

Assurances

The Instructional Leadership Team members that must be present include the principal, guidance counselor, district school improvement specialist (or other designee), appropriate content-area teachers, parent representatives, and student representatives (as appropriate). Depending on the data, additional members may include special population representatives (Technology Coordinator, Special Education, ELL, etc.), district federal programs coordinator, district chief school financial officer, community stakeholders, or any other member as appropriate. Documentation will be maintained on site.

Upon submission of the Continuous Improvement Plan, the LEA assures that the plan has been properly reviewed and approved by the local Board of Education. Documentation will be maintained on site.

Ⓟ Indicates LEA Principal Approval based on Assurances listed above.

Part I NEEDS ASSESSMENT- SUMMARY OF DATA

Provide a brief description of the planning process, including how teachers will be involved in decisions regarding the use of state academic assessments, and other data sources in order to provide information on and to improve the achievement of individual students and the overall instructional program and how parents were involved with faculty and staff in developing, and implementing the CIP (Title I, Section 1116(b)(A)(viii):

During the 2010-2011 school year, administration and leadership team members reviewed Odenville Elementary School's Continuous Improvement Plan numerous times as a team and throughout the year with faculty, staff and parents. Professional Learning Communities were held to discuss the degree in which implemented strategies were being met. In August, the school leadership team, including a member of our Advisory Council, reviewed the 2010-2011 Continuous Improvement Plan to determine what strengths and weaknesses were shown from the data. This information was shared in the August professional learning community meeting. Input was provided as the school leadership team, faculty and staff, along with interested parents, convened to disaggregate data results from DIBELS and school wide assessments administered in 2010-2011, as well as SAT-10 and ARMT data, school incident report data, pride survey data, Educate Alabama data and other local demographic data. This data was reviewed to make effective decisions about the 2011-2012 Continuous Improvement Plan. The OES team provided suggestions based on the elements of the former plan that were successful and the elements that our school need to continue to improve on. School action teams were created to suggest strategies, professional development, budget, safety and benchmarks for the goals established. At the draft completion, faculty, staff and interested parents will review the plan and suggest modifications, if needed. The Continuous Improvement Plan for the 2011-2012 school year will be published and shared with the district. Requested modifications will be examined and decisions will be made in our professional learning community meetings. The finalized Continuous Improvement Plan will be sent to the district school board for approval and signatures, then placed on our school website and in the front office as well as overview of essential components of the plan will be displayed in each classroom throughout the school.

Instructional Leadership Team Names and Positions

- **The Leadership Team must include the principal, faculty [including ELL resource lead teacher if applicable], staff, parents, community stakeholders, and/or students.**
- **Identify position held, e.g., Administration, Faculty, Staff, Grade Level and/or Subject Area, Parents and Community members)**

Christa Urban-Principal
 Holli Hicks-Assistant Principal
 Amy Buckner-Counselor
 Treina Kinder-Special Education Teacher
 Tracie Morris-Reading Coach
 Amanda Rodgers-Reading/Math Interventionist
 Susan Hill-EL Teacher
 Pam Browning-Librarian
 Janet Bloomston-Pre K Teacher
 Cayla Brasher-Kindergarten Teacher
 Meg Lowry-Kindergarten Teacher
 Mary Ellen Butterworth-1st Grade Teacher
 Becky Fondren-1st Grade Teacher

Salli Bauer-2nd Grade Teacher
 Paige Herren-2nd Grade Teacher
 Doreen Sima-PTO President
 Shawnta Luke-Advisory Council Member
 Omar Venegas-EL Parent
 Joy Ray-Special Needs Parent

Part I (cont.) NEEDS ASSESSMENT- SUMMARY OF DATA

SUMMARY OF NEEDS BASED ON A COMPREHENSIVE REVIEW OF DATA

I have reviewed the [Annual Accountability Results Report](#)

Part I (cont.) NEEDS ASSESSMENT- SUMMARY OF DATA

Briefly describe the process your faculty used to conduct the needs assessment (analysis of all data).

The School Leadership Team reviewed and analyzed data from a variety of sources, looking for patterns of strengths and weaknesses. Those data sources included: DIBELS, SAT-10, ARMT, ACCESS, AAA, STAR Reading, Destination Success, Parent Surveys, Student Attendance, Teacher Attendance, and Educate Alabama results. Needs from the data sources were essential in writing improvement goals for OES.

Highly Qualified Teachers (HQT): Describe how staffing decisions ensure that highly qualified, well-trained teachers provide instruction and how their assignments most effectively address identified academic needs.

There are 35 Highly Qualified teachers employed at Odenville Elementary. The teachers are selected and interviewed for those applicants who are highly qualified and certified. After all information is carefully considered and reviewed, the administration makes a decision according to the class assignment and the current outlined needs to make sure the staff placement is in the best interest for all students. The teachers at OES receive ongoing training using ARI and best practice math strategies. Teachers continue to develop professionally in all areas of curriculum. OES funds two teacher units with Title I funds. These teachers are used to reduce class size and meet the instructional needs of our students.

Number and percentage of teachers Non-HQT:

zero percent

Number and percentage of Classes Taught by Non-HQT:

zero percent

Alabama High School Graduation Exam (AHSGE):

Strengths:

St Clair County High School students made Adequate Yearly Progress based on 2011 test scores per Alabama High School Graduation Exam. Ninety-four percent of high school seniors passed the reading subtest which is an increase of 1% from ninety-three percent in 2010.

Weaknesses:

Although eleventh grade students met Adequate Yearly Progress, eighty two percent passed the reading subtest which is a decrease of four percent from eighty-six percent in 2010, and eighty four percent passed the math subtest with no change from 2010 data. Ninety percent of seniors passed the math subtest which is a decrease of three percent from ninety-three percent in 2010.

Alabama Reading and Mathematics Test (ARMT):

Strengths:

All school population subgroups except special education made Adequate Yearly Progress on the ARMT in Reading in 2011. Fifth grade increased overall reading scores from eighty-two percent in 2010 to eighty-six percent in 2011. Fourth grade increased overall reading scores from seventy-seven percent in 2010 to eighty-two percent in 2011. Reading Vocabulary Knowledge was demonstrated as an area of strength on the ARMT by the following percentages at each grade level: The mean percent correct in third grade was eighty-five percent correct which is a five percent increase from eighty percent in 2010. The mean percent correct in fourth grade was eighty-two percent correct which is a three percent increase from seventy-nine percent in 2010. The mean percent correct in fifth grade was eighty-three percent correct which is a two percent increase from eighty-one percent in 2010.

All school population subgroups including special education made Adequate Yearly Progress on the ARMT in Math in 2011. Fifth grade improved overall math performance from seventy-three percent in 2010 to ninety-two percent in 2011. Fourth grade improved overall math performance from seventy-one percent in 2010 to seventy-six percent in 2011. Third grade improved overall math performance from seventy-nine percent in 2010 to eighty percent in 2011. The special education population subgroup improved their proficiency index from -16.12 to -7.95 in 2011. In third grade, students scored a mean percent correct of eighty-eight percent in 2011 on comparing, ordering, and expanding whole numbers which is an increase of six percent from eighty-three percent in 2010. In fourth grade, students maintained performance on writing money amounts in dollar/cent notation at eighty-seven percent correct in 2011. Fourth graders also scored at eighty-three percent correct in 2011 on finding locations on a map or grid using ordered pairs which is an increase of ten percent from seventy-three percent in 2010. Fifth grade students scored at eighty-seven percent correct in 2010 on identifying regular and congruent polygons which is a seven percent increase from eighty percent in 2010. In fifth grade, students scored at sixty-seven percent in 2011 which is increase of twenty-two percent from forty-five percent in 2010 on adding and subtracting fractions with common and uncommon denominators which was a standard targeted on our 2010 Continuous Improvement Plan. In fifth grade, students scored at fifty-three percent in 2011 on converting units of measurement with the same system which is an increase of fifteen percent from thirty-eight percent in 2011. Fifth grade students scored at seventy-two percent in 2011 on solving problems involving basic operations which is a fifteen percent increase from fifty-seven percent in 2010. These standards were also targeted on our 2010 plan.

Weaknesses:

The special education subgroup did not make Adequate Yearly Progress in Reading in 2011. Their proficiency index decreased from -15.97 in 2010 to -17.31 in 2011. In third grade, overall reading performance decreased from eighty-nine percent in 2010 to eighty-three percent in 2011. Using strategies to comprehend literary/recreational materials was demonstrated as an area of weakness on the ARMT at each grade level. The mean percent correct in third grade was fifty-six percent in 2011 which is a five percent decrease from sixty-one percent in 2010. The mean percent correct in fourth grade was seventy percent in 2011 which is a fifteen percent increase from fifty-five percent in 2010. The mean percent correct in fifth grade was sixty-six which is a nine percent increase from fifty-seven percent in 2010. Although this is an increase in fourth and fifth grades, it remains an area of need since it falls short of annual measurable objectives. Using strategies to comprehend functional and textual/informational materials was demonstrated as an area of weakness on the ARMT by the following percentages at each grade level. The mean percent correct in third grade was fifty-six percent in 2011 which is an eight percent decrease from sixty-four in 2010. The mean percent correct in fourth grade was fifty-three percent in 2011 which is a six percent decrease from fifty-nine percent in 2010. The mean percent correct in fifth grade was sixty-one percent in 2011 which is a three percent increase from fifty-eight in 2010. Although this is a slight increase in fifth grade, it remains an area of need since it falls short of annual measurable objectives.

Standards involving categorizing data as categorical or numerical in third and fourth grades and analyzing data in fifth grade were areas of weakness. In third grade, the mean percent was fifty-five percent in 2011 which is an eight percent increase from 2010. In fourth grade, the mean percent correct was forty percent correct in 2010 which is no change from 2011. In fifth grade, the mean percent correct was fifty-two percent in 2011 which is three percent decrease from fifty-five percent in 2011. In third grade, using coins to make change was also an area of weakness. The mean percent correct in 2011 was sixty-four percent which is a decrease of six percent from seventy percent in 2011. In fourth grade, multiplying and dividing whole numbers was also an area of weakness. The mean percent correct was forty-three percent in 2011 which is a three percent increase from forty percent in 2010. In fifth grade, solving problems involving basic operations was an area of weakness. The mean percent correct was seventy-two percent correct in 2011 which is a fifteen percent increase from fifty-seven percent in 2010. In fifth grade, converting units of measurement was also an area of weakness. The mean percent correct was fifty-three percent correct in 2010 which is a fifteen percent increase from thirty-eight

Alabama Science Assessment:**Strengths:**

Eighty-one percent of fifth grade students at Odenville Intermediate School scored at a proficient level on the Alabama Science Assessment which is an increase of eleven percent from seventy percent in 2010. Students in fifth grade scored sixty-three percent correct on Physical Science which is an increase of nine percent from fifty-four percent in 2010, and they scored sixty-nine percent correct on Earth and Space Science which is an increase of six percent from sixty-three percent in 2010. Eighty three percent of students at Odenville Middle School met and exceeded Life Science content standards.

Weaknesses:

Fifth grade students at Odenville Intermediate School scored fifty-two percent correct on Life Science which is no change from 2010. An area of concern for Odenville Middle School students on the Life Science content standards is describing evidence of species variation due to climate, changing landforms, interspecies interactions and genetic mutation as students scored fifty-one percent mean correct.

Stanford 10:

Strengths:

Special Education students at Odenville Intermediate School improved from fourteen percent to twenty one percent in third grade Reading. Special Education students improved from fifteen percent to twenty-five percent in third grade Math.
 Stanford 10 Strengths for Odenville Middle School:
 6th Reading - Reading Vocabulary with a mean score of ninety-three percent.
 7th Reading - Synonyms and Literacy with mean scores of ninety-three percent and eighty-nine percent respectively.
 8th Reading - Multiple Meaning Words and Critical Analysis with mean scores of ninety-one percent and ninety-four percent respectively.
 6th Math - Geometry and Measurement with a mean score of eighty-five percent.
 7th Math - Patterns/Relationships/Algebra with a mean score of eighty-six percent.
 8th Math - Computation/Symbolic Notation with a mean score of eighty-nine percent.

Weaknesses:

All students at Odenville Intermediate School scores decreased from fifty-seven percent to forty-eight percent in third grade Reading. Male students scores decreased from fifty-two percent to forty-six percent in Math.
 Stanford 10 Weaknesses for Odenville Middle School:
 6th Reading - Reading Vocabulary Thinking Skills and Reading Comprehension Thinking Skills with mean scores of seventy-two percent and seventy-three percent.
 7th Reading - Vocabulary Thinking Skills and Reading Thinking Skills with mean scores of twenty-three percent and twenty percent below average.
 8th Reading - Vocabulary Thinking Skills and Reading Interpretation Skills with mean scores of twenty percent and eighteen percent below average.
 6th Math - Number Sense with a mean score of thirty-three percent below average.
 7th Math - Number Sense and Operations with a mean score of twenty-eight percent below average.
 8th Math - Number Sense and Operations with a mean score of seventeen percent below average.

Dynamic Indicators of Basic Early Literacy Skills (DIBELS):

Strengths:

Spring 2011 DIBELS data indicates that two percent of first grade students had a deficit in Nonsense Word Fluency at Odenville Elementary School. Eighty-six percent of kindergarten students were established in Phoneme Segmentation Fluency.

Weaknesses:

At Odenville Elementary School, Spring 2011, DIBEL data indicates that nineteen percent of kindergarten students were at risk in Nonsense Word Fluency. Ten percent of second grade students scored at-risk on Spring DIBELS assessments in Oral Reading Fluency.

Part I (cont.) NEEDS ASSESSMENT- SUMMARY OF DATA

Alabama Direct Assessment of Writing (ADAW):

Strengths:

Not applicable---The students did not take this assessment in 2011.

Weaknesses:

Not applicable---The students did not take this assessment in 2011.

ACCESS for English Language Learners (ELLs):

Strengths:

63% of EL students school-wide at Odenville Elementary made APLA (AMAO-A)based on their ACCESS composite scores for 2011. At Odenville Elementary,there were 25% of the students, schoolwide, who made AMAO-B and were considered fluent.

Weaknesses:

AMAO results show 8 students at OES did not make APLA (AMAO-A) based on their ACCESS composite scores for 2011. 75% of OES students did not make AMAO-B. Writing was the domain where the most need exists with 88% of all OES students scoring below 4.8.

EducateAL or other Professional Evaluation Profile Information:**Strengths:**

Standard 1— Content Knowledge

To improve the learning of all students, teachers master the disciplines related to their teaching fields including the central concepts, important facts and skills, and tools of inquiry; they anchor content in learning experiences that make the subject matter meaningful for all students.

Weaknesses:

Standard 3—Literacy

To improve student learning and achievement, teachers use knowledge of effective oral and written communications, reading, mathematics, and technology to facilitate and support direct instruction, active inquiry, collaboration, and positive interaction.

Additional Data Sources: (e.g., Alabama Alternate Assessment [AAA], School Technology Plan Data)**Strengths:**

On the Alabama Alternate Assessment, all fourth grade students participating at Odenville Intermediate School scored at a Level III in both Reading and Math. All third grade students participating scored at a Level IV in Math. In fifth grade, three of four students scored at a Level IV in Reading and three of four students scores at a Level III and IV in Math.

Weaknesses:

On the Alabama Alternate Assessment administered at Odenville Intermediate School, one third grade student scored at a Level II in Reading, and on fifth grade student scored at a Level III in both Reading and Math.

Local Data (e.g., LEA, school, and grade-level assessments, surveys, program-specific assessments, other Rtl data):**Strengths:**

Our classroom teachers met in professional learning communities this summer to develop user friendly grade level pacing guides for reading, math, science and social studies. The Harcourt reading program has offered an explicit phonics progression along with comprehension strategies taught consistently throughout grade levels. The theme tests administered give teachers data to know if students need strategic intervention, which is aligned very well with the core. Teachers have access to the strategic intervention materials built into the Harcourt reading program that are used daily during Tier II intervention. St Clair County has purchased Classworks Assessments as this assessment will be used to assess all student skills as well as identify specific needs for specialized instruction for students correlating with RTI.

Weaknesses:

At Odenville Elementary more funding could always help reduce teacher/student ratio in the classroom as teachers could provide more small group interventions with smaller class sizes. The writing portion of the Harcourt reading program does not have a consistent flow. There are not enough opportunities to work on a particular skill and have a firm grasp on new writing skills before moving on to something else. Teacher have to supplement programs such as Being a Writer to see proficiency in writing.

Career and Technical Education Program Data Reports:**Strengths:**

The APEX initiative is continuing to meet the needs of our at risk population.

Weaknesses:

Not applicable

Part I (cont.) NEEDS ASSESSMENT- SUMMARY OF DATA

School Demographic Information related to student discipline (e.g. total office referrals, long- and short-term suspensions, expulsions, alternative school placements, School Incidence Report (SIR) data, or student attendance).

Strengths:

Odenville Elementary School has very few incidents to report. Most discipline issues that occur are Class I or II violations. There were not severe incidents to report on the SIR state report. The number of office referrals decreased from fifty six to thirty three in one year. The decrease is due to our school wide implementation of the Positive Behavior Support System through the Safe Schools Grant.

Weaknesses:

Twelve students had to go to the Early Warning Program from Odenville Elementary School. Our school had six hundred thirty students tardy during the 2010-2011 school year as well as one thousand, one hundred thirty-nine students check out of school. The Odenville Elementary administration, faculty and staff has educated the parents of our students of the new attendance policy in our County Code of Conduct Book for the 2011-2012 school year that will help enforce attendance in our schools.

School Demographic Information related to drop-out information and graduation rate data.

Strengths:

The Credit Recovery initiative and APEX program is being utilized to prevent future drop out/graduation rate percentages from increasing. St Clair County High School had one hundred percent participation in the Alabama High School Graduation Exam.

Weaknesses:

The graduation rate was eighty percent and our goal was ninety percent.

School Demographic Information related to teacher attendance, teacher turnover, or challenges associated with a high percent of new and/or inexperienced faculty.

Strengths:

Novice Highly Qualified and new experienced teachers are assigned a school mentor to improve effectiveness and knowledge about school procedures, policies, instructional strategies and daily routines. Seventy four percent of Odenville Elementary School faculty have an advanced academic degree. Seventy four percent of our faculty has an accumulation of more than ten years of experience in education.

Weaknesses:

Teacher and staff attendance is an area of improvement at Odenville Elementary. In November 2010, there were seventy-four and a half days taken by teachers and staff. In April 2011, there were fifty and a half days taken by teachers and staff. This is a decrease from the previous year(November 104 and April 108).

School Demographic Information related to student attendance, patterns of student tardiness, early checkouts, late enrollments, high number of transfers, and/or transiency including migratory moves (if applicable).

Strengths:

Odenville Elementary School has developed an effective student attendance motivation reward system. The Odenville Elementary administration, faculty and staff has educated the parents of our students of the new attendance policy in our County Code of Conduct Book for the 2011-2012 school year that will help enforce attendance in our schools. We also work closely with our

District Attorney's office to enforce St Clair County attendance policy.

Weaknesses:

Our school had six hundred thirty students tardy during the 2010-2011 school year as well as one thousand, one hundred thirty-nine students check out of school.

School Perception Information related to parent perceptions and parent needs including information about literacy and education levels.

Strengths:

According to Parent Surveys, ninety-nine point nine percent of our parents believe their children are happy, safe and learning at Odenville Elementary. Ninety nine point nine percent of our parents who completed surveys have positive communication/relation with the administration, teachers and staff and feel we are meeting their children's needs. Mrs. Buckner has a "Parent Party" once a month welcoming any parents or guardians providing "parenting" support and information.

Weaknesses:

Only one parent that completed the survey did not think her child was happy at Odenville Elementary School. One parent did not feel as if she had a part in decision making at Odenville Elementary. According to surveys, parents need help getting their children motivated for school.

School Perception Information related to student PRIDE data.

Strengths:

Odenville Elementary School students do not have Student Pride data.

Weaknesses:

Odenville Elementary School students do not have Student Pride data.

School Process Information related to an analysis of existing curricula focused on helping English Language Learners (ELLs) work toward attaining proficiency in annual measurable academic objectives (AMAOs).

Strengths:

Harcourt's Storytown reading program was adopted by our system in August of 2008. It has a detailed and extensive EL section in each lesson plus supplemental activities as needed. The program also includes an EL version of leveled readers and an accompanying CD. EL students receive supplemental instruction by an ESOL teacher using the adopted curricula plus a variety of materials according to individual language proficiency needs.

Weaknesses:

Scott Foresman math program lacks supplemental materials/suggestions for instruction with EL students.

School Process Information related to an analysis of existing personnel focused on helping English Language Learners (ELLs) work toward attaining proficiency in annual measurable academic objectives (AMAOs).

Strengths:

The EL instructor at Odenville Elementary School has extensive experience and holds a Reading Specialist certification as well as a Ph.D. in Early Childhood Education. She provides individualized help with accommodations for those teachers having EL students in their classrooms.

Weaknesses:

The EL instructor is employed only part-time; therefore, instructional time is limited with students.

School Process Information uncovered by an analysis of curriculum alignment, instructional materials, instructional strategies, reform strategies, and/or

extended learning opportunities.

Strengths:

Odenville Elementary School uses a strong research based reading program Houghton/Mifflin’s Harcourt “Storytown” that was adopted by our school system in August 2008 and correlates with the Alabama Reading Initiative components. The Reading Coach provides professional development and guidance daily. All teachers will have professional development opportunities during our professional learning community meetings monthly as well as shared planning time to work through lesson plans, strategies and instruction together. We will continue to implement our protected strategic intervention lessons so that at-risk students can receive additional small group assistance. A Reading/Math intervention teacher was hired this school year to enhance the skills of our Tier III at risk students. Longitudinal data is used to tailor instruction. Some other supplemental programs that are implemented during each instructional day are: Fluency Formula, Read Naturally, Being a Writer, Destination Success, STAR/AR Reading, Singapore Math, Technology Tools(including computers, elmos, televisions, LCD projectors, printers, digital cameras, flip video cameras, scanners,mobiviews, mimios, Smartboard, Flex Schedule, Computer Labs. An after school program is in place for students each day from 3-6 pm. Students are able to complete homework, have physical activity time and computer time. Our Community Education Director received a 21st Century Grant for our after school program consisting of \$125,000 for three years so that Odenville Elementary can continue 21st century best practices. Students have the opportunity to sign up for art, chess, guitar, after school each week. Tutorial sessions are offered for at risk students through our Title I funding during February/March as well as a Kindergarten Kamp for incoming Kindergarteners in July. Enrichment opportunities are offered to those over achieving students weekly and our PE teachers are developing clubs such as handbells, basketdribbling, etc so that students may explore learning opportunities. Odenville Elementary School implements the Safe Schools Grant with the Positive Behavior Intervention Support system and PE Play Grant. Many teachers have been awarded grants and several teachers are furthering their degrees. School action teams will assess our schools overall strengths and weaknesses, including instruction and safety, and meet to analyze that data monthly. Email distribution lists have been set up to easily and quickly contact parents as well as the teacher/staff friendly websites. Our fenced in playground and walking track are accessible and used daily at OES as well as the covered outdoor classroom. Our faculty, staff and parents continue the project of maintaining the interior and exterior of OES!

Weaknesses:

Based on the state assessment data, improvement is needed to be focused on comprehension of recreational reading and information/functional reading materials. Monitoring and documenting the Strategic Intervention protected instructional time will be an improvement for each classroom. We will continue to meet the vast needs of our at risk population through parent/teacher conferences/contacts, documentation and implementation of Positive Solving Team. The Scott Foresman Math Program was found not developmentally appropriate. Teachers will continue to implement Singapore Math strategies as a supplement to Scott Foresman as Number Sense/Operations is an area of improvement, based on state assessment data.

Part II - GOAL TO ADDRESS ACADEMIC NEEDS

Part II - GOAL TO ADDRESS ACADEMIC NEEDS – All components to support improving academic achievement, INCLUDING SCHOOL CULTURE CONSIDERATIONS, should be related to the weaknesses identified in the data summary. Use the SMART Goals format to address areas of need.

CONTINUOUS IMPROVEMENT GOALS (SHOULD ADDRESS PE IDENTIFIED WEAKNESSES AND GAPS):

G1. Reading Comprehension

Description:

Increase percentage of students in third grade scoring proficient in reading on the ARMT from eighty-three percent to ninety-two percent for the academic 2011-2012 school year, Increase the percentage of students in fourth grade scoring proficient nine percent in reading on the ARMT from eighty-two percent to ninety-one percent for the academic 2011-2012 school year, and Increase the percentage of students in fifth grade scoring proficient six percent in reading on the ARMT from eighty-six percent to ninety-two percent for the academic 2011-2012 school year. Fluency Skills of 2nd Grade students will increase from seventy percent at low risk to seventy-five percent on Spring Oral Reading Fluency DIBELS.

Data Results on which goal is based:
ARMT/DIBELS

Target Grade Level(s): Kindergarten-Fifth Grade
Target Content Area(s): Reading

ARMT: Reading

Additional Academic Indicators:

Attendance

Target Student Subgroup(s):

Special Education, Black Students

Courses of Study:

Language Arts AL COS 5 Read with fluency passages containing complex sentences Read 90-100 words per minute Technology AL COS 10,11,12,13,14,15,16
 Language Arts AL COS 1,2,3,4,5,6,7 Language Arts AL COS 1,2,3,4,5,6,7 Technology AL COS 10,11,12,13,14,15,16 Language Arts AL COS 4 Language Arts
 AL COS Language Arts AL COS Reading 90-100 WPM Language Arts AL COS

Strategies:

S1.1 Systematic Instruction

Description:

All grade level teachers will provide explicit and systematic instruction of reading daily based on student needs.

Action Steps:

AS1.1.1 Whole Group/Small Group Instructional Strategies

Description:

Whole and small group instruction will be utilized to meet the needs of all students during the reading block as reading parts of the CAFÉ book.

Benchmarks:

Lesson Plans Walk Throughs Discovery Ed Assessments Theme Tests Progress Monitoring Weekly and monthly progress monitoring of oral reading fluency Mid-year and end of year DIBELS Assessment of oral reading fluency Monthly data meetings to review the data Classworks Assessments

AS1.1.2 Effective Strategic Instruction

Description:

All grade teachers will develop and deliver effective, strategic instruction daily and students identified will receive additional intervention services.

Benchmarks:

Lesson Plans Walk Throughs Discovery Ed Assessments Theme Tests Progress Monitoring Weekly and monthly progress monitoring of oral reading fluency Mid-year and end of year DIBELS Assessment of oral reading fluency Monthly data meetings to review the data Classworks Assessment

AS1.1.3 Safe and Supportive Learning Culture

Description:

All teachers will provide a safe and supportive learning culture in which relationships are built and maintained.

Benchmarks:

Lesson Plans Walk Throughs Discovery Ed Assessments Theme Tests Progress Monitoring Weekly and monthly progress monitoring of oral reading fluency Mid-year and end of year DIBELS Assessment of oral reading fluency Monthly data meetings to review the data Classworks Assessments

AS1.1.4 Rigorous Curriculum**Description:**

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.

Benchmarks:

Lesson Plans Walk Throughs Discovery Ed Assessments Theme Tests Progress Monitoring Weekly and monthly progress monitoring of oral reading fluency Mid-year and end of year DIBELS Assessment of oral reading fluency Monthly data meetings to review the data Classworks Assessment

AS1.1.5 Reading Strategies**Description:**

All teachers will use predictable text, maximize practice of decodable and nonfiction text, build automaticity through practice with letter recognition, sight words and Frye phrases, use technology such as, Dolch and Frye Powerpoints, Destination Success, web sites and textbook web-based learning sites, model fluent reading with read alouds, songs, and poems, maximize the amount of reading practice time through out ALL reading stations.

Benchmarks:

Lesson Plans Walk Throughs Discovery Ed Assessments Theme Tests Progress Monitoring Weekly and monthly progress monitoring of oral reading fluency Mid-year and end of year DIBELS Assessment of oral reading fluency Monthly data meetings to review the data Classworks Assessment

Interventions:

Small group instruction - Second Dip Intervention by Classroom Teacher PST referral Fluency Intervention Program Targeted practice on skill area deficits Tumblebooks PebbleGO - Reading A-Z

Resources:

Teachers - \$126,787 1-1st grade (.25) 1-K teacher and Remediation Teacher k-2 Harcourt resources PebbleGO - \$400(Title 1) Reading A-Z \$600 (Title 1) Title I During School Tutorial \$707.00

S1.2 Grade Level Collaboration**Description:**

All grade level teachers will collaborate with peers, the administration and reading coach in order to discuss adjustments of reading instruction on a weekly basis.

Action Steps:**AS1.2.1 Flexible Groups Targeting At Risk****Description:**

Grade level teachers will establish flexible groups within the classroom and target at-risk students for additional intervention.

Benchmarks:

Lesson Plans Walk Throughs Discovery Ed Assessments Theme Tests Progress Monitoring Weekly and monthly progress monitoring of oral reading fluency Mid-year and end of year DIBELS Assessment of oral reading fluency Monthly data meetings to review the data Classworks Assessment Sign In Sheets/Agendas

AS1.2.2 Strategic Lesson Plan

Description:

As all grade level teachers will begin utilizing the strategic instruction lesson plan , students progress will be monitored on assessments and discussed at the weekly data meetings.

Benchmarks:

Lesson Plans Walk Throughs Discovery Ed Assessments Theme Tests Progress Monitoring Weekly and monthly progress monitoring of oral reading fluency Mid-year and end of year DIBELS Assessment of oral reading fluency Monthly data meetings to review the data Classworks Assessment Sign In Sheets/Agendas

Interventions:

Pebble Go Reading A-Z Meeting in Small groups as needed

Resources:

Teachers - \$126,787 PebbleGO - \$400 Reading A-Z \$600

1.3 Technology

Description:

All teachers will use technology and research based materials.

Action Steps:

AS1.3.1 Implement Technology

Description:

All teachers will implement Powerpoints of Dolch, Frye and high frequency words in the classroom.

Benchmarks:

Lesson Plans Walk Throughs Discovery Ed Assessments Theme Tests Progress Monitoring Weekly and monthly progress monitoring of oral reading fluency Mid-year and end of year DIBELS Assessment of oral reading fluency Monthly data meetings to review the data Classworks Assessment Sign In Sheets/Agendas

AS1.3.2 Phrasing

Description:

Second grade teachers will use predictable and leveled text and build automaticity through explicit phrasing lessons.

Benchmarks:

Lesson Plans Walk Throughs Discovery Ed Assessments Theme Tests Progress Monitoring Weekly and monthly progress monitoring of oral reading fluency Mid-year and end of year DIBELS Assessment of oral reading fluency Monthly data meetings to review the data Classworks Assessment Sign In Sheets/Agendas

Interventions:

Pebble Go Reading A-Z Meeting in Small groups as needed

Resources:

PebbleGO - \$400 Reading A-Z \$600

§1.4 Text/Inform and Functional Reading

Description:

All grade level teachers will incorporate textual/informational and functional reading in core and content to provide more explicit instruction and practice.

Action Steps:

AS1.4.1 Anchor Charts

Description:

Students will participate in the creation of anchor charts to demonstrate knowledge of main idea, supporting details, summarizing passages and drawing conclusions.

Benchmarks:

Lesson Plans Walk Throughs DIBELS Progress Monitoring Course of Study Objectives Item Specs Test Prep-Harcourt Materials

AS1.4.2 Small Group Reading

Description:

Students will be actively engaged in small group activities while using informational and functional reading materials weekly.

Benchmarks:

Lesson Plans Walk Throughs DIBELS Progress Monitoring Course of Study Objectives Item Specs Test Prep-Harcourt Materials

AS1.4.3 Reading Board

Description:

Students will participate in the creation of reading boards to demonstrate knowledge of main idea, supporting details, summarizing passages and drawing conclusions.

Benchmarks:

Lesson Plans Walk Throughs DIBELS Progress Monitoring Course of Study Objectives Item Specs Test Prep-Harcourt Materials

Interventions:

Small group instruction - Second Dip Intervention by Classroom Teacher PST referral Fluency Intervention Program Classworks Assessment

Resources:

Teachers \$126,787 Teacher/Student Made Materials

§1.5 Word Study/Vocabulary

Description:

All grade level teachers will incorporate word study skills and vocabulary into core and content.

Action Steps:

AS1.5.1 WOW Words

Description:

Use WOW words to enrich word walls and encourage vocabulary use.

Benchmarks:

Lesson Plans Walk Throughs DIBELS Progress Monitoring Course of Study Objectives Item Specs Test Prep-Harcourt Materials

AS1.5.2 Vocabulary Instruction

Description:

Integrate vocabulary instruction into whole group, small group and station activities.

Benchmarks:

Lesson Plans Walk Throughs DIBELS Progress Monitoring Course of Study Objectives Item Specs Test Prep-Harcourt Materials

AS1.5.3 Harcourt Vocabulary Lessons

Description:

Utilize Harcourt weekly vocabulary lessons.

Benchmarks:

Lesson Plans Walk Throughs DIBELS Progress Monitoring Course of Study Objectives Item Specs Test Prep-Harcourt Materials

AS1.5.4 Word Building

Description:

Utilize the use of word sorts, foldable/color coding, Word building strategy instruction, word journals, turn and talks.

Benchmarks:

Lesson Plans Walk Throughs DIBELS Progress Monitoring Course of Study Objectives Item Specs Test Prep-Harcourt Materials

Interventions:

Small group instruction - Second Dip Intervention by Classroom Teacher PST referral Fluency Intervention Program Classworks Assessment

Resources:

Teachers \$126,787 Teacher/Student Made Materials

S1.6 Reread Text for Fluency Practice

Description:

Students will reread text at independent and instructional levels to practice fluency throughout the curriculum.

Action Steps:

AS1.6.1 Easy Read Texts

Description:

All students will use easy texts such as: songs, poetry, nursery rhymes and leveled readers

Benchmarks:

Lesson Plans Walk Throughs DIBELS Progress Monitoring Course of Study Objectives Item Specs Test Prep-Harcourt Reading Materials

AS1.6.2 Summer Reading

Description:

Students will take home Summer Reading lists. For a child to continue to read at the independent reading level, he or she must practice fluency and re tell while school is not in session. We want to close the gap of students not continuing reading strategies over the summer months.

Benchmarks:

Incentives Reading List Parental Support

Interventions:

Small group instruction - Second Dip Intervention by Classroom Teacher PST referral Fluency Intervention Program Classworks Assessments

Resources:

PebbleGO - \$400 Reading A-Z \$600 Harcourt resources Tumblebooks

S1.7 Oral Reading Practice

Description:

All teachers will increase student achievement in Oral Reading as well as Retell and Restating Open Ended Questions.

Action Steps:**AS1.7.1 Differentiate Instruction/Vertical Plan with OIS**

Description:

Teachers will increase achievement through differentiated instruction, personalized instruction and use of best practices that actively engage all students to accomplish school and county vision and mission.

Benchmarks:

Lesson Plans Walk Throughs DIBELS Progress Monitoring Classworks Assessment

Interventions:

Small group instruction - Second Dip Intervention by Classroom Teacher PST referral Classworks Assessment PebbleGO - \$400 Reading A-Z \$600 Tumblebooks

Resources:

Teachers \$126, 787 Harcourt resources

G2. Math

Description:

Increase the percentage of students in third grade scoring proficient by ten percent(Level III and IV) in math on the ARMT from seventy-nine percent to eighty-nine percent for the academic 2011-2012 school year, Increase the percentage of students in fourth grade scoring proficient by eighteen percent in math on the ARMT from seventy-one percent to eighty-one percent for the academic 2011-2012 school year and Increase the percentage of students in fifth grade scoring proficient by fifteen percent in math on the ARMT from seventy-three percent to eighty-eight percent for the academic 2011-2012 school year.

Data Results on which goal is based:

ARMT

Target Grade Level(s): Kindergarten-Fifth Grade

Target Content Area(s): Math

ARMT: Math

Additional Academic Indicators:

Attendance

Target Student Subgroup(s):

Special Education, Black

Courses of Study:

Math AL COS 1,2,3,4,5,6,7,8,9,10(K) 1,2,3,4,5,6,7,8,9,10,11,12,13 (1st gr) 1,2,4,5,6,10 AL COS 1, Demonstrate a concept of number sense

Strategies:

§2.1 Explicit, Intensive Instruction

Description:

All grade level teachers will implement explicit, intensive instruction of the math curriculum daily.

Action Steps:

AS2.1.1 Course of Study/Standards

Description:

The Alabama Course of Study objectives will be administered.

Benchmarks:

Lesson Plans COS Walk Throughs Teacher Observation Classroom Assessments Walk Throughs by Administration Teachers will use item analysis from Destination Success and assessments to determine strengths and/or weakness of class. Classworks Assessments

AS2.1.2 Course of Study/Pacing Guide

Description:

All grade level teachers will pace the Course of Study objectives and Item Specs in order to ensure student mastery of all and correlate with pacing guide for 9 week assessment

Benchmarks:

Lesson Plans COS Walk Throughs Teacher Observation Classroom Assessments Walk Throughs by Administration Teachers will use item analysis from Destination Success and assessments to determine strengths and/or weakness of class. Classworks Assessment

AS2.1.3 Item Analysis

Description:

Item analysis of assessments will be used to determine areas of concern.

Benchmarks:

Lesson Plans COS Walk Throughs Teacher Observation Classroom Assessments Walk Throughs by Administration Teachers will use item analysis from Destination Success and assessments to determine strengths and/or weakness of class. Classworks Assessments

AS2.1.4 Small Group Math

Description:

Small group instruction will be used to focus on non-mastered skills.

Benchmarks:

Lesson Plans COS Walk Throughs Teacher Observation Classroom Assessments Walk Throughs by Administration Teachers will use item analysis from Destination Success and assessments to determine strengths and/or weakness of class. Classworks Assessments

AS2.1.5 Safe and Supportive Learning Culture

Description:

All teachers will provide a safe and supportive learning culture in which relationships are built and maintained.

Benchmarks:

Lesson Plans COS Walk Throughs Teacher Observation Classroom Assessments Walk Throughs by Administration Teachers will use item analysis from Destination Success and assessments to determine strengths and/or weakness of class. Classworks Assessment

Interventions:

Individual /small group assistance from Teacher Destination Success Prescribed activities Activities will be prescribed based on each student's assessment Math Mentors During School Tutorial Classworks Assessments

Resources:

Singapore Math Teacher's Guides and Manuals - \$4000 (local and past Title I budgets two summers ago) Singapore Math Manipulatives and materials Teachers - \$126,787 Title I During School Tutorial-\$707 PD360 Course of Study Objectives Item Specs

S2.2 Math Strategies for Firm Foundation

Description:

All grade level teachers will supplement the math curriculum using Singapore math Strategies to build a firm foundation of Number Sense as well as Vertical Planning teaching strategies with OIS.

Action Steps:

AS2.2.1 Number Sense Transition

Description:

Students will have a firm foundation with Number Sense during whole group instruction and Math station activity. Teachers will plan with OIS using Item Specs having OES students ready for standardized testing.

Benchmarks:

Lesson Plans Walkthroughs Course of Study Checklist Item Specs Vertical Planning with OIS Grade Level Meetings Faculty Meetings

Interventions:

Individual /small group assistance from Teacher Destination Success Prescribed activities Activities will be prescribed based on each student's assessment
Math Mentors During School Tutorial Classworks Assessment

Resources:

Singapore Math Teacher's Guides and Manuals - \$400 Teachers - \$126,787 Title I During School Tutorial-\$2,000 PD360

§2.3 Hands On Math Activities

Description:

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.

Action Steps:

AS2.3.1 Planning with CoWorkers and OIS

Description:

Grade level planning time and vertical planning time with OIS for developing math games, ideas for math tubs, math journals and math stations

Benchmarks:

Lesson Plans COS Walk Throughs Teacher Observation Classroom Assessments Walk Throughs by Administration Teachers will use item analysis from Destination Success and assessments to determine strengths and/or weakness of class. Classworks Assessments

AS2.3.2 Rigorous Curriculum

Description:

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.

Benchmarks:

Lesson Plans COS Walk Throughs Teacher Observation Classroom Assessments Walk Throughs by Administration Teachers will use item analysis from Destination Success and assessments to determine strengths and/or weakness of class. Classworks Assessment

AS2.3.3 Student Centered Classroom

Description:

All grade level teachers will establish a student centered classroom instructional environment.

Benchmarks:

Lesson Plans COS Walk Throughs Teacher Observation Classroom Assessments Walk Throughs by Administration Teachers will use item analysis from Destination Success and assessments to determine strengths and/or weakness of class. Classworks Assessment

Interventions:

Individual /small group assistance from Teacher Destination Success Prescribed activities Activities will be prescribed based on each student's assessment
Math Mentors During School Tutorial Classworks Assessment

Resources:

Singapore Math Teacher's Guides and Manuals - \$4000 from local and past Title I budget two summers ago) Singapore Math Manipulatives and materials -

\$7000 (from local and past Title I budget two summers ago) Teachers - \$126,787 Title I During School Tutorial-\$707 PD360

§2.4 Content Standards taught with Consistency

Description:

Established common math standards will be taught with school wide consistency.

Action Steps:

AS2.4.1 Daily Data

Description:

All students will participate in Daily Data by organizing data into appropriate data displays.

Benchmarks:

Individual /small group assistance from Teacher Destination Success Prescribed activities Activities will be prescribed based on each student's assessment Math Mentors During School Tutorial

Interventions:

Individual /small group assistance from Teacher Destination Success Prescribed activities Activities will be prescribed based on each student's assessment Math Mentors During School Tutorial

Resources:

Singapore Math Teacher's Guides and Manuals - \$4000 Singapore Math Manipulatives and materials - \$7000 Teachers - \$126,787 Title I During School Tutorial-\$707.00 PD360

§2.5 Math teachers Inc Literacy Standards

Description:

All math teachers will incorporate the Literacy Standards into core instruction to help meet the challenges of reading, writing, speaking, listening and language in the field of mathematics.

Action Steps:

AS2.5.1 Teacher copy of Literacy Standards

Description:

All math teachers will be given a copy of the Literacy Standards for technical subject for review in September.

Benchmarks:

Individual /small group assistance from Teacher Destination Success Prescribed activities Activities will be prescribed based on each student's assessment Math Mentors During School Tutorial

AS2.5.2 PD Session on Literacy Standards

Description:

A mini PD session on understanding the Literacy Standards for technical subject will be provided to all mathematics teachers by the Regional Coach by October.

Benchmarks:

Individual /small group assistance from Teacher Destination Success Prescribed activities Activities will be prescribed based on each student's assessment Math Mentors During School Tutorial

AS2.5.3 Standards Inc into Lessons

Description:

All math teachers will incorporate a minimum of two Literacy Standards per week in the mathematics classroom(walk through or lesson plans).

Benchmarks:

Individual /small group assistance from Teacher Destination Success Prescribed activities Activities will be prescribed based on each student's assessment Math Mentors During School Tutorial

AS2.5.4 Literacy Standards Collaboration

Description:

All math teachers will share their experience incorporating the Literacy Standards for technical subjects with other teachers in the system by collecting small sample of activities for each of the ten standards for the 2011-2012 school year.

Benchmarks:

Individual /small group assistance from Teacher Destination Success Prescribed activities Activities will be prescribed based on each student's assessment Math Mentors During School Tutorial

Interventions:

Small group instruction will be used to focus on non-mastered skills.

Resources:

Singapore Math Teacher's Guides and Manuals - \$4000 Singapore Math Manipulatives and materials - \$7000 Teachers - \$126,787 Title I During School Tutorial-\$707.00 PD360

G3. Special Education Reading/Math

Description:

Increase the percentage of students in the special education subgroup in third grade scoring proficient(Level III and IV) by ten percent in Math on the ARMT from fifty-three percent to sixty-three percent for the academic 2011-2012 school year, Increase the percentage of students in the special education subgroup in fourth grade scoring proficient by ten percent in Math on the ARMT from thirty-three percent to forty-three percent for the academic 2011-2012 school year, and Increase the percentage of students in the special education subgroup in fifth grade scoring proficient by ten percent in Math on the ARMT from fifty-nine percent to sixty-nine percent for the academic 2011-2012 school year. Increase the percentage of students in the special education subgroup in third grade scoring proficient (Level III or IV) by ten percent in Reading on the ARMT from forty-one percent to fifty-one percent for the academic 2011-2012 school year, Increase the percentage of students in the special education subgroup in fourth grade scoring proficient by ten percent in Reading on the ARMT from twenty-nine percent to thirty-nine percent for the academic 2011-2012 school year, and Increase the percentage of students in the special education subgroup in fifth grade scoring proficient by ten percent in Reading on the ARMT from forty-seven percent to fifty-seven percent for the academic 2011-2012 school year.

Data Results on which goal is based:

ARMT

Target Grade Level(s): Kindergarten-5th Grade

Target Content Area(s): Reading

ARMT: Reading

Additional Academic Indicators:

Attendance

Target Student Subgroup(s):

Special Education

Courses of Study:

Math AL COS 1,2,3,4,5,6,7,8,9,10(K) 1,2,3,4,5,6,7,8,9,10,11,12,13 (1st gr) 1,2,4,5,6,10 AL COS 1, Demonstrate a concept of number sense

Strategies:

3.1 Special Education

Description:

Special Education students will be placed in their least restrictive environment.

Action Steps:

AS3.1.1 Explicit, Intensive Instruction

Description:

All teachers will implement explicit, intensive instruction of the reading and mathematic curriculum daily.

Benchmarks:

Lesson Plans Walkthroughs Cumulative Review 9 week assessments Progress Reports Report Cards Teacher Made Assessments Teacher Observation Destination Success Reports Theme Tests Classworks Assessment

AS3.1.2 Differentiate Instruction

Description:

All teachers will use specific questioning techniques, collaborative learning activities and differentiated instruction.

Benchmarks:

Lesson Plans Walkthroughs Cumulative Review 9 week assessments Progress Reports Report Cards Teacher Made Assessments Teacher Observation Destination Success Reports Theme Test Classwork Assessment

AS3.1.3 Course of Study

Description:

All teachers will pace the Course of Study objectives in order to ensure student mastery.

Benchmarks:

Lesson Plans Walkthroughs Cumulative Review 9 week assessments Progress Reports Report Cards Teacher Made Assessments Teacher Observation Destination Success Reports Theme Test Classwork Assessment

AS3.1.4 Special Education Teacher

Description:

Special Education teacher and Interventionist will work with students in and out of the classroom setting.

Benchmarks:

Lesson Plans Walkthroughs Cumulative Review 9 week assessments Progress Reports Report Cards Teacher Made Assessments Teacher Observation Destination Success Reports Theme Test Classwork Assessment

Interventions:

Grade Level Teachers and Interventionist will develop small groups based on a need to reteach objectives and standards.

Resources:

Singapore Math Teacher guides and manuals \$4000 (local and past Title I budget two summers ago) Supplemental materials \$1000-Local budget Harcourt Intervention Material

§3.2 Support for At Risk Students

Description:

OES will provide support for at risk students in which will be established on daily needs.

Action Steps:

AS3.2.1 Item Analysis

Description:

All teachers will use item analysis of assessments to determine areas of concern.

Benchmarks:

Lesson Plans Walkthroughs Cumulative Review 9 week assessments Progress Reports Report Cards Teacher Made Assessments Teacher Observation Destination Success Reports Theme Test Classwork Assessment

AS3.2.2 Non Mastery Assessment Data with Prior Grade Level

Description:

All teachers will use assessment data to discuss non mastered data with prior grade level.

Benchmarks:

Lesson Plans Walkthroughs Cumulative Review 9 week assessments Progress Reports Report Cards Teacher Made Assessments Teacher Observation Destination Success Reports Theme Test Classwork Assessment

AS3.2.3 Non Mastery Assessment Data with Prior Grade Level

Description:

All teachers will use assessment data to discuss non mastered data with prior grade level.

Benchmarks:

Lesson Plans Walkthroughs Cumulative Review 9 week assessments Progress Reports Report Cards Teacher Made Assessments Teacher Observation Destination Success Reports Theme Test Classwork Assessment

Interventions:

Grade Level Teachers and Interventionist will develop small groups based on a need to reteach objectives and standards.

Resources:

Supplemental materials \$1000

Part III - GOAL TO ADDRESS ANNUAL MEASURABLE ACHIEVEMENT OBJECTIVES (AMAOs) AND ENGLISH PROFICIENCY NEEDS

Part III - GOAL TO ADDRESS ANNUAL MEASURABLE ACHIEVEMENT OBJECTIVES (AMAOs) AND ENGLISH LANGUAGE PROFICIENCY NEEDS – Note: Refer to the ELL Data Compilation Form as part of the needs assessment in forming goals. If any ELL student did not make AMAOs, complete this page.

ENGLISH LANGUAGE PROFICIENCY GOAL (SHOULD ADDRESS IDENTIFIED WEAKNESSES AND GAPS):

G1. Adequate Progress in Language Acquisition (APLA)

Description:

OES made APLA by 63%. However, there were 37% of OES students who did not make at least a .5 gain from the last ACCESS testing (Spring 2010) or from their W-APT (ACCESS screener) given in Fall 2010.

Data Results on which goal is based:

ACCESS for ELLs and the disaggregated scores of ELs who met APLA (.5 overall gain).

Target Grade Level(s): Kindergarten - First - Second

Target ELP Language Domain(s): Reading, Writing, Listening, Speaking

WIDA Standards: Language of Language Arts (LoLa)

Strategies:

S1.1 Language Arts Intervention

Description:

100% of the Kindergarten students who did not make adequate progress in Language Acquisition showed small gains in only two domains - Listening and Speaking. Therefore, all four domains (Listening, Speaking, Reading and Writing) will be addressed during instruction time with the ESOL instructor. Some of these sessions will be individual and some will be with groups of students. A basic Language Experience Approach will be used with a heavy emphasis on Vocabulary Development. Tongue, teeth and lip placement with the help of a mirror should contribute to speech improvement.

Action Steps:

AS1.1.1 Speaking

Description:

Although children will receive speech instruction from the OES speech pathologist, continued work on placement of tongue, teeth and lips with the aid of a mirror should be beneficial. Repeating words and sentences will be a part of this process.

Benchmarks:

Teachers and Parents will now be able to recognize what the child is saying to them.

AS1.1.2 Reading**Description:**

Besides the EL material in our Harcourt series and the Vocabulary word bank available from Hampton-Brown, the ESOL instructor has one set of E-Blocks available for use in her classroom.

Benchmarks:

E-Blocks is a game that connects the visual, auditory and kinesthetic senses at once. Progress can be tracked while playing the game.

Interventions:

Since the ESOL instructor works only part-time, additional reading interventionists who have now retired from teaching in SCC may be asked to volunteer and coordinate efforts with the ESOL instructor on the days that she isn't working at OES.

Resources:

EL portion of the Harcourt Storytown series; E-Blocks; Vocabulary Word File; Mirrors; Leveled texts

G2. Attainment of English Proficiency (AMAO-B).**Description:**

OES made AMAO-B with 25% of students, schoolwide, scoring proficient (fluent). However, OES had 75% of our school-wide ESL students who did not attain AMAO-B (fluency).

Data Results on which goal is based:

ACCESS for ELLs - Spring 2011 and Language Domain data.

Target Grade Level(s): Kindergarten - First - Second

Target ELP Language Domain(s): Writing

WIDA Standards: Language of Language Arts (LoLA).

Strategies:**S2.1 Attainment of English Proficiency (AMAO-B)****Description:**

Even though OES had 25% of its students to attain fluency, there were 75% of the OES EL students who did not attain fluency. Kindergarten = 50%; First Grade = 0% and Second Grade = 33% attained fluency. The Writing Domain of the ACCESS test will be the focus for the students at this school. The ESOL instructor will work both individually and in groups with these students writing sentences and paragraphs that are logical, sequential and connected to a given topic.

Action Steps:**AS2.1.1 English Proficiency****Description:**

Since the ESOL instructor works only part-time, additional reading interventionists who have now retired from teaching in SCC may be asked to volunteer and coordinate efforts with the ESOL instructor on the days that she isn't working at OES.

Benchmarks:

EL portion of the Harcourt Storytown series; E-Blocks; Vocabulary Word File; Mirrors; Leveled texts

Interventions:

Saint Clair County has some retired teachers who will volunteer on the days that the ESOL instructor does not work as she is a part-time employee.

Resources:

Writing notebooks; ACCESS Finish Line Writing materials; ESOL instructor materials

2.2 Student Writing

Description:

Even though OES had 25% of its students to attain fluency, there were 75% of the OES EL students who did not attain fluency. Kindergarten = 50%; First Grade = 0% and Second Grade = 33% attained fluency. The Writing Domain of the ACCESS test will be the focus for the students at this school. The ESOL instructor will work both individually and in groups with these students writing sentences and paragraphs that are logical, sequential and connected to a given topic.

Action Steps:

2.2.1 Students meet with ESOL instructor

Description:

Student/students meet with ESOL instructor to practice written responses that evolve from speaking to writing in complete sentences.

Benchmarks:

Writing Notebooks or Portfolios and ACCESS 2012

2.2.2 Students compare their writing with samples

Description:

Students will compare their own writing to samples of ACCESS leveled sample responses. By locating the level of their current writing, they can look for the markers which will indicate improvement towards the next level of writing.

Benchmarks:

Writing Portfolios or notebooks and ACCESS 2012

Interventions:

Saint Clair County has some retired teachers who will volunteer on the days that the ESOL instructor does not work as she is a part-time employee.

Resources:

Writing notebooks; ACCESS Finish Line Writing materials; ESOL instructor materials

Part IV - STRATEGIES TO ADDRESS SCHOOL SAFETY, CLASSROOM MANAGEMENT/DISCIPLINE, RtI FRAMEWORK AND BUILDING SUPPORTIVE LEARNING ENVIRONMENTS

Part IV - STRATEGIES TO ADDRESS SCHOOL SAFETY, CLASSROOM MANAGEMENT/DISCIPLINE, AND BUILDING SUPPORTIVE LEARNING ENVIRONMENTS Strategies developed to address improving school safety, classroom management /discipline, and building supportive learning environments should be related to the weaknesses or program gaps identified in the data summary (e.g., parental/community involvement, teacher collaboration, student/teacher motivation). The LEA and school must develop a timeline for multiple reviews of continuous improvement efforts.

G1. CARE Team**Description:**

Research indicates that children who have at least five adults (in addition to regular caretakers) who provide encouragement on a regular basis demonstrate more confidence and academic success. Odenville Elementary School faculty and staff will implement a mentoring program that will impact students who have excessive tardiness/absences, emotional issues, discipline referrals. A CARE team (all faculty and staff members) will become mentors and meet with these students on a weekly basis. All teachers and staff will analyze data each nine weeks hoping the weekly mentoring sessions are successful.

Strategies:**S1.1 CARE Team****Description:**

Research indicates that children who have at least five adults (in addition to regular caretakers) who provide encouragement on a regular basis demonstrate more confidence and academic success. Odenville Elementary School faculty and staff will implement a mentoring program that will impact students who have excessive tardiness/absences, emotional issues, discipline referrals. A CARE team (all faculty and staff members) will become mentors and meet with these students on a weekly basis. All teachers and staff will analyze data each nine weeks hoping the weekly mentoring sessions are successful.

Action Steps:**AS1.1.1 CARE Team****Description:**

Research indicates that children who have at least five adults (in addition to regular caretakers) who provide encouragement on a regular basis demonstrate more confidence and academic success. Odenville Elementary School faculty and staff will implement a mentoring program that will impact students who have excessive tardiness/absences, emotional issues, discipline referrals. A CARE team (all faculty and staff members) will become mentors and meet with these students on a weekly basis. All teachers and staff will analyze data each nine weeks hoping the weekly mentoring sessions are successful.

Benchmarks:

After analyzing attendance data, grades, discipline records, etc each child will be matched with a new CARE Team member if the data shows lack of improvement. If improvements are successful, the CARE Team members will continue meeting with the children weekly.

Interventions:

After analyzing data, each child will be matched with a new CARE Team member if the data shows lack of improvement. If improvements are successful, the CARE Team members will continue meeting with the children weekly.

Resources:

Star Students Incentives Paper Printer

G2. At Risk Population**Description:**

After reviewing data, all teachers will "Respond to Instruction" provide individualized accommodations and research based remediation for our at risk population.

Strategies:**S2.1 At Risk Population**

Description:

With the new implementation of the Problem Solving Team, our goal is to support the at-risk population at Odenville Elementary School.

Action Steps:**AS2.1.1 At Risk Population****Description:**

All teachers will provide a safe and supportive learning culture in which relationships are built and maintained with at risk students.

Benchmarks:

Administration observation Administration/Reading Coach collaborative sessions Administration/Reading Coach/Interventionist collaborative sessions Running Records Student Work Samples Anecdotal notes of student performance Lesson Plans Walkthroughs

AS2.1.2 At Risk Population**Description:**

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.

Benchmarks:

Administration observation Administration/Reading Coach collaborative sessions Administration/Reading Coach/Interventionist collaborative sessions Running Records Student Work Samples Anecdotal notes of student performance Lesson Plans Walkthroughs

AS2.1.3 At Risk Population**Description:**

All teachers will develop and deliver effective, strategic instruction daily.

Benchmarks:

Administration observation Administration/Reading Coach collaborative sessions Administration/Reading Coach/Interventionist collaborative sessions Running Records Student Work Samples Anecdotal notes of student performance Lesson Plans Walkthroughs

AS2.1.4 At Risk Population**Description:**

As all teachers will begin utilizing the strategic instruction lesson plan , students progress will be monitored on assessments and discussed at the weekly data meetings.

Benchmarks:

Administration observation Administration/Reading Coach collaborative sessions Administration/Reading Coach/Interventionist collaborative sessions Running Records Student Work Samples Anecdotal notes of student performance Lesson Plans Walkthroughs

Interventions:

Job embedded training will address multiple paths to knowledge and differentiation of curriculum as needed to improve the performance of at risk students.

Resources:

Harcourt Reading Materials including Strategic Intervention lessons, Strategic Intervention Lesson Plan Document ARI Reading Coach support

Reading/Math Intervention(Tier III) support Read Naturally

G3. Student Absences/Tardies

Description:

Continual student unexcused absences and tardies disrupt the learning environment.

Strategies:

S3.1 Student Absences/Tardies

Description:

Odenville Elementary will foster a school climate in which we encourage students to regularly attend school as well as be punctual.

Action Steps:

AS3.1.1 Student Absences/Tardies

Description:

The St Clair County Code of Conduct and OES Student Handbook were distributed at orientation and the new County attendance policy was addressed and posted in our school office. In a weekly newsletter, the attendance policy needs to be addressed.

Benchmarks:

Review number of letters sent home regarding absences and tardies. Review School Messenger reports concerning attendance. Lists of students with Awesome Attendance will be reviewed.

AS3.1.2 Student Absences/Tardies

Description:

The administration collaborating with the classroom teacher will monitor absences and tardies and send notes home.

Benchmarks:

Review number of letters sent home regarding absences and tardies. Review School Messenger reports concerning attendance. Lists of students with Awesome Attendance will be reviewed.

AS3.1.3 Student Absences/Tardies

Description:

Use School Messenger(School Caller-INOW) to remind parents about absences and the need to provide excuses.

Benchmarks:

Review number of letters sent home regarding absences and tardies. Review School Messenger reports concerning attendance. Lists of students with Awesome Attendance will be reviewed.

AS3.1.4 Student Absences/Tardies

Description:

Excessive absences and tardies will be reported for after school detention, in school suspension(per our Handbooks) as well as reported to the Early

Warning Court System.

Benchmarks:

Review number of letters sent home regarding absences and tardies. Review School Messenger reports concerning attendance. Lists of students with Awesome Attendance will be reviewed.

Interventions:

Provide learning opportunities for parents Offer Incentives

Resources:

Code of Conduct(new attendance policy) Student Handbook Paper, Ink for Certificates Local funds will be used for incentives, if needed

G4. Good Character/Citizenship

Description:

Odenville Elementary will increase the awareness of good character by the development and support of good citizenship.

Strategies:

S4.1 Improving Character Development

Description:

Odenville Elementary will increase the awareness of good character by the development and support of good citizenship. Mrs. Buckner, our guidance counselor, has developed a "Character Catch of the Month" program where character words play an emphasis in daily learning at our school.

Action Steps:

AS4.1.1 Improving Character Development

Description:

Incorporate "Auto B Good" Character Education Program

Benchmarks:

Decrease discipline referrals Auto B Good assessments Too Good for Drugs/Violence data Star Student Recognitions Incentives for Good Character Mentors Guidance Counselor Conferences with Students

AS4.1.2 Improving Character Development

Description:

All Students will participate in 3 R's(Respectful, Responsible, Resourceful) Character Education Program weekly.

Benchmarks:

Decrease discipline referrals Auto B Good assessments Too Good for Drugs/Violence data Star Student Recognitions Incentives for Good Character Mentors Guidance Counselor Conferences with Students

AS4.1.3 Improving Character Development

Description:

Too Good for Drugs and Too Good for Violence(through the Safe Schools Grant) will be implemented during counseling classes weekly.

Benchmarks:

Decrease discipline referrals Auto B Good assessments Too Good for Drugs/Violence data Star Student Recognitions Incentives for Good Character Mentors Guidance Counselor Conferences with Students

AS4.1.4 Improving Character Development

Description:

The OES news, Mrs. Urban and Mrs. Buckner will provide a character education message on the morning news related to our "Character Catch of the Month."

Benchmarks:

Decrease discipline referrals Auto B Good assessments Too Good for Drugs/Violence data Star Student Recognitions Incentives for Good Character Mentors Guidance Counselor Conferences with Students

Interventions:

Continuous Improvement Team and Mrs. Buckner may present character traits in a variety of ways and in a variety of locations, if needed.

Resources:

Auto B Good Books/Videos Expectation Posters Too Good for Drugs/Violence Workbooks OES news-computer Character Catch incentives Star Students Certificates Incentives Printer for photos

G5. Teacher Attendance

Description:

Data indicates a need to address teacher attendance.

Strategies:

S5.1 Teacher Attendance

Description:

All certified staff will be encouraged as attendance will be beneficial in the delivery of instruction for students.

Action Steps:

AS5.1.1 Teacher Attendance

Description:

Provide teachers with ½ day free time for perfect attendance during a nine week period.

Benchmarks:

Teacher Surveys Teacher Attendance Reports

AS5.1.2 Teacher Attendance

Description:

Teacher of the Week and Fun Fridays for teachers.

Benchmarks:

Teacher Surveys Teacher Attendance Reports

Interventions:

The administration will work with teachers to monitor attendance by holding individual conferences. Suggestions will continue to be gathered for the encouragement of teacher attendance. CIP team will meet and adjust strategies and action steps as needed.

Resources:

Incentives for recognition of teacher attendance at assemblies, teacher of the week and for Fun Fridays. Certificates Local funds for providing substitutes and classroom instructional gift certificates.

G6. School Safety

Description:

Advisory Team input shows the need for secured doors by the recess and PE playground areas.

Strategies:

S6.1 School Safety

Description:

Administration will oversee the process of security in unsecured areas around the school.

Action Steps:

AS6.1.1 School Safety

Description:

Administration will oversee the process of security in needed areas around the school.

Benchmarks:

Walkthroughs Monthly Drills Administration Observation

Interventions:

The Continuous Improvement team will meet with Advisory Council and adjust strategies and action steps as needed.

Resources:

Grant Writing Community Donations Finding appropriate funding for installation of security for doors

G7. Wellness

Description:

Statistics show nearly thirty five percent of all students were considered overweight by national standards. Alabama has a high risk of obesity and Odenville Elementary will challenge to decrease health problems associated with obesity.

Strategies:

S7.1 Wellness

Description:

Odenville Elementary School will promote physical activity and healthy food choices in students, faculty and community.

Action Steps:

AS7.1.1 Wellness

Description:

Odenville Elementary School faculty and staff will model the use of healthy habits wearing pedometers going on an Epic Adventure around the world.

Benchmarks:

Observations Participation Numbers Lesson Plans

AS7.1.2 Wellness

Description:

Students will participate in target fitness(running/walking), boosterthon fun run(walking/running/character ed), jump rope for heart and field day.

Benchmarks:

Observations Participation Numbers Lesson Plans

AS7.1.3 Wellness

Description:

All classroom teachers will provide lessons on healthy food choices and the benefits of physical activity during the human body teaching units.

Benchmarks:

Observations Lesson Plans Walkthroughs

Interventions:

We will revisit programs and determine any needs to make any changes in for the best interest of our school community.

Resources:

Incentives for children(target fitness, boosterthon fun run, jump rope for heart) Flyers promoting community events School website promoting community events Computer/Paper/Ink Cooperation with community organizations(American Heart Association, Mercedes Marathon, Boosterthon, etc)

G8. Teacher/Parent Involvement

Description:

According to teacher and parent surveys, Odenville Elementary School needs to increase parental involvement by providing opportunities for effective involvement and collaborate with students, parents, community members in the educational process in order to improve student achievement and student motivation through the home/school connection.

Strategies:

S8.1 Teacher/Parent Involvement

Description:

Odenville Elementary School will increase awareness of interaction between home, school and community fostering a positive and welcoming environment.

Action Steps:

AS8.1.1 Teacher/Parent Involvement

Description:

According to teacher and parent surveys, Odenville Elementary School needs to increase parental involvement by providing opportunities for effective involvement and collaborate with students, parents, community members in the educational process in order to improve student achievement and student motivation through the home/school connection(Open House, Fall Festival, Boosterthon Fun Run, PTO Meetings, Parent Conference Day, etc)

Benchmarks:

Surveys Teacher/Parent Documentation-Communication Folders

Interventions:

Implementing monthly parenting activities

Resources:

Parenting Materials in Parent Corner School Website Teacher Website Emails, Phone Calls Monthly Parenting Nights/Activities

G9. Service Project

Description:

Interaction between the school and community fosters a positive environment; therefore, all students will participate in school wide service projects several times during the school year.

Strategies:

S9.1 Service Project

Description:

The administration and staff will meet and coordinate procedures to determine community service projects to foster the responsible and caring relationship with the community.

Action Steps:

AS9.1.1 Service Project

Description:

Students will share community service projects such as Our Soldiers/Our Heroes, AL-AU Canned Food Drive, Greg Surles Hat Drive, Cancer Awareness, Penny Drive to help Needy families.

Benchmarks:

Walkthroughs Newsletters Newspapers Project Writing Samples School Website

Interventions:

The Continuous Improvement team and administration will revisit programs and determine the need to make any changes in the best interest of the school/community.

Resources:

Home/School Support-Participation

Part V - Additional Components To Be Addressed to Satisfy Federal Requirements

Teacher Mentoring:

Describe teacher mentoring activities. For example, are new or inexperienced teachers given support from an assigned master teacher and what does that support look like? (Section 1116)

St Clair County offers a mentor program. One mentor is paired with every new hire without any teaching experience. Each mentor will work with novice teachers regarding best practices and quality teaching strategies to improve classroom instruction. Mentors are available to make classroom visits, make recommendations for improvement, model best practices, and assist the new teachers with resources. Periodic meetings are held at the board of education to ensure that the mentors are achieving their goals and that novice teachers are receiving the guidance needed. The school improvement coordinator supervises the mentor program and receives feedback from the mentors on the strengths and weaknesses of the program. Each new teacher to Odenville Elementary is paired with an experienced veteran teacher for guidance on lesson planning, scheduling and school procedures. Mentors meet with the new teachers numerous times throughout the month and document dates and activities accomplished. We want the mentor program at Odenville Elementary to serve as a catalyst for creating lasting friendships among faculty and staff members.

Budget:

Describe the coordination of all federal, state, and local programs, including career and technical education. (Note: NCLB Section 1116 requires that each year Title I schools identified for improvement must reserve the equivalent of 10% of the school-level allocation made available to the school under Section 1113 specifically for professional development opportunities for teachers. Budgets should reflect this set-aside.) See the sample budget on a later page.

The State foundation provides funding for a majority of our teaching staff, fringe benefits and textbooks. The total amount for the 2011-2012 school year that is provided by the state equals \$1,888,818. OES earns 28.71 teaching units, 1 administrative unit, 1/2 counselor and 1.25 librarian based on student enrollment at the time of the twenty day after Labor day report. The Alabama Reading Initiative program along with our Local School funds provides for our school to have a full time reading coach. The coach monitors reading instruction for the students and provides quality professional development for teachers. Local funds are set aside for copier lease, copy paper for teachers/staff, professional development for teachers, technology for the classroom, instructional materials for teachers/staff and janitorial supplies. Our state legislature, Dr. McClendon, awarded our school funds to use toward mobi view smart boards. Title I funds are used to supplement regular funded programming based on the percentage of free and reduced lunch students. The Title I budget totals 128,010.69. The federal funds will provide two classroom teachers as well as funding for materials and supplies and a Remediation Teacher. Funds are also budgeted through Title I at Odenville Elementary to offer tutorial services to our at risk students.

Transition:

Describe strategies to assist students in transitioning from previous school to the current school and/or from the current school to the next school, including, for example, how preschool children might be prepared for entry into kindergarten or how eighth grade students are prepared for high school.

From Preschool Special Education to School Special Education

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

Beginning Kindergarten

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

Monthly Preschool Activities

Grade level transition

All families are invited to the Meet the Teacher event prior to the opening of school annually. Students and parents/guardians meet the administration as policies and procedures are presented. The students and parents/guardians spend time in their new classroom visiting with their new teacher. Teachers can set for the expectations as well as answer questions.

OES offers a tutorial service for each grade level during the second semester of the school year. We pay a supplement for a director to coordinate this program and employ teachers to accommodate the huge response. Throughout the year K-2 classroom teachers will collect informal reading, writing and math assessments and place in student's portfolio. These portfolios will follow the students from year to year to track progress.

From OES to OIS

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

From Special Education to Regular Education

The special education teachers monitor each child making adjustments to ensure successful transitions.

OES/OIS Special Education to OMS Special Education

The IEP committee will

Highly Qualified Teachers:

Describe the qualifications of teachers in the school with regard to their being highly qualified and what strategies the school, with the support of the LEA, uses to attract and retain highly qualified teachers.

Odenville Elementary School presently has one hundred percent of all classes taught by certified staff considered Highly Qualified based on the requirements of the No Child Left Behind Act. These staff members must have the appropriate state credentials and demonstrate subject matter competence in each academic subject taught. At Odenville Elementary, we strive to retain highly qualified teachers through involving them in decision making process, treating them as professionals, providing job embedded professional development and maintaining a collaborative culture in which teachers feel appreciated and valued. Yearly, we have an appreciation brunch for local businesses and stakeholders to visit and read to our classrooms. We encourage them to participate and share career lectures. Brochures are given out to local realtors and builders. This information is placed in the town hall and library along with the community's information. Since 1998, St. Clair County teachers who teach in SW Title I schools may have their school tuition loans waived if they meet all the criteria set forth by federal regulations. The administration supports the practice of recruiting student teachers from surrounding universities to observe and participate in their teaching roles. Teachers are offered various professional development opportunities to strengthen skills that may need improvement and are documented on their Educate Alabama PDP. 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.

Assessments and Teacher Involvement:

Describe how teachers in the school meet to collaborate regarding the use of academic assessments to provide information on and improve the achievement of individual students and the overall instructional program.

Odenville Elementary School values the participation of the teachers in decision making situations. Teachers are always a part of the team when making decisions about students and assessments. Teachers/staff are invited to participate in School Leadership teams. These teams will help create strategies that will enhance measurable school goals for the year. Grade level meetings are held bi-weekly during the day, to allow teachers to discuss issues pertinent to their instruction and student needs. The Reading Coach facilitates the meetings. The principal and reading coach goes over data and results of testing assessments such as DIBELS, STAR, DESTINATION SUCCESS, PROGRAM ASSESSMENTS so that curriculum changes can be made, if needed, to better instruct our students. The principal and reading coach are also involved in district data meetings to discuss assessment results. A Problem Solving Team will consist of administration, teachers, staff and parents. This team works with the classroom teachers to support each other on decisions that are in the best interest for each student. This team will meet and come up with strategies, modifications and accommodations, if needed for academics and/or behavior. A timeline is mapped out to observe and collect data and then a follow up meeting will exist to make decisions as a team for further observations or a referral.

Special Populations:

Describe procedures used for each group of Migrant, English Learners, Economically Disadvantaged, Special Education, Neglected and/or Delinquent, and Homeless students.

Migrant/ELL

Upon registration, parents/guardians will complete a Home Language Survey. If findings reveal another language to be spoken in the home, the student is screened by the ESOL instructor. Students identified as having limited-English proficiency are provided the opportunity to receive ESL instruction in addition to all other programs and services. Placement of LEP student will be determined by the EL committee. A program is in place in which the ESOL teacher serves students. Parents have the right to waive this ESL service. When the student scores proficient in English, he/she exits the program. Translators/translations are provided at meetings when parents do not speak English. All students of Odenville Elementary School, including those identified as migrant, limited-English proficient, homeless, economically disadvantaged, and neglected/delinquent, have access to all services and programs available, including free/reduced lunch, Title I services, EL services, Special Education services, At Risk, and counseling services. Also, OES uses the Department of Human Resources, the Department of Mental Health, and various community resources to provide students with necessary school supplies, food, clothing and shelter.

All homeless, migratory, and limited-English proficient students must have equal access to the same free appropriate public education, including public preschool education provided to other

children and youth. All homeless, migratory, and limited-English proficient students are provided with the opportunity to meet the same challenging state content and state student performance standards to which all students are held without being stigmatized or isolated. Parents are provided the opportunity to receive all updates and important school documents in English and/or their Home Language.

Homeless Students

The school counselor is trained to identify homeless students. The majority of the number that is considered homeless due to fact that they are living in a dwelling owned by another family member besides their natural parents and do not have a place of their own where they can safely and healthfully meet their basic needs of privacy with dignity. The LEA will provide support through the Title X program. Homeless students will not be denied transportation or instructional services due to a lack of supplies or any other rights as a student due to their status as homeless in accordance with the McKinney-Vento Homeless Assistance Act. Odenville Elementary School uses Title I and supplementary community resources to provide homeless students with necessary school supplies, clothes, and other items of necessity.

Economically Disadvantaged Students

Economically disadvantaged students are identified through the completion of the application for free / reduced lunch. Students that are identified as economically disadvantaged will have access to all resources offered.

Special Populations (as listed in the Carl D. Perkins Career and Technical Education Act 2006, Section 3):

Describe procedures used 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.

Applies Only to Secondary Schools

Not applicable to Elementary Schools.

Extended Learning Opportunities:

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.

Odenville Elementary School provides many opportunities to ensure that students who are experiencing difficulty mastering the proficient or advanced levels of academic achievement standards shall be provided effective assistance through our Title I After School tutorial sessions. Our St Clair County Parent Liaison attends various parent/school functions to provide parents with resources and manipulatives to use with students at home. A Parent Corner is located in our front office full of resources for parents to check out of our school to better help their children at home. Our County Parent Liaison as well as our School Guidance Counselor offer Parent Party sessions to offer parents suggestions on how to prepare tomorrow's leaders today. Our school participates in many parental involvement events such as: Open House and Parenting Conferences to keep parents informed of student progress. Also, our school communicates with parents via email, newsletters, phone calls and conferences. A Care Team is in place at OES so that teachers/staff can pair with at-risk students and provide them with academic support and emotional, social, love, support and encouragement they need throughout the school year. The Community Education/school provides an extended day program that is from 3:00-6:00 daily. This program provides assistance with homework, a snack, physical activity and computerized academic enrichment. The extended day program also runs during the summer months from 6:00am to 6:00pm. During the summer months, the extended program is based on weekly themes and various field trips are planned.

Part VI – School Parental Involvement Plan as required by Section 1118 of NCLB

Parental Involvement:

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 to be involved.

In an effort to encourage parental involvement at Odenville Elementary School, orientation meetings, during the first week of school, will be held for all parents of participating students to inform them of their rights to be involved in their child's education. The school's curriculum will be explained as well as student achievement expectation requirements. Parents are informed of the meeting through notices mailed with the student report card, postcards mailed by the new teachers welcoming students to their classroom and newspaper announcements in English and Spanish. OES will provide, annually, a presentation of Title I requirements. Parents are informed of this meeting through flyers, email and newsletters. A Powerpoint presentation will be shown to educate parents on aspects of the Title I program with an emphasis on parental rights. The parents received the No Child Left Behind Title I Compact book with a signature page that we will discuss at the meeting. The purpose of the annual meeting of parents of Title I students is to inform parents of the school's participation in Title I, Explain the requirements of Title I and the Explain the rights of parents to be involved. Our one percent set aside allocation of the Parental Involvement Funds is channeled by the St Clair County Parental Involvement Program which provides Ms. Betty Robinson's salary, programs and materials she provides for parents and services to our school. Odenville Elementary shall offer a flexible number of meetings and may provide transportation, child care, home visits, etc. Meetings at various times (parent parties) will be scheduled considering parents home and work schedules. These meetings include but are not limited to: Family Reading Night, PTO Meetings and Fundraisers, Parent-Teacher Conferences, Parenting Day where information is shared through workshops about how to help their children with schoolwork and how to foster their children's motivation to learn, Open House, Home visits by our nurse, IEP Meetings with non-mobile parents, Tutorial

Classroom Volunteers, VIP Volunteer Program, musical or drama performances, orientation with each grade level at the beginning of each school year, and a Back to School orientation offered during the parent orientation. Orientation meetings will be promoted through personal letters, telephone calls, newsletters and announcements in the local newspapers and an invitation to all parents to get involved and become committee members. Each correspondence will be available in English and Spanish formats. Odenville Elementary will distribute to parents of participating children a written parent involvement policy that will show the Parent Involvement Goals, an explanation of the school's curriculum and the state's content standards and, the school wide plan. The written parental involvement plan will be available in a language the parent can understand. Odenville Elementary shall involve parents, in an organized way.

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

Odenville Elementary will distribute to parents of participating children a written parent involvement policy that will show the Parent Involvement Goals, an explanation of the school's curriculum and the state's content standards and, the Continuous Improvement Plan. The written parental involvement plan will be available in a language the parent can understand. Odenville Elementary will communicate with parents as often as possible. Odenville Elementary will provide frequent opportunities for parents to come to our school. All teachers are required to attempt a parent-teachers conference during every nine week period. They can meet during the school day during their planning period or meet with parents before/after school hours. In these parent teacher conferences, teachers are required to discuss expectations and results from periodic data. If parents choose, teachers are allowed to communicate via phone or email. A wide variety of opportunities will ensure that there will be activities to suit different parents' needs, interests, and comfort levels. Our PTO Parent Coordinator will send home with each student a letter of interest. Parents are to check different areas of interest, time available and specific areas / age groups of comfort. If a parent proves hard-to-reach or seems uneasy about coming to school, we will make an effort to meet these parents away from the school. This will be done as needed through home visits by principal, teachers and other staff, and gatherings at other public sites (public library, community center, etc.). If an English as a second language parent needs an interpreter at any meeting site or event, Odenville Elementary will call local interpreters for assistance. The interpreter will also help translate print communications into the languages of families who have limited language proficiency. A TDD device will be used for parents who are deaf or hearing impaired. The administration holds planned meetings to discuss student achievement with parents any time an event is planned and seems necessary to do so. The principal communicates with parents through weekly email announcements and newsletters. Events will be scheduled at a variety of times - day, evening, weekend - so that different work and home schedules will be accommodated. A parent or family resource center will be available to all participating parents. This will be addressed during orientation where parents will be welcomed and encouraged to check out books and academic games as well as many other pertinent resources. Odenville Elementary will share the responsibility with the parent(s) for improved student achievement through the following ways: Stages of child growth and development; State Performance Standards and the School Report Card; Curriculum and instructional policies set by the St. Clair County School System and State Department; Odenville Elementary School Handbook, St Clair County Code of Conduct; Student Academic Profiles.

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.

Before the school year begins, Odenville Elementary contacts the St Clair Times to have a write up in the newspaper informing parents about summer reading programs and enrollment/orientation processes for the next school year. A tentative schedule of organized events such as: Open House, parenting day, progress reports and report cards is set before school begins each year and given out at Meet the Teacher and Orientation so parents/guardians can make arrangements to be involved in activities at OES. Odenville Elementary provides parents of participating children timely information about programs under Title I and about upcoming topics and school events through the following ways: school marquee, special invitations, classroom/parent communication folders, newsletters, emails and the school website. Odenville Elementary shall provide opportunities for regular meetings to make suggestions, share experiences with other parents, and participate, as appropriate, in decisions related to the education of their children. Parent surveys will go home with students every nine weeks to help us evaluate our strengths and weaknesses in parental involvement. The OES website has links to the CIP plan, Courses of Study and educational games, stories and other resources available to students and parents. Odenville Elementary School shall educate teachers, administration and other staff, with the assistance of parents, in the value and utility of contributions of parents, and how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parents programs and build ties between parents and the school. This critical relationship between school, community and parents shall be facilitated through active parental volunteer programs, Parent Teacher Organization meetings, weekly student progress folders, Advisory Council meetings and monthly informational newsletters. Odenville Elementary School ensures that parents of EL students can understand written communication by having it translated into the Home Language either by using the computer or translators provided by the SCC BOE. Translators are provided at all of the above mentioned meetings, if requested by parents.

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

The School/Parent Compact outlines how parents, the entire school staff, and the students will share the responsibility for improved student achievement and the means by which the school and parents will build and develop a partnership to help our children achieve the state's high standards. The School/Parent Compact given will be a means of parental input. A copy of the School/Parent Compact will be included in our student handbook for parents to read. The compact will be explained to the parents at an orientation meeting at the beginning of each school year. They will be asked to sign the compact signifying their commitment to working in a partnership with the school and their child to ensure a successful school year. Teachers will explain

the compacts to the students and have the students sign it. The School/Parent Compact will be signed by all parties' and housed in the student's classroom for use during parent-teacher and/or student-teacher conferences. Parent surveys will go home with students every nine weeks to help us evaluate our strengths and weaknesses in parental involvement.

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

The local school Advisory Council will convene annually to update and evaluate the local school Continuous Improvement Plan. Parents that are in disagreement with the Continuous Improvement Plan will state their position to the local Title I committee, Continuous Improvement team and/or Parental Involvement contact for review. If no amicable solution is reached, the parent may state their dissatisfaction, in writing, to the school principal. The principal will attach the statement to the local policy when it is presented to the LEA. The LEA parent liaison will contact the parent for further information, if necessary. The Federal Programs Supervisor and Superintendent will review all steps in the process and make a determination based on No Child Left Behind and the best interest of students. The Federal Programs Supervisor will forward concerns to the federal Programs section of the SDE>

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

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

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

Odenville Elementary shall help parents understand how to monitor progress while participating in their children's education, and how to work with educators toward children's improved performance. Information will be offered in a scheduled group parent meeting or a scheduled parent conference as an effort to assist parents in understanding: The National Education Goals, State Content and Performance Standards, Title I Requirements, and DIBELS results. The results will be interpreted in a language the parent(s) can understand. This information will help parents understand how these programs impact upon their child's education. We strive to have meetings at various times in order for the maximum number of parents to be able to be involved at our school. Odenville Elementary will hold Family Nights during the school year to showcase students' progress, give parents information on ways to support their children in school, and ways to support their children's academic progress. Teachers will make an effort to hold individual parent conferences each nine weeks and communicate via email, phone calls, and/or newsletters.

(2) 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)

Odenville Elementary shall provide materials and facilities to train parents, teachers, pupil services personnel, principal, and staff to work with each other and work with parents as equal partners. Workshops and other professional development opportunities are made available to parents and teachers for the enhancement of program development. Professional development opportunities, informative books and videos for the Parent Resource Center will be purchased through parental involvement funds. The materials focus on ways that parents can learn how to help their child be successful in school. We will hold parenting classes on topics such ELL, the importance of reading at home and how to help your child with homework and provide parents with related materials. OES purchased Pebble GO which can be accessed from each family's home computers. This will give families an opportunity to take an active part in their child's reading practice and provide another resource to practice reading at home. Our school website has many parenting resources available so families may work together for the home/school connection. Bi-lingual books in our most predominate ethnic group are available for check-out to share with the children. A special "EL Parent Night" will be held during the Fall to explain ACCESS scores, answer questions and solidify the home/school connection.

(3) 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)

Odenville Elementary shall educate teachers, pupil services personnel, principals, and staff with assistance from parents on how to reach out to, communicate with, and work with parents as equal partners. We will use school-parent compacts as a way to communicate the role of parents, teachers, and students in the education process. Workshops and other professional development opportunities are made available to parents and teachers for the enhancement of program development. Mrs. Bloomston, our Pre K teacher, will offer monthly parenting meetings on topics such as child safety, technology, etc and Mrs. Buckner, our guidance counselor, will offer monthly "Parent Parties" on topics such as motivation, worrying, etc. We will work with teachers at faculty meetings and grade level meetings to understand the importance of parental involvement and that parents are our partners. Mrs. Buckner has formed a guidance committee consisting of parents and teachers to focus on those at risk students and their needs. Our parent survey reported that 99.9% of all parents agree that their child feels happy and safe at OES, that we are meeting their child's needs and have a positive perception of OES. Administration will conduct Back to School Parent Orientation meetings to discuss pertinent information about academics, policies and procedures. Administration will periodically meet with Advisory Council and PTO to determine the needs and/or concerns of the school. Parenting Day activities will focus on communicating with every parent or caregiver at our school. We will have materials available to give out in our Parenting Corner and teachers will be discussing

DIBELS, ARI, discipline techniques, attendance policies and procedures, nutrition and each child's progress. Also, our school website has much needed pertinent information regarding parenting resources and information about administration, faculty, staff and students and their qualifications and celebrations at Odenville Elementary.

(4) 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)

Odenville Elementary shall conduct other activities, as appropriate and feasible, such as parent resource centers. Odenville Elementary offers Parent Resource Materials located in the school front office called the Parent Corner. The school will maintain a web page which will feature information on resources available to parents. Odenville Elementary will offer "Parent Pick Up Parties" to give parents information on ways to support their children in school. These parties will be held during the afternoon before "pick up"(dismissal) time. The St Clair County Parent Liaison will offer parent information several times during the school year at PTO meetings, School programs, and Kindergarten registration.

(5) 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)

Information on all school meetings, parent notices, etc. is sent to parents of EL children translated by TransAct or Google Translator into their Home Language, if requested. The St. Clair County BOE also provides translators for this purpose. OES has an ESOL teacher to facilitate parent requests. Odenville Elementary has one student with a deaf parent. It is the responsibility of the administration, teacher, parent and Student Services Coordinator to communicate school functions and dates, in the event an interpreter is needed at our school.

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

Odenville Elementary School has a high number of parents (over fifty percent) with a limited education and experiences to help their child succeed in school. OES will make available parenting classes, materials, and meetings at their convenience and as needed to support every child at our school.

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

Parents are encouraged at Orientation to sign teacher lists for parent helpers and to be a part of their child's classroom. Documents in TransAct can be automatically translated for non-English speaking parents. Translators are provided for EL and disabled parents at any meeting or conference, when needed or requested. School newsletters are translated and sent to parents by email or by their child. Various school papers/manuals are provided by the school system in the Home Language of our predominate ethnic group. Participation of all parents, including those with disabilities, is always encouraged. Therefore, all areas of our school building are wheelchair-accessible, including restrooms. Odenville Elementary School offers appropriate handicapped parking spaces and ramps to assist those in need.

Part VII- PROFESSIONAL LEARNING NEEDS RELATED TO ACADEMIC CHALLENGES

Does the plan provide opportunities for professional development activities that are high-quality, effective, and research-based?

- Yes
- No

Does the plan include opportunities for teachers, principals, paraprofessionals, other staff, and parents?

- Yes
- No

Does the plan include required district-wide training for English language acquisition? (If LEA receives Title III funds)

- jm Yes
- jm No

(Note: Professional learning activities must be linked to Alabama's Standards for Professional Development and Alabama's Technology Professional Development Standards, www.alsde.edu, Sections, Technology Initiatives, Publications).

Learning Activities:
EL Students/ACCESS Scores

What weakness or need identified in academic (including ell amaos) or school culture goals will the professional learning address?

Odenville Elementary School teachers will understand how the ACCESS scores translate to classroom accommodations as well as understand the plan for gradually removing the scaffolded support provided by classroom accommodations.

What types of professional learning will be offered?

PD 360 Sessions for faculty; attendance at SAMUEL workshops; TransAct

When will the session be delivered?

Ongoing during the 2011-2012 School Year.

What are the expected outcomes of professional learning?

(Following the professional learning, how will academic or cultural challenges be impacted – what does it look like?)

Teachers will acquire a better understanding of how ACCESS scores translate to effective accommodations within the classroom. A more informed discussion of EL matters should be reflected in all meetings. The use of TransAct or Google Translator should increase by teachers and administrators.

How will participants be held accountable for successful implementation and in what ways will evidence be collected to show effective assimilation/integration of strategies?

A sign-in sheet from faculty PD sessions will evidence their participation; Student work samples showing appropriate accommodations; More student participation with EL students asking questions; EL parent participation and communication; Improved DIBEL scores; Improved Unit Reading tests

What are the funding sources, estimated expenses, and proposed names of consultants or entities? Example: Title II, \$....00

Title III Dr. Susan Hill

Innovative Technology

What weakness or need identified in academic (including ell amaos) or school culture goals will the professional learning address?

Per Educate Alabama Standard pre and post observation notes, Odenville Elementary School needs to increase faculty knowledge of innovative ways to use technology in daily classroom practices.

What types of professional learning will be offered?

Pd360 Technology Team(Russ Stewart and Cynthia Loggins) INOW Technology Integration Specialist(Brandi Caldwell) innovative workshops Smartboards, Mimios, MobiViews, Innovative lessons, Websites JSU Technology Professional Development(Eric Lee) Grade Level Meetings(Technology Contact Person at OES and collaboration among each other)

When will the session be delivered?

During the 2011-2012 School Year Grade Level Meetings Faculty Meetings

What are the expected outcomes of professional learning?

(Following the professional learning, how will academic or cultural challenges be impacted – what does it look like?)

Improved strategies for guiding teachers and students in using technology.

How will participants be held accountable for successful implementation and in what ways will evidence be collected to show effective assimilation/integration of strategies?

Lesson Plans Walkthroughs Observations Grade Level Meeting discussions Faculty Meeting discussions

What are the funding sources, estimated expenses, and proposed names of consultants or entities? Example: Title II, \$...00

Russ Stewart-----Local School employees helping with technology tips Cynthia Loggins Brandi Caldwell Eric Lee Jeb with MobiView

Character Development

What weakness or need identified in academic (including ell amaos) or school culture goals will the professional learning address?

Odenville Elementary will increase the awareness of good character by the development and support of good citizenship. Mrs. Buckner, our guidance counselor, has developed a "Character Catch of the Month" program where character words play an emphasis in daily learning at our school. Our students and staff will study the Leader in Me which will provide students with essential life skills and characteristics needed for success in the 21st century.

What types of professional learning will be offered?

The Leader in Me Web Community The Leader in Me Student Activity Guides The Leader in Me Teacher Books The 7 Habits of Happy Kids Book Character Catch of the Month lessons provided by Mrs. Buckner weekly

When will the session be delivered?

Grade Level Meetings Faculty Meetings Group Counseling Sessions

What are the expected outcomes of professional learning?

(Following the professional learning, how will academic or cultural challenges be impacted – what does it look like?)

The Leader in Me as well as the Character Catch of the Month program, is integrated into the core curriculum and becomes part of the culture benefiting our school and students by developing students who have the skills and self confidence to succeed as leaders in the 21st century, decreases discipline referrals, teaches and develops character and leadership, improves academics.

How will participants be held accountable for successful implementation and in what ways will evidence be collected to show effective assimilation/integration of strategies?

Lesson Plans Walkthroughs Grade Level Meetings Faculty Meetings Weekly Checkups with Mrs. Buckner Mid Grading At Risk Reports

What are the funding sources, estimated expenses, and proposed names of consultants or entities? Example: Title II, \$...00

The Leader in Me Professional Materials--Local School Funds Character Catch of the Month supplies--Local School Funds

Response to Instruction

What weakness or need identified in academic (including ell amaos) or school culture goals will the professional learning address?

To improve teaching strategies and techniques that better meet the needs of students. Increase knowledge and understanding of how the special education referral process will be handled. Improved Tier III instruction.

What types of professional learning will be offered?

Job Embedded school trainings will address multiple paths to knowledge and differentiation of curriculum as needed to improve the performance of our at risk

population

When will the session be delivered?

Grade Level Meetings Faculty Meetings

What are the expected outcomes of professional learning?

(Following the professional learning, how will academic or cultural challenges be impacted – what does it look like?)

To improve teaching strategies and techniques that better meet the needs of students. Increase knowledge and understanding of how the special education referral process will be handled. Improved Tier III instruction.

How will participants be held accountable for successful implementation and in what ways will evidence be collected to show effective assimilation/integration of strategies?

Walkthroughs Lesson Plans Grade Level Meetings Faculty Meetings Mid Grading At Risk Form Classworks Assessments

What are the funding sources, estimated expenses, and proposed names of consultants or entities? Example: Title II, \$....00

PD360 Classworks Assessments--Federal Funds(purchased by St Clair County Board of Education 2011-2012)

AYP Special Education

What weakness or need identified in academic (including ell amaos) or school culture goals will the professional learning address?

All teachers will continue to use supplemental strategies to promote best practices in reading and math instruction as our school did not meet Adequate Yearly Progress measurable objectives.

What types of professional learning will be offered?

During Grade Level/Vertical Collaboration with our Odenville Elementary Faculty and Staff as well as Odenville Intermediate School Faculty and Staff, teachers will be provided guidance on how to analyze data to best meet the needs of our students. Mandy professional development opportunities in reading and math will be available for our teachers and staff.

When will the session be delivered?

Grade Level Meetings Faculty Meetings Vertical Planning-Cross Grade Levels(Pre K-5)

What are the expected outcomes of professional learning?

(Following the professional learning, how will academic or cultural challenges be impacted – what does it look like?)

Our faculty and staff will develop deepend knowledge about effectively using assessment results to drive instruction.

How will participants be held accountable for successful implementation and in what ways will evidence be collected to show effective assimilation/integration of strategies?

Lesson Plans Walkthroughs Grade Level Meetings Vertical/Collaboration Meetings Faculty Meetings Assessment Item Analysis

What are the funding sources, estimated expenses, and proposed names of consultants or entities? Example: Title II, \$....00

Title funds for Professional Development(strategies to improve AYP results) Linda Hatton---State Department of Education Greg Cobb---Supervisor of Instruction Jan Darnell Bailey---School Improvement Specialist

Reading Comprehension Strategies

What weakness or need identified in academic (including ell amaos) or school culture goals will the professional learning address?

Second grade fluency scores were 70% low risk Based on ARMT scores, students are having difficulty understanding and comprehending functional and

textual/informational materials.

What types of professional learning will be offered?

All teachers will participate in a book study and professional development for reading strategies. Teachers will study excerpts from Practical Fluency during grade level meetings. On-going coaching and modeling will be available through the reading coach. On-going support of the implementation of Fluency Formula

When will the session be delivered?

Grade Level Meetings Faculty Meetings Vertical/Collaboration Meetings(OES/OIS) Coaching Sessions through ARI

What are the expected outcomes of professional learning?

(Following the professional learning, how will academic or cultural challenges be impacted – what does it look like?)

All teachers will provide a safe and supportive learning culture in which relationships are built and maintained through oral reading. All teachers will develop and deliver effective, strategic instruction daily. As all teachers will begin utilizing the strategic instruction lesson plan , students progress will be monitored on assessments and discussed at the weekly data meetings. All teachers will provide a rigorous curriculum where students become critical, problem solvers.

How will participants be held accountable for successful implementation and in what ways will evidence be collected to show effective assimilation/integration of strategies?

All participants will be held accountable through observations /walkthroughs conducted by the school administrators. The teacher will work with participants in reflect training strategies. At each grading period, teacher examine progress reports, data and report cards and make adjustments to individual instruction. Teachers will administer Oral Reading Assessments including a retell to measure comprehension .

What are the funding sources, estimated expenses, and proposed names of consultants or entities? Example: Title II, \$...00

Title I Professional Development(strategies to improve DIBEL and AYP results) Materials and Supplies Linda Hatton Greg Cobb Jan Darnell Bailey ARI Coaches

Part VIII - Coordination of Resources/Comprehensive Budget

I. State Foundation Funds

	FTEs Earned	Units Placed	Total Salaries
FTE Teacher Units	26.21	28.71	1,888,818
Administrator Units	1	1	0
Assistant Principal	0	.50	0
Counselor	.50	.50	0
Librarian	1	1	0
Career and Technical Education Administrator	0	0	0
Career and Technical Education Counselor	0	0	0
Technology			0
Professional Development			0
State ELL Funds			0
Instructional Supplies			3,870

Library Enhancement

0

Total of All Salaries:

\$1,892,688.0

II. Federal Funds

Title I: Improving the Academic Achievement of the Disadvantaged

Provide a brief explanation and a breakdown of expenses.

OES TITLE I BUDGET 2011-2012
 TITLE I allocation \$128,010.69
 Personnel \$126,787.00

Remaining Funds to Budget \$1,223.69

During School Tutorial \$707.00
 2 Tutors, 4 weeks @\$25 an hour 3 hours a week
 \$600

Social Security \$37.00
 \$637.00

Federal Medicare \$9.00
 \$646.00

Retirement \$60.00
 \$706.00

Unemployment \$1.00
 \$707.00

Classroom Instructional Supplies \$516.69

Total : \$128,010.69

Title I: ARRA Funds

Provide a brief explanation and a breakdown of expenses.

N/A

Total : 0

Title II: Professional Development Activities

Provide a brief explanation and a breakdown of expenses.

St Clair County(Odenville Elementary School) does not receive these funds.

Total : 0

Title III: For English Language Learners

Provide a brief explanation and a breakdown of expenses.

Title III - \$18,482 –District wide.

Provides professional development software, services, registration and travel for administrators and classroom teachers. Designed to improve instruction for EL students. Intended to enhance the ability of district personnel to comprehend, use curricula, assessment measures and instructional strategies for EL students.

Total : 0.00

Title IV: For Safe and Drug-free Schools

Provide a brief explanation and a breakdown of expenses.

St Clair County(Odenville Elementary School) does not receive these funds.

Total :

Title VI: For Rural and Low-income Schools

Provide a brief explanation and a breakdown of expenses.

St Clair County(Odenville Elementary School) does not receive these funds.

Total :

Career and Technical Education-Perkins IV: Basic Grant (Title I)

Provide a brief explanation and a breakdown of expenses.

Odenville Elementary School does not receive these funds.

Total :

Career and Technical Education-Perkins IV: Tech Prep (Title II)

Provide a brief explanation and a breakdown of expenses.

Odenville Elementary School does not receive these funds.

Total :

Other: 21st Century, Learn and Serve, Even Start, School Improvement Grant

Provide a brief explanation and a breakdown of expenses.

The grant is for \$125,000 for 3 years and will be spent to provide the following to OES students:

- A % of funds is designated to pay staff who will meet the 15:1 student/teacher ratio.
- A % of funds is designated for transportation for Field Trips to be taken in the summer.
- A % of funds are designated for Purchased Services for activities such as karate, bowling, gymnastics, art, etc.
- A % of funds is designated for the purchase of AV/Technology equipment and SRB software.
- A % of funds is designated for materials and supplies.
- A % of the funds are for mandatory staff development (travel) and training and administrative and indirect cost.

Total :

III. Local Funds (if applicable)

Local Funds

Provide a brief explanation and a breakdown of expenses.

- Local School Funds---\$5,000.00
- Purchase copy paper for schools
- Classroom Instructional Materials
- Technology for classrooms
- Copier Lease/Risograph
- Janitorial Supplies
- Professional Development for teachers
- Grants awarded for teachers to purchase instructional materials

Total :