscious Discipline are researched based programs.

Activity - Parent and Student Character Education Classes	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Each month all parents and students will learn developmentally appropriate character traits.	Behavioral Support Program	08/08/2018	05/23/2019	\$0	No Funding Required	Administration and School Counselor
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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.	Academic Support Program, Behavioral Support Program	08/08/2018	05/23/2019	\$0	No Funding Required	All OES staff

Goal 6: 1st and 2nd grade students at Odenville Elementary School will show growth on Reading Performance bands on Scantron Performance Series, specifically text comprehension band.

Measurable Objective 1:

2% of First and Second grade students will increase student growth in text comprehension in Reading by 05/23/2019 as measured by Scantron Performance Series.

Strategy 1:

Increase Opportunities to read and learn from text - Teachers will provide multiple opportunities and instructions that will increase student's text comprehension.

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

Activity - Saxon Phonics Cold Read	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use Saxon phonics cold reads for fluency practice, homework practice, and extra classroom support.	Academic Support Program	08/10/2018	05/23/2019	\$0	District Funding	1st and 2nd grade teachers

Activity - AR time	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will participate in a school wide AR incentive points program to help increase reading and comprehension	Academic Support Program	08/08/2018	05/23/2019	\$0	Other	All teachers

Activity - Rooted in Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
1st and 2nd grade teachers will implement Rooted in Reading program.	Direct Instruction	08/08/2018	05/23/2019	\$0	Other	1st and 2nd grade teachers

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Activity - Gold Standards	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Prek and Kindergarten will use the gold standards to help increase growth in comprehension.	Academic Support Program	08/08/2018	05/23/2019	\$0	No Funding Required	Prek and Kindergarten teachers
Activity - Higher Order Questioning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use higher order questions to help build comprehension strategies.	Direct Instruction	08/08/2018	05/23/2019	\$0	No Funding Required	ALL TEACHERS AND STAFF
Activity - Small group instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use small group comprehension instruction strategies to help build comprehension strategies.	Academic Support Program	08/08/2018	05/23/2019	\$0	No Funding Required	All classroom teachers

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title III

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Activity-Small Group Instruction	Teachers will participate in professional development opportunities that guide teachers in instructing students in small groups and individually using peer helpers, visual aids, graphic organizers, and pictures to explain concepts. Educators will incorporate EL components within their adopted texts. iPad apps are available to increase oral communication.	Professional Learning	08/08/2018	05/23/2019	\$60	ESOL instructor
Total					\$60	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Planning with coworkers and OIS	Grade level planning and vertical planning with OIS for developing math games, ideas for math tubs, math journals, and math stations.	Academic Support Program	08/08/2018	05/23/2019	\$0	All core teachers
Long Range Lesson Planning	All core reading teachers will correlate their lesson plans with the ELA CCRS as well as pacing guides. First and Second teachers will use the Performance Series assessment to identify strengths and weaknesses to target in instruction. K-2 teachers will also use DIBELS assessments to identify strengths and weaknesses.	Other	08/08/2018	05/23/2019	\$0	All core reading teachers
Student Friendly Objectives	All teachers will open each lesson (post) with a student friendly version of the CCRS standards, which will be revisited throughout the lesson for understandings (formal assessment) each day. All teachers will begin each lesson by establishing a purpose for the lesson (make the lesson relative to the student, build background knowledge, generate question to investigate, and use math vocabulary).	Direct Instruction	08/08/2018	05/23/2019	\$0	All core teachers
Number sense	Students will have a firm foundation during whole group instruction and math station activity.	Academic Support Program	08/08/2018	05/23/2019	\$0	All core teachers

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Evidence of Differentiated Instruction	All teachers will use a variety of strategies to meet their students' needs. These strategies may include small group, pre-teach, hands on, use of manipulative, explicit instruction, anchor charts, peer-tutoring, math word walls, using portfolio assessments, after school tutoring, and the use of technology. RLC teacher will provide extra support and enhancement to students who need accelerated instruction.	Other - Instruction	08/08/2018	05/23/2019	\$0	All core teachers
Long Range Lesson Planning	All core teachers will correlate their lesson plans with the Math CCRS as well as pacing guides. First and second grade teachers will use the Class Standard Student Detail Report from the Performance Series assessment to identify strengths and weaknesses to target instruction.	Other - Lesson Planning	08/08/2018	05/23/2019	\$0	All core teachers
Student Centered Classroom	All grade level teachers will establish a student centered classroom instructional environment.	Academic Support Program	08/08/2018	05/23/2019	\$0	All core teachers
Assessment/Reflection	At the end of the lesson, all core reading teachers will reflect on the content of the lesson in a manner that assesses comprehension of all students and uses the results to guide instruction. Second grade will be using the Achievement Series assessments can be used to create assessments that are aligned with state standards. Also, all teachers will use DIBELS results, AR, and classroom assessment data to guide instruction.	Other	08/08/2018	05/23/2019	\$0	All reading teachers
Student Friendly Objectives	All core reading teachers will open each lesson with a student friendly objective which will be revisited throughout the lesson for understanding each day. The objectives will be posted in the classroom. Each reading teacher will begin each class with a purpose for the lesson, build background knowledge, and generate questions to investigate and discuss essential vocabulary.	Direct Instruction	08/08/2018	05/23/2019	\$0	All teachers
Hands on math activities	All grade level teachers will implement teacher made, hands on math investigation activities and math tubs during math stations to use within their math block.	Academic Support Program	08/08/2018	05/23/2019	\$0	All core teachers
Parent and Student Character Education Classes	Each month all parents and students will learn developmentally appropriate character traits.	Behavioral Support Program	08/08/2018	05/23/2019	\$0	Administration and School Counselor
Assessment/Reflection	At the end of each lesson, all teachers will reflect on the content of the lesson in a manor that formatively assesses comprehension of all students and uses the results of the assessments to guide instruction. Achievement Series assessments can be used to create assessments that are aligned with the state standards.	Other - Reflection	08/08/2018	05/23/2019	\$0	All core teachers
Progress Monitoring	All core reading teachers will use progress monitoring; including DIBELS scores, Scantron results, and classroom assessments to monitor the progress of all students.	Other	08/08/2018	05/23/2019	\$0	All core teachers

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Technology Integration	All core content teachers will utilize 21st century Tools and strategies to improve reading and writing skills in all content areas. Second grade will utilize the performance series to enhance instruction and asses instructional.	Technology	08/08/2018	05/23/2019	\$0	All core teachers
Strategic Lesson Planning	Math teachers will correlate their lesson plans with the math CCRS. Teachers will utilize pacing guides, Math CCRS, ASPIRE correlations, ALEX, and Alabama Insight Tool, and Scantron. (Global Scholar)	Other - Lesson Plans	08/08/2018	05/23/2019	\$0	All core teachers
Hlgher Order Questioning	Teachers will use higher order questions to help build comprehension strategies.	Direct Instruction	08/08/2018	05/23/2019	\$0	ALL TEACHERS AND STAFF
Authentic Reading/Writing Lessons	All core content area teachers will integrate authentic reading/writing lessons into their classes and use close reading strategies. Also, our enrichment teacher using direct and strategic instruction to provide authentic reading and writing instruction on a weekly basis.	Direct Instruction	08/08/2018	05/23/2019	\$0	All core classroom 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.	Academic Support Program, Behavioral Support Program	08/08/2018	05/23/2019	\$0	All OES staff
Gold Standards	Prek and Kindergarten will use the gold standards to help increase growth in comprehension.	Academic Support Program	08/08/2018	05/23/2019	\$0	Prek and Kindergarten teachers
Professional Development on Performace and Achievement Series	All first and second grade teachers will participate in teachers training in order to analyze data from the Performance Series assessments and second teachers will use the Achievement Series to create assessments through monthly grade level meetings and during embedded professional development days with the instructional partner.	Professional Learning	08/08/2018	05/23/2019	\$0	First and second grade teachers
Hlgher Order Questioning	All core reading teachers will engage their students in higher level questioning during class time and on assessments in an effort to strengthen a deeper understanding of the content for all students when assessed. (Webb's Depth of Knowledge)	Direct Instruction	08/08/2018	05/23/2019	\$0	All core reading teachers
Small group instruction	Teachers will use small group comprehension instruction strategies to help build comprehension strategies.	Academic Support Program	08/08/2018	05/23/2019	\$0	All classroom teachers
Professional Development for Performance and Achievement Series	First and second grade teachers will participate in teacher training in order to analyze data from the performance series assessments and create assessments using the Achievement Series through participation in monthly grade level meetings and during embedded professional development days with the instructional partners.	Professional Learning	08/08/2018	05/23/2019	\$0	All core teachers

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Rigorous curriculumn	All teachers will provide a rigorous curriculum where students become problem solvers, critical thinkers by collaborating and gaining a deeper understanding of how their learning can make a lifelong difference.	Academic Support Program	08/08/2018	05/23/2019	\$0	All core teachers
Analyze School Logitudinal Data	All teachers will use longitudinal data (including ASPIRE Performance Series, and assumptive assessments) to address weakest math standards in all math classes. All teachers will identify students' strengths and weaknesses in math. This data will be used to identify and monitor at-risk students, plan interventions, review existing plans, and discuss best practices.	Other - Data	08/08/2018	05/23/2019	\$0	All core teachers
Analyze School Longitudinal Data	All core teachers will use longitudinal data (including Scantron, Aspire data, DIBELS, AR, and classroom assessments) to address weakest reading standards in all reading classes. All core reading teachers will identify and monitor at-risk students, plan interventions, review plans, and discuss best practices. Scantron will be used to monitor comprehension of non-fiction text.	Other	08/08/2018	05/23/2019	\$0	All core reading teachers
5daily components of active engaged learning	speak, write, investigate, read, listening (SWIRL) think, pair, share	Academic Support Program	08/08/2018	05/23/2019	\$0	All core teachers
Small Group Instruction	All teachers will use small group instruction as needed to meet the needs of TIER II students as well as accelerated students. Special Education teachers and the reading intervention teacher will provide small group instruction to TIER III students who are either special education or have been identified by the PST committee as in need of additional instruction. RLC teacher will provide extra support and enhancement to students who need accelerated instruction.	Direct Instruction	08/08/2018	05/23/2019	\$0	core classroom teachers, special education teachers, reading intervention teacher, RLC teacher
Goal setting conferences	Leadership team will assign caring teachers with identified at risk students to develop a plan for success. The teacher will discuss strengths and weaknesses with students and communicate with parents regularly, supply resources, adjust existing plans, provide tutoring opportunities, websites, encouragement and etc.	Other	08/08/2018	05/23/2019	\$0	Care team, PST, Transitions
Daily Data	All students will participate in daily data by organizing data into appropriate data displays.	Academic Support Program	08/08/2018	05/23/2019	\$0	All core teachers
Total					\$0	

District Funding

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

Odenville Elementary School

Saxon Phonics Cold Read	Teachers will use Saxon phonics cold reads for fluency practice, homework practice, and extra classroom support.	Academic Support Program	08/10/2018	05/23/2019	\$0	1st and 2nd grade teachers
Total					\$0	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Language Acquisition	Targeted students will receive small group and individual instruction through second and third tier interventions. Pull outs with the ESOL instructor and retired SCC volunteers will occur.	Direct Instruction	08/08/2018	05/23/2019	\$0	Teachers, SCC volunteers, ESOL Instructor
Progress Monitoring	All teachers will use progress monitoring; including Achievement Series, math seeds, small group, and informal assessments via Go Math	Other - Assessment	08/08/2018	05/23/2019	\$0	All core teachers
AR time	Students will participate in a school wide AR incentive points program to help increase reading and comprehension	Academic Support Program	08/08/2018	05/23/2019	\$0	All teachers
Rooted in Reading	1st and 2nd grade teachers will implement Rooted in Reading program.	Direct Instruction	08/08/2018	05/23/2019	\$0	1st and 2nd grade teachers
Identify Concepts and Print	Through accommodations with authentic EL assessments and small group instruction, teacher will scaffold the academic language of EL students. Through formative and summative assessments, progress will be reviewed each 4.5 weeks and scaffolds will be adjusted. Students will participate in the Accelerated Reader program and have access to various technologies, ipads, laptop computers, and E-Blocks and individual adaptive reading program will be available for all LEP students 24/7 on any supported technological device.	Direct Instruction	08/08/2018	05/23/2019	\$200	Teachers
Total					\$200	

State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Daily Data	All students will participate in Daily Data by organizing data into appropriate data displays.	Direct Instruction	08/08/2018	05/23/2019	\$0	All K-2 students
Explicit, intensive instruction	CCRS will be administered	Direct Instruction	08/08/2018	05/23/2019	\$0	All K-2 teachers
Total					\$0	

Stakeholder Feedback Diagnostic

Introduction

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

Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes	Survey results 2018 2019. Attached below	2018 Parent Survey Survey Data 2018 2019 Part 1 Survey Data 2018 2019 Part 2

Evaluative Criteria and Rubrics

Overall Rating: 1.5

	Statement or Question	Response	Rating
1.	Questionnaire Administration	Some 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 modest fidelity to the administrative procedures appropriate for each assessment. In some instances, the stakeholders to whom these questionnaires were administered somewhat represented the populations served by the institution. Appropriate accommodations were provided for some participants.	Level 2

	Statement or Question	Response	Rating
2.	Stakeholder Feedback Results and Analysis	All questionnaires had an average item value of less than 3.2 (on a 5.0 scale). Results of stakeholder feedback collected by the institution were poorly analyzed and presented unclearly.	Level 1

Areas of Notable Achievement

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

The stakeholders are very satisfied with the welcoming environment of our school. They feel included, encouraged and involved.

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?

Based on the area of parental involvement/community services 35 of the 110 parents that responded said they never received a document concerning the school's referral program to community services outside of the school. (adult Literacy program, GED, health services, adult career development, etc.)

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

Our families feel as if we need to provide more information regarding the school's referral program to community services.

What are the implications for these stakeholder perceptions?

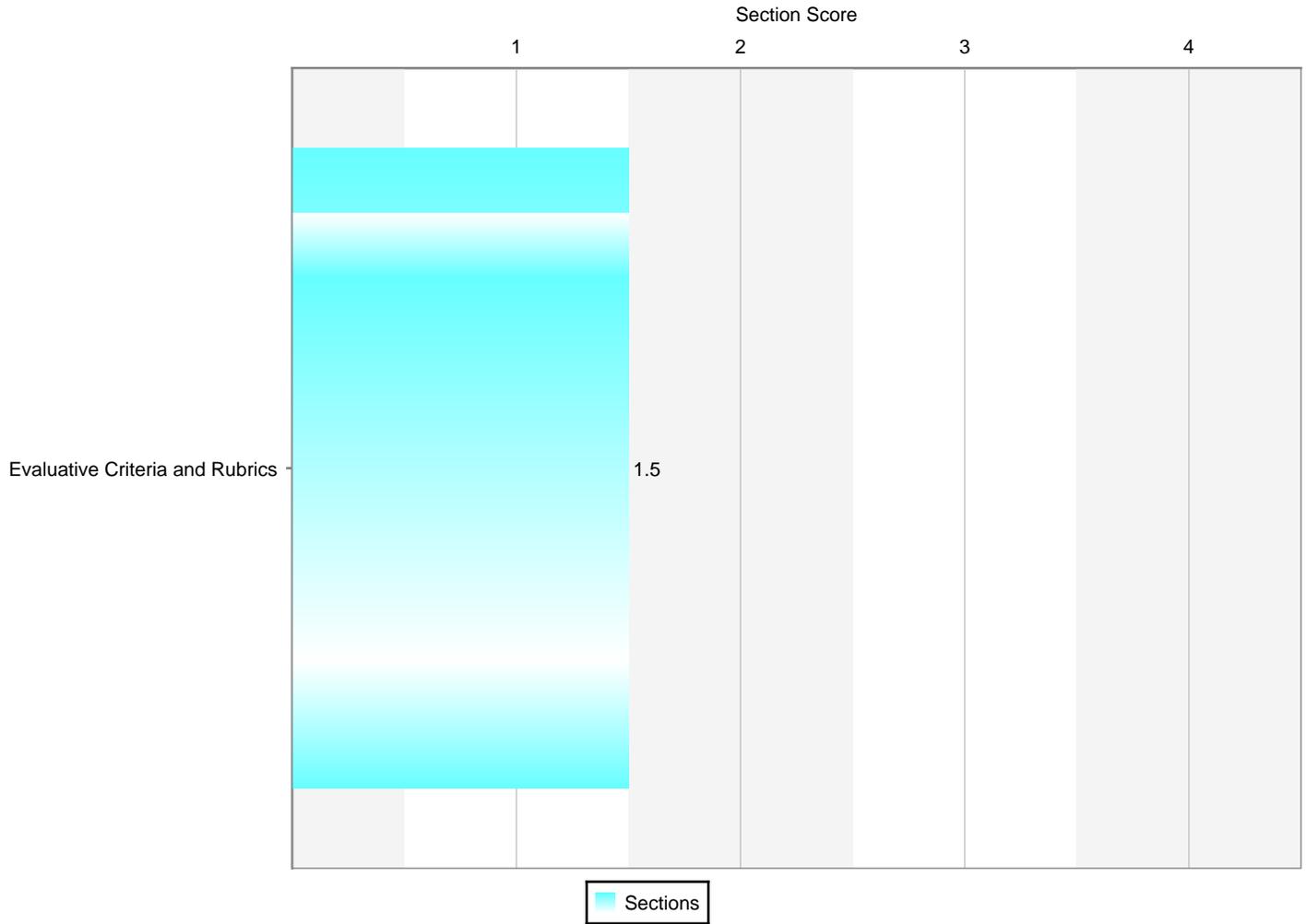
Families expressed their concerns on the surveys that were completed. The data was collected and evaluated showing families need more information on the school's referral program to community services.

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

According to a survey completed by parents, findings indicate that parents feel comfortable and welcome in the school environment provided. These results are consistent with results found in other sources, such as past surveys and parent-teacher conferences. The school provides numerous opportunities for parental involvement such as Title I meeting Open House, academic celebrations, and grade level programs.

Report Summary

Scores By Section



Title I Schoolwide Diagnostic

Introduction

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

Component 1: Comprehensive Needs Assessment (Sec.1114(b)(6))

How was the comprehensive needs assessment conducted?

The 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 expressed that they would like more information on how to be involved in school planning and review committees. Based on a teacher's needs assessment, it was noted that OES students 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 a PowerPoint was shown at Curriculum Night which gave parents useful information on school-wide policies and procedures. Teachers gave presentations on standards and curriculum being taught in the classroom. The PowerPoint is available on the school webpage. 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 created 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 at all levels of English Language proficiency will improve in the area of writing, reading and listening on the overall score.

Measurable Objective 1:

A 2% increase of English Learners students will demonstrate a proficiency during the 2018-2019 EL program. EL students at Odenville Elementary School will make greater than or equal to a .5 gain in their overall composite ACCESS score in English Language Arts by 05/23/2019 as measured by domain scores on the 2018 2019 ACCESS 2.0..

Strategy1:

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

Category: Develop/Implement Student and School Culture Program

Research Cited: WIDA Can Do Model

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 and individual adaptive reading program will be available for all LEP students 24/7 on any supported technological device.	Direct Instruction	08/08/2018	05/23/2019	\$200 - Other	Teachers

Activity - 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	08/08/2018	05/23/2019	\$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 and retired SCC volunteers will occur.	Direct Instruction	08/08/2018	05/23/2019	\$0 - Other	Teachers, SCC volunteers, ESOL Instructor

Goal 2:

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

Measurable Objective 1:

5% of Pre-K, Kindergarten, First and Second grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency scoring at the in need of support category in Reading by 05/23/2019 as measured by Teacher Observation GOLD and Scantron Assessments.

Strategy1:

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

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

Research Cited: RTI

Activity - Problem Solving Team (PST)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The PST will meet regarding students who are identified as being at risk to make decisions about their placement in the 3 tiers of instruction every 8 - 12 weeks.	Academic Support Program	08/08/2018	05/23/2019	\$0 - No Funding Required	PST committee members: Assistant principal, the instructional partner and counselor.

Strategy2:

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

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

Research Cited: Birsh, JR ed. (2011) Multisensory Teaching of Basic Language Skills, 3rd edition. Baltimore, MD: Brookes Publishing.

Adams, M.J. (1990) Beginning to Read: Thibnking and Learning about Print. Cambridge, MA:MIT Press Shaywitz, S. (2003) Overcoming

Dyslexia: A new and complete science-based program for reading for reading problems at any level. New York, NY:Knopf

ACIP

Odenville Elementary School

Activity - Explicit Phonics Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All core reading teachers, the reading intervention teacher, and special education teachers will provide explicit, targeted phonics instruction to students in small groups in Tier II and Tier III to address gaps in the students' phonetic knowledge to those students who need phonemic instruction as identified through Performance Series, ORF, or other reading screeners.	Academic Support Program	08/08/2018	05/23/2019	\$0 - No Funding Required	Core teachers and special education teachers

Goal 3:

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:

4% of All Students will 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 in Practical Living by 05/23/2019 as measured by data from surveys through parent participation .

Strategy1:

Conscious Discipline - OES will all implement Conscious Discipline in the classroom. It will help decrease office referrals and promote positivity in the classroom and school.

Category: Other - Conscious Discipline

Research Cited: It is a research based program involving positive reinforcement.

Activity - Webinars	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
OES Staff will watch webinars to increase knowledge on Conscious Discipline.	Professional Learning	10/01/2018	05/23/2019	\$0 - No Funding Required	All OES Staff

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:

1st and 2nd Grade students at Odenville Elementary students will show growth on Math performance bands on Scantron Performance Series, specifically Algebraic band.

Measurable Objective 1:

increase student growth by 2% in the algebraic band on the Math Performance by 05/23/2019 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	08/08/2018	05/23/2019	\$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	08/08/2018	05/23/2019	\$0 - State Funds	All K-2 students

Goal 2:

1st and 2nd grade students at Odenville Elementary School will show growth on Reading Performance bands on Scantron Performance Series, specifically text comprehension band.

Measurable Objective 1:

2% of First and Second grade students will increase student growth in text comprehension in Reading by 05/23/2019 as measured by Scantron Performance Series.

Strategy1:

Increase Opportunities to read and learn from text - Teachers will provide multiple opportunities and instructions that will increase student's text comprehension.

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

Research Cited:

Activity - AR time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in a school wide AR incentive points program to help increase reading and comprehension	Academic Support Program	08/08/2018	05/23/2019	\$0 - Other	All teachers

Activity - Saxon Phonics Cold Read	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use Saxon phonics cold reads for fluency practice, homework practice, and extra classroom support.	Academic Support Program	08/10/2018	05/23/2019	\$0 - District Funding	1st and 2nd grade teachers

Activity - Small group instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use small group comprehension instruction strategies to help build comprehension strategies.	Academic Support Program	08/08/2018	05/23/2019	\$0 - No Funding Required	All classroom teachers

Activity - Gold Standards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Prek and Kindergarten will use the gold standards to help increase growth in comprehension.	Academic Support Program	08/08/2018	05/23/2019	\$0 - No Funding Required	Prek and Kindergarten teachers

Activity - Rooted in Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
1st and 2nd grade teachers will implement Rooted in Reading program.	Direct Instruction	08/08/2018	05/23/2019	\$0 - Other	1st and 2nd grade teachers

Activity - Higher Order Questioning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use higher order questions to help build comprehension strategies.	Direct Instruction	08/08/2018	05/23/2019	\$0 - No Funding Required	ALL TEACHERS AND STAFF

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 05/23/2019 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/Conscious Discipline - We will use the PBIS program and Conscious Discipline approach to reinforce appropriate character traits. PBIS and Conscious Discipline 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/Conscious Discipline

Research Cited: PBIS and Conscious Discipline are researched based programs.

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	08/08/2018	05/23/2019	\$0 - No Funding Required	School Counselor

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	08/08/2018	05/23/2019	\$0 - No Funding Required	All OES staff

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

Goal 1:

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

Measurable Objective 1:

A 2% increase of English Learners students will demonstrate a proficiency during the 2018-2019 EL program. EL students at Odenville Elementary School will make greater than or equal to a .5 gain in their overall composite ACCESS score in English Language Arts by 05/23/2019 as measured by domain scores on the 2018 2019 ACCESS 2.0..

Strategy1:

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

Category: Develop/Implement Student and School Culture Program

Research Cited: WIDA Can Do Model

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 and individual adaptive reading program will be available for all LEP students 24/7 on any supported technological device.	Direct Instruction	08/08/2018	05/23/2019	\$200 - Other	Teachers

Activity - 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	08/08/2018	05/23/2019	\$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 and retired SCC volunteers will occur.	Direct Instruction	08/08/2018	05/23/2019	\$0 - Other	Teachers, SCC volunteers, 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?

We lost two and a half units from last school year. One teacher retired and one teacher resigned. We now share our counselor with the Intermediate school where she was full time at our school last year.

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

We have 11 teachers with a Bachelor's degree, 19 teachers with a Master's degree, 1 teacher with an Education Specialist Degree. 63% of our teachers have 11+ years of experience while 37% 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 instruction. 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, communication device training, CPR 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, PTO, 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 an experienced teacher in the same grade level. These experienced 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."

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 coaching to teachers who require additional support.

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:
 OES will engage in coaching and collaborative planning as we transition our early intervention students as we build the foundation PreK-2 as well as our 2nd graders to OIS as 3rd graders.

Measurable Objective 1:
 complete a portfolio or performance and assist with SMART Goal Planning with Early Intervention and our OIS Feeder School for transitions. by 05/23/2019 as measured by collaboration and observation.

Strategy1:
 School Walkthroughs and Kamps - OES houses two Special Needs Pre K Classrooms for preschool students with disabilities to ensure successful transition to elementary school. The program is staffed with a speech language pathologist, occupational therapist, physical therapist, qualified teachers and support staff. When students enter Kindergarten registration in May, these students will be assessed using a readiness inventory. Students may attend a Kamp to familiarize with routines, procedures and meet new friends. During the last nine weeks of the school year, the second grade students will have a pen pal from the third grade. Second grade students will visit OIS and transition with families. To ensure a successful transition from the special education classroom to the regular classroom, the special education teacher will monitor each child making these adjustments.
 Category: Develop/Implement Student and School Culture Program
 Research Cited:

Activity - SMART Goal Setting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Smart Goal Planning for Grade Level Transitions	Parent Involvement Behavioral Support Program Direct Instruction Academic Support Program	08/08/2018	05/23/2019	\$0 - Other	OES Staff

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

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

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. 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 were 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 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 uses family surveys and teachers 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 uses DIBELS and Scantron assessments to drive instruction and to determine at risk students. 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 schoolwide program has been effective. We use our 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.

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.	24.88

Provide the number of classroom teachers.

24.88

Label	Question	Value
3.	Provide the total of all salaries for the FTE Teacher Units.	1422517.0

Total

1,422,517.00

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.	74398.0

Total

74,398.00

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.

.5

Label	Question	Value
3.	Provide the total of all salaries for the Counselor.	60605.0

Total

60,605.00

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.	43674.0

Total

43,674.00

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.	8241.0

Total

8,241.00

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.	2472.3

Total

2,472.30

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.	14677.0

Total

14,677.00

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.	2640.97

Total

2,640.97

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	136874.5

Provide a brief explanation and breakdown of expenses.

OES Title I Budget 2018-2019

134206.52

2.15 Teacher's salaries/ benefits, subs, materials/supplies

929.20 Pooled materials/supplies

1738.78 Family engagement

Title II

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

Provide a brief explanation and a breakdown of expenses.

The Title II funds will be dispersed systemwide 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 dispersed systemwide 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

Title V

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

Provide a brief explanation and a breakdown of expenses.

0

Career and Technical Education-Perkins IV

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

Provide a brief explanation and breakdown of expenses.

0

Career and Technical Education-Perkins IV

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

Provide a brief explanation and breakdown of expenses.

0

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

Provide a brief explanation and breakdown of expenses.

0

Other

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

Provide a brief explanation and a breakdown of expenses.

0

Local Funds

Label	Question	Value
1.	Provide the total	158107.0

Provide a brief explanation and breakdown of expenses.

OES Local Funds

Public Funds \$158,107.00 Non Public Funds \$19,957.00

Local School Revenue will supplement State and Federal Funds.

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 our school-wide block party 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 host a curriculum/family engagement night to inform families regarding school/classroom procedures and curriculum. We have the option of phone conferences for those parents that cannot come to school. We have several PTO meetings throughout the school year that invite families to become involved with the school. All parents are invited to give input in the decision making process of various activities and events. From there, an OES committee is formed. This 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, study guides, 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, we use our webpage and social media outlets to provide school wide information related to events and academics expectations. Our school will highlight student success by hosting various events and open house nights. These events will 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, with involvement of the administration, provide 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))

Our schools' compact outlines how families, the staff, and the students will share the responsibility for improved student achievement. The compact explains how the school and families will build and develop a partnership to help our children achieve the state standards. The school/parent compact will be explained to the families at the beginning of each school year, within our Title I meeting. This compact will be signed by all parties and housed in the students classroom for use during conferences. By signing the compact, parents agree to work in a partnership with the school and their child to ensure a successful year.

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 are given to families. This information is shared through our curriculum night, verbal information, social media, 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 nights 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 and training to parents 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 nights 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 website and social media pages 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 to support student learning. During open house and social events, teachers provide families with an overview of the grade level curriculum, student successes, 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 PTO 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 and communication. 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 and staff of the importance of family engagement. The liaison emphasizes the importance in reaching out to, communicating with, and working with families as equal partners, to 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, social media outlets, announced through 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.