



ACIP

Vinemont Elementary School

Cullman County Board of Education

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Executive Summary

Introduction

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

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

Description of the School

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

Vinemont Elementary has a student population of 465 students and 41 faculty/staff. Vinemont Elementary School has 60.55% of students on free or reduced lunches. Vinemont School is located in northern, rural Cullman County known as South Vinemont. The community has a population of 749 residents. The median household income of South Vinemont is \$39,370. According to census reports in 2010, 30.8% of South Vinemont residents live in poverty. The largest racial/ethnic groups are White (83.2%) followed by Hispanic (23.6%) and Asian (2.0%). There has been little change to the area in recent years. The Cullman County Airport is located in the community, as well as, other small businesses. The area at large is very supportive of the school.

School's Purpose

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

The extended purpose of Vinemont Elementary School has been to create life-long learners. The mission of Vinemont Elementary is that working together today to prepare students for a successful tomorrow by nurturing, challenging and guiding all students to achieve their maximum potential through the use of effective teaching methods and the implementation of up-to-date educational techniques.

Vinemont Elementary School believes that every individual can learn, every individual deserves to be treated with dignity and respect, every individual deserves a safe and secure environment, every individual needs to be provided opportunities to succeed and with rights and privileges come responsibilities.

Vinemont Elementary School offers reading and math intervention for struggling students, Special Education classes for students identified with learning issues, an After-School Program for homework completion and childcare, a Gifted Education Program for enrichment and English Language classes for students who have a native language other than English.

Notable Achievements and Areas of Improvement

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

Over the past three years, grade 2 has consistently made at least 5% gain in STAR math benchmark scores during the fall administration.

Vinemont Elementary would like to improve STAR testing results. We are striving to achieve at least 80% of students at benchmark on STAR Reading and STAR Math Assessments.

There is also a prime focus on decreasing teacher and student absences during the 2014-2015 school year. There has been a decrease in the number of students referred for truancy infractions.

Vinemont Elementary will begin participating in the system-wide professional development early release days.

Additional Information

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

Vinemont Elementary is working hard to provide the most up-to-date technology for instructional use during the 2014-2015 school year.

Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

All school personnel were asked to participate in analyzing data and creating goals. Community partner, Billy Ray Taylor, was asked to become part of the process because of his connection to the school and business community. Dr. Jane Teeter, a mentor with VIPs, was asked to participate due to her connection by living in the community, being the grandparent of students at Vinemont, and her role as the retired principal of Vinemont Elementary. Parent representatives were chosen from volunteers who work closely with the school on a regular basis. Meetings were held outside the regular school day to accommodate all schedules.

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

A representation of faculty from Vinemont Elementary met to decide on grade level goals. The Leadership Team discovered commonalities among goals and devised schoolwide goals in reading and math. In April of 2014, the faculty used the AdvancedEd Standards to assess the strengths and weaknesses of Vinemont Elementary. This survey found that there were two areas of significant weakness. These weaknesses are being addressed through goals for culture and Professional Learning Teams. Parent representatives, as well as, community partners approved the goals set for Vinemont Elementary.

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

The final plan is on the school's website. There are also copies in the media center, guidance office and elementary office. Stakeholders are invited to quarterly meetings where the principal will give a brief summary of the progress the school is making toward reaching each goal.

Stakeholder Feedback Diagnostic

Introduction

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

Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes	Parent, Staff and Student survey data worksheet is attached	VME Stakeholder-Feedback-Worksheet Staff Surveys Parental Surveys Survey Document Student Surveys

Evaluative Criteria and Rubrics

Overall Rating: 3.0

	Statement or Question	Response	Rating
1.	Questionnaire Administration	Most required AdvancED questionnaires were used by the institution to receive stakeholder feedback. The minimum response rate for each population was met (parent questionnaire: equal to or greater than 20%, student questionnaire(s): equal to or greater than 40%, staff questionnaire: equal to or greater than 60%). Questionnaires were administered with reasonable fidelity to the administrative procedures appropriate for each assessment. In most instances, the stakeholders to whom these questionnaires were administered mostly represented the populations served by the institution. Appropriate accommodations were provided for most participants.	Level 3

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

Areas of Notable Achievement

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

According to the parental surveys conducted in Spring 2014, 92.73% of parents agree that the school's purpose statement is clearly focused on student success. Ninety percent of parents also agree that Vinemont Elementary has established goals and a plan for improving student learning. Student surveys revealed that 97.72% of students believe that the school has teachers who want them to do their best. Ninety-eight percent of student feel that the principal and teachers help them get ready for the next grade level. Staff surveyed agree 100% that Vinemont Elementary has a continuous improvement process based on data, goals, action and measures for growth. Ninety-seven percent of staff also believe that the school provides qualified staff members to support student learning and that the school provides instructional time and resources to support our school goals and priorities.

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

The parental rating shows an increasing trend with 84.54% of parents believing that Vinemont Elementary is doing a good job with its purpose and direction.

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

The parental survey findings for purpose and direction are consistent with parents participation in the development of a Parental Involvement Committee, participation in academic conferences, Science Fair Night, increased numbers of parents at awards assemblies and other school/parent activities.

Areas in Need of Improvement

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

According to parental surveys, only 63.47% of parents agree that the school ensures the effective use of financial resources. Staff agree at a rating of 54.55% that the school's teachers participate in collaborative learning communities that meet both informally and formally across grade levels and content areas. Only 52.53% of students feel that the principal and teachers ask them what they think about school.

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

According to the staff surveys, faculty rating of 54.55% is a decline in the agreement that teachers have the opportunity to participate in collaborative learning communities.

What are the implications for these stakeholder perceptions?

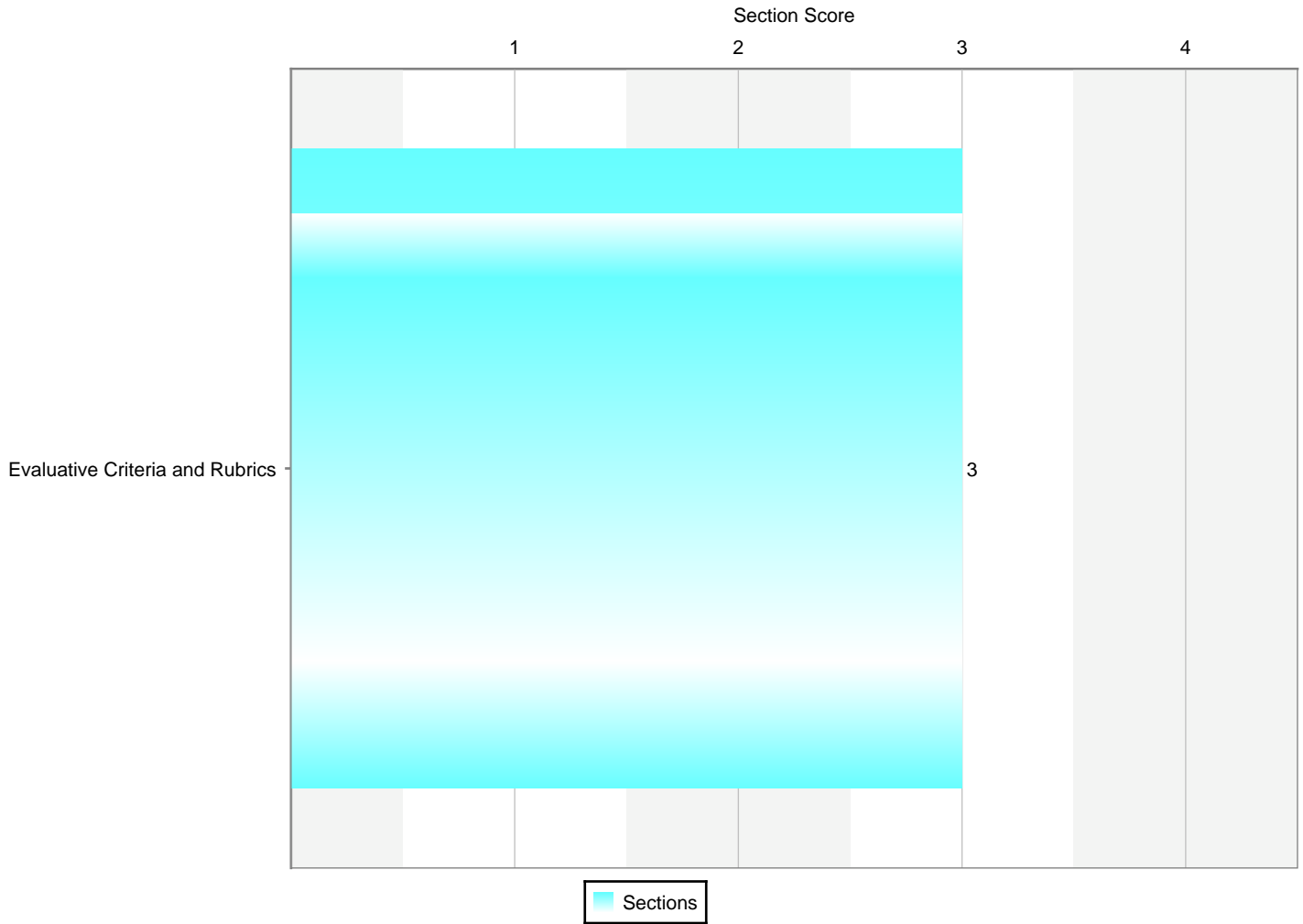
The Leadership Team needs to develop more opportunities for students to be asked about their school experience. This may be done using a student advocacy program. The establishment of Professional Learning Teams will change the perception of faculty.

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

Faculty surveys regarding the need for professional learning communities are consistent with the findings of the AdvancEd Standards Review conducted by Vinemont Elementary in January of 2014.

Report Summary

Scores By Section



Student Performance Diagnostic

Introduction

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

Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes		STAR Summary Fall 2013 STAR Summary Spring 2014 STAR Fall Summary 2013

Evaluative Criteria and Rubrics

Overall Rating: 3.5

	Statement or Question	Response	Rating
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the entire set of curricular aims regarded as high-priority, "must accomplish," instructional targets. The documentation provided in support of this alignment is persuasive. All of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements such as validity, reliability, absence of bias, and instructional sensitivity.	Level 4

	Statement or Question	Response	Rating
2.	Test Administration	All the assessments used by the institution to determine students' performances, whether externally acquired or internally developed, have been administered with complete fidelity to the administrative procedures appropriate for each assessment. In every instance, the students to whom these assessments were administered are accurately representative of the students served by the institution. Appropriate accommodations have been provided for all assessments so that valid inferences can be made about all students' status with respect to all of the institution's targeted curricular outcomes.	Level 4

	Statement or Question	Response	Rating
3.	Quality of Learning	Evidence of student learning promoted by the institution is well analyzed and clearly presented. In comparison to institutions functioning in a similar educational context, students' status, improvement, and/or growth evidence indicates that the level of student learning is substantially greater than what would otherwise be expected.	Level 4

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates achievement gaps exist among subpopulations of students, and these achievement gaps demonstrate a modest decline.	Level 2

Areas of Notable Achievement

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

Kindergarten STAR Early Literacy Benchmark grew 23% from Fall to Spring 2013-2014.

Second Grade STAR Math Benchmark grew 39% from Fall to Spring 2013-2014.

Second Grade STAR Reading Benchmark grew 19% from Fall to Spring 2013-2014.

Third Grade STAR Math Benchmark grew 18% from Fall to Spring 2013-2014.

Third Grade STAR Reading Benchmark grew 11% from Fall to Spring 2013-2014.

These grades met their ASSIST goal for 2013-2014.

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

Grades 3-4 grew by more than 18% in STAR Math Fall to Spring administrations 2013-2014.

Which area(s) indicate the overall highest performance?

Ninety-one percent of students in grade 4 scored benchmark on STAR Math Spring administration 2014.

Ninety percent of students in grade 2 scored benchmark on STAR Math Spring administration 2014.

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

Subgroups are not available until accountability model is created.

Between which subgroups is the achievement gap closing?

There is not information available on achievement gaps at the present time. Awaiting accountability model to be created.

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

This data closely aligned with the 2013 ARMT+ Math data.

ACT ASPIRE data to come.

SY 2014-2015

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Areas in Need of Improvement

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

On the STAR Reading and Math assessment, Fall to Spring, grades 1, 4 and 5 made less than a 10% increase in student benchmark for the 2013-2014 academic year.

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

In grade one, only 37% of the students are on target for growth in STAR Math at the end of the 2013-2014 school year.

Which area(s) indicate the overall lowest performance?

STAR Reading assessment Spring administration showed first grade with 50% total student benchmark in 2014.

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

Subgroups are not available until accountability model is created.

Between which subgroups is the achievement gap becoming greater?

This information is not available regarding achievement gaps at the present time. Awaiting creation of accountability model.

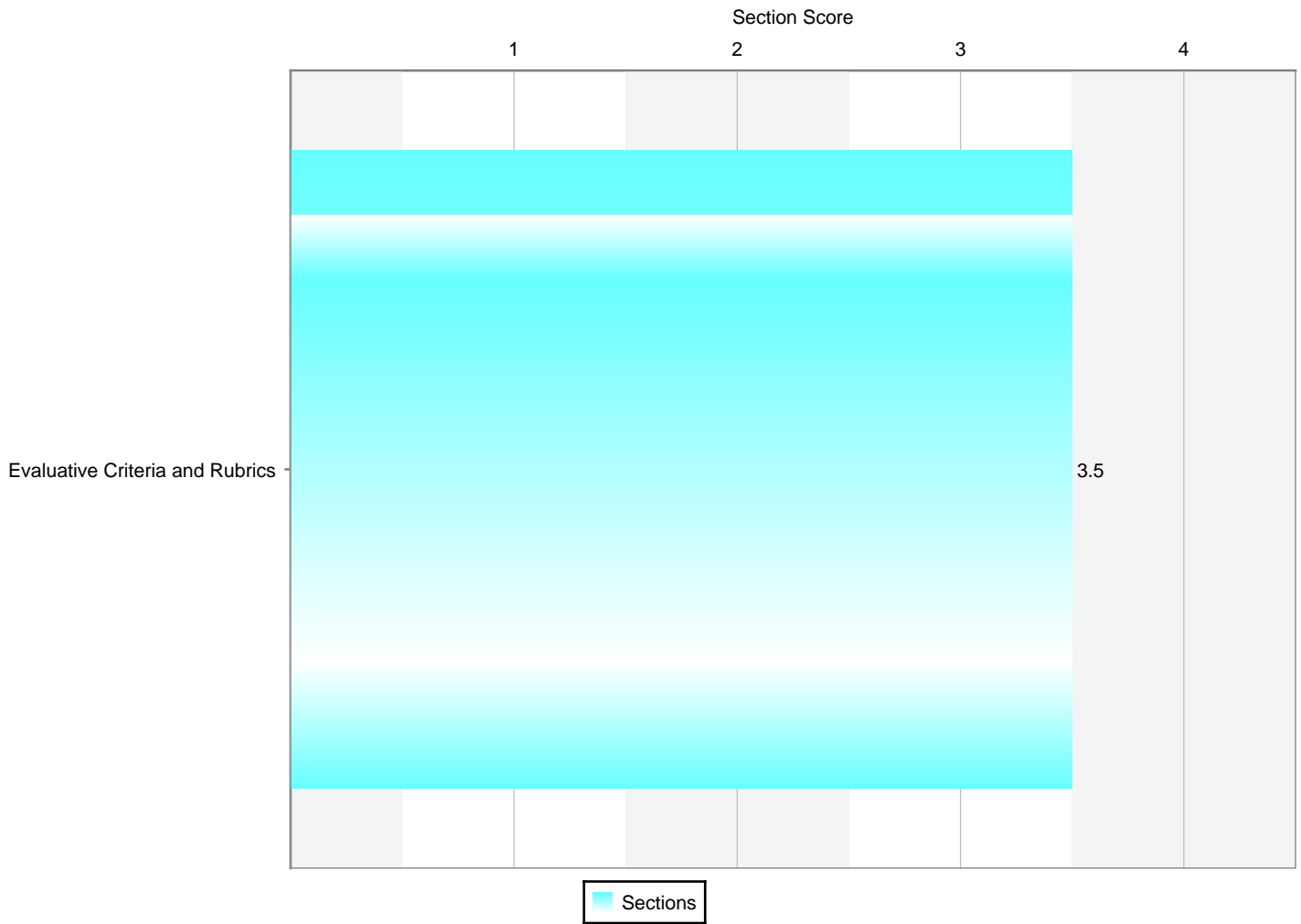
Which of the above reported findings are consistent with findings from other data sources?

This data closely aligned with the 2013 ARMT+ Math and Reading data.

ACT ASPIRE data to come.

Report Summary

Scores By Section



ACIP Assurances

Introduction

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

ACIP Assurances

Label	Assurance	Response	Comment	Attachment
1.	The Instructional Leadership Team members that should be present include the principal, guidance counselor, district school improvement specialist (or other designee), appropriate content-area teachers, parent representatives, and student representatives (as appropriate). Depending on the data, additional members may include special population representatives (Technology Coordinator, Special Education, ELL, etc.), district federal programs coordinator, district chief school financial officer, community stakeholders, or any other member as appropriate. Documentation will be maintained on site.	Yes	Tony Johnson- Principal Misty Taylor- Guidance Counselor Melba Wiegand- Instructional Coach Tracey Fowler- Teacher Julie Foust- Teacher Amy Payne- Teacher Joell Chambers- Teacher Keith Kugler- Teacher Sandra Sandlin- Teacher Sarah Foust- Media Specialist/Technology Stephanie Thompson- Parent Representative Carolyn Gable- Parent Representative	Assurance 1

Label	Assurance	Response	Comment	Attachment
2.	The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education.	Yes		Assurance 2

Label	Assurance	Response	Comment	Attachment
3.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Tony Johnson Principal P.O. Box 39 Vinemont, Alabama 35179 (256) 734-0314	Assurance 3

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

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Label	Assurance	Response	Comment	Attachment
5.	The institution has a School-Parent Compact. If a Title I school, the School-Parent Compact contains the required components (NCLB Section 1118(d)(1-2)(A,B,C)) and was jointly developed with parents of participating students.	Yes		Assurance 5

2014-2015 Continuous Improvement Plan

Overview

Plan Name

2014-2015 Continuous Improvement Plan

Plan Description

2014-2015 CIP

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students in grades K-5 will become proficient readers.	Objectives: 1 Strategies: 2 Activities: 7	Academic	\$0
2	All students in grades K-5 will become proficient in math.	Objectives: 1 Strategies: 2 Activities: 7	Academic	\$0
3	Adequate Progress in Language Acquisition	Objectives: 1 Strategies: 3 Activities: 4	Academic	\$0
4	All students in grade 5 will be prepared to transition into grade 6 (middle school).	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
5	All staff will participate in Professional Learning Teams (PLTs).	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$0
6	Staff will foster a more collaborative climate at Vinemont Elementary.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$1000

Goal 1: All students in grades K-5 will become proficient readers.

Measurable Objective 1:

A 10% increase of Kindergarten, First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency on STAR Assessment in Reading by 05/29/2015 as measured by STAR Reading Benchmark Testing.

Strategy 1:

Strategic Teaching Implementation - All teachers will plan and implement strategic teaching components in all reading lessons.

Research Cited: Alabama Reading Initiative

Activity - Review Components of Strategic Teaching	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Review the lesson framework for strategic teaching with all teachers grades K-5.	Professional Learning	08/13/2014	05/29/2015	\$0	No Funding Required	Instructional Coach, Principal, Other Staff as needed

Activity - Monitor Implementation of Strategic Teaching	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor the implementation of strategic teaching components through lesson plans, walk through checks and grade level meetings.	Academic Support Program	08/13/2014	05/29/2015	\$0	No Funding Required	Principal, Instructional Coach, Other Staff as needed

Activity - Implementation of Strategic Teaching Components	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will devise lessons by using the components of strategic teaching strategies.	Direct Instruction	08/13/2014	05/29/2015	\$0	No Funding Required	Classroom Teachers

Strategy 2:

STAR Reading Benchmark Assessment - All students will be administered STAR Reading Benchmark Assessment.

Research Cited: Burns, M.K., and Gibbons, K.A. (2008). Implementing response to intervention in elementary and secondary schools. New York: Routledge.

Activity - STAR Reading Benchmark Testing three times per year	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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All students will be assessed using STAR Reading Benchmark testing three times yearly (Fall, Mid-Year and End-of-Year).	Academic Support Program	08/13/2014	05/29/2015	\$0	No Funding Required	Classroom Teachers, Instructional Coach, Other Staff as needed
Activity - Implementation of Small Group Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will have small group instruction daily by the classroom teacher or intervention teacher based on STAR Reading data.	Direct Instruction	08/13/2014	05/29/2015	\$0	No Funding Required	Classroom Teacher or Intervention Teacher
Activity - Implementation of STAR Reading Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be monitored at least monthly using the STAR Reading Progress Monitoring tool.	Academic Support Program	08/13/2014	05/29/2015	\$0	No Funding Required	Classroom Teacher
Activity - Implementation of Instructional Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in instructional planning each Thursday to discuss and group students based on skill deficits.	Academic Support Program	09/05/2013	05/15/2014	\$0	No Funding Required	Classroom Teachers, Instructional Coach, Principal

Goal 2: All students in grades K-5 will become proficient in math.**Measurable Objective 1:**

A 10% increase of Kindergarten, First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency on STAR Assessment in Mathematics by 05/29/2015 as measured by STAR Mathematics Benchmark Testing.

Strategy 1:

Strategic Teaching Implementation - All teachers will plan and implement strategic teaching components in all reading lessons.

Research Cited: Alabama Reading Initiative

Activity - Review Components of Strategic Teaching	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Review the lesson framework for strategic teaching with all teachers grades K-5.	Professional Learning	08/13/2014	05/29/2015	\$0	No Funding Required	Instructional Coach, Principal, Other Staff as needed
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Activity - Monitor Implementation of Strategic Teaching	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor the implementation of strategic teaching components through lesson plans, walk through checks and grade level meetings.	Academic Support Program	08/13/2014	05/29/2015	\$0	No Funding Required	Principal, Instructional Coach, Other Staff as needed

Activity - Implementation of Strategic Teaching Components	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will devise lessons by using the components of strategic teaching strategies.	Direct Instruction	08/13/2014	05/29/2015	\$0	No Funding Required	Classroom Teachers

Strategy 2:

STAR Math Benchmark Assessment - All students will be administered STAR Math Benchmark Assessment.

Research Cited: Burns, M.K., and Gibbons, K.A. (2008) Implementing response to intervention in elementary and secondary schools. New York: Routledge.

Activity - STAR Math Benchmark Testing three times per year	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will be assessed using the STAR Math Benchmark test three times yearly (Fall, Mid-Year and End-of-Year).	Academic Support Program	08/13/2014	05/29/2015	\$0	No Funding Required	Classroom Teachers, Instructional Coach and Other Staff as needed

Activity - Implementation of Small Group Math Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will have small group instruction daily by the the classroom teacher or intervention teacher based on STAR Math data.	Direct Instruction	08/13/2014	05/29/2015	\$0	No Funding Required	Classroom Teacher or Intervention Teacher

Activity - Implementation of STAR Math Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be monitored at least monthly using the STAR Math Progress Monitoring tool.	Academic Support Program	08/13/2014	05/29/2015	\$0	No Funding Required	Classroom Teacher

Activity - Implementation of Instructional Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in instructional planning each Thursday to discuss and group students based on skill deficits.	Academic Support Program	09/05/2013	05/15/2014	\$0	No Funding Required	Classroom Teachers, Instructional Coach and Principal

Goal 3: Adequate Progress in Language Acquisition

Measurable Objective 1:

53% of English Learners students will demonstrate a proficiency in achieving Adequate Progress in Language Acquisition (APLA). TO MEET AMAO-B: The number of ELL students school wide attaining English Proficiency will be at least 19% in English Language Arts by 05/29/2015 as measured by ACCESS for ELLs..

Strategy 1:

Examine School Wide ELL Data for Student Goals - EL Teacher will engage in student goal setting for ELLs who did not achieve AMAO-A and/or AMAO-B during the 2013 - 2014 school year.

Research Cited: ACCESS for ELL score reports

Activity - Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
At the beginning of school, the EL teacher will review and analyze comprehensive data for identified Limited English Proficient (LEP) students who have not achieved AMAO-A and/or AMAO-B and will collaborate these findings with the EL committee.	Academic Support Program	08/13/2014	05/29/2015	\$0	No Funding Required	EL Teacher and Classroom Teachers with ELL students.

Strategy 2:

Collaborative Instructional Planning - EL and classroom teachers will collaborate to determine an instructional plan for ELL students.

Research Cited: ACCESS for ELL score reports

Activity - Teacher Collaboration for Goal Setting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Following the analysis of ELL comprehensive data for identified LEP students, the classroom teachers and EL teacher will then collaborate throughout the year to determine areas of weakness, set instructional goals to address student needs and implement instructional strategies in both the regular classroom and the pull-out ELL classroom.	Other	08/13/2014	05/29/2015	\$0	No Funding Required	EL classroom teachers and EL teacher

Strategy 3:

Develop collaborative relationships among EL and Classroom teachers. - EL and Classroom teachers will collaborate to develop instructional strategies to assure

achievement of AMAO-C Reading and Math goals.

Research Cited: AMAO-C Adequate Yearly Progress

Activity - Green EL Folder	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
EL teacher will distribute green EL folders to all faculty members and provide information about the EL program.	Professional Learning	08/12/2014	05/29/2015	\$0	No Funding Required	EL teacher, Classroom teacher and administration

Activity - EL Coach	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
EL Coach will meet with EL and Classroom Teachers to support implementation of instructional strategies to support EL student achievement. Teachers will collaborate to analyze formative assessment to monitor student learning.	Professional Learning	08/13/2014	05/29/2015	\$0	No Funding Required	EL Coach/Teachers, Classroom teacher and Administration

Goal 4: All students in grade 5 will be prepared to transition into grade 6 (middle school).

Measurable Objective 1:

collaborate to prepare students for the elementary to middle school transition by 08/22/2014 as measured by dialogue with middle school administrators and teachers.

Strategy 1:

Transition Collaboration - During the 2013-14 academic year, fifth grade teachers will collaborate with sixth grade teachers to understand the expectations of incoming sixth graders.

Activity - Teacher Collaboration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Fifth grade teachers, sixth grade teachers, guidance counselors and instructional coach will meet to discuss academic and social expectations for transitions to middle school.	Other	11/03/2014	05/29/2015	\$0	No Funding Required	Principals, Instructional Coach, Counselors, Fifth grade teachers, Sixth grade teachers

Goal 5: All staff will participate in Professional Learning Teams (PLTs).

Measurable Objective 1:

collaborate to implement cross-grade level PLTs to enhance professional development by 05/29/2015 as measured by the intensification of instruction and management techniques to foster student learning. .

Strategy 1:

Professional Learning Teams - All teachers will participate in the implementation of cross-grade level Professional Learning Teams (PLTs).

Research Cited: DuFour, R., DuFour, R., Eaker, R., and Karhanek, G. (2004) Whatever It Takes: How Professional Learning Communities Respond When Kids Don't Learn, Bloomington, IN: National Educational Service.

Jolly, A. (2008), Team to Teach: A Facilitator's Guide to Professional Learning Teams, Oxford, OH, National Staff Development Council.

Activity - Develop Cross-Grade Level Professional Learning Teams	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school leadership team will develop cross-grade level PLTs.	Professional Learning	09/03/2014	05/29/2015	\$0	Other	Leadership Team

Activity - Development of PLT Schedule	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Leadership Team will develop a schedule for PLT meetings.	Other	09/03/2014	05/29/2015	\$0	Other	Leadership Team

Activity - Professional Development on Professional Learning Teams	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Faculty will receive professional development on the structure, implementation and goal of Professional Learning Teams (PLTs).	Professional Learning	09/10/2014	05/29/2015	\$0	Other	All Certified Vinemont Elementary Staff

Goal 6: Staff will foster a more collaborative climate at Vinemont Elementary.

Measurable Objective 1:

collaborate to foster a more positive climate by 05/29/2015 as measured by all stakeholders recognizing the school's common vision and positive climate.

Strategy 1:

Collaborative Meetings - The staff at Vinemont Elementary will schedule collaborative meetings such as PLTs, Leadership Team, grade level, data and Student Support Team.

Research Cited: Jolly, A. (2008), Team to Teach: A Facilitator's Guide to Professional Learning Teams, Oxford, OH, National Staff Development Council

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Activity - Training On Effective PLTs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Train staff in the steps of effective PLTs.	Professional Learning	09/10/2014	05/29/2015	\$0	No Funding Required	All Vinemont Elementary Certified Staff

Activity - Display of School's Vision Statement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Displaying the school's vision on all communication with stakeholders, in classrooms and school environment, school website and staff apparel.	Other	09/02/2014	05/29/2015	\$1000	General Fund	All staff members

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Development of PLT Schedule	The Leadership Team will develop a schedule for PLT meetings.	Other	09/03/2014	05/29/2015	\$0	Leadership Team
Professional Development on Professional Learning Teams	Faculty will receive professional development on the structure, implementation and goal of Professional Learning Teams (PLTs).	Professional Learning	09/10/2014	05/29/2015	\$0	All Certified Vinemont Elementary Staff
Develop Cross-Grade Level Professional Learning Teams	The school leadership team will develop cross-grade level PLTs.	Professional Learning	09/03/2014	05/29/2015	\$0	Leadership Team
Total					\$0	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Display of School's Vision Statement	Displaying the school's vision on all communication with stakeholders, in classrooms and school environment, school website and staff apparel.	Other	09/02/2014	05/29/2015	\$1000	All staff members
Total					\$1000	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Training On Effective PLTs	Train staff in the steps of effective PLTs.	Professional Learning	09/10/2014	05/29/2015	\$0	All Vinemont Elementary Certified Staff
Teacher Collaboration	Fifth grade teachers, sixth grade teachers, guidance counselors and instructional coach will meet to discuss academic and social expectations for transitions to middle school.	Other	11/03/2014	05/29/2015	\$0	Principals, Instructional Coach, Counselors, Fifth grade teachers, Sixth grade teachers

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Implementation of Instructional Planning	Teachers will participate in instructional planning each Thursday to discuss and group students based on skill deficits.	Academic Support Program	09/05/2013	05/15/2014	\$0	Classroom Teachers, Instructional Coach and Principal
STAR Reading Benchmark Testing three times per year	All students will be assessed using STAR Reading Benchmark testing three times yearly (Fall, Mid-Year and End-of-Year).	Academic Support Program	08/13/2014	05/29/2015	\$0	Classroom Teachers, Instructional Coach, Other Staff as needed
Implementation of Strategic Teaching Components	Teachers will devise lessons by using the components of strategic teaching strategies.	Direct Instruction	08/13/2014	05/29/2015	\$0	Classroom Teachers
Review Components of Strategic Teaching	Review the lesson framework for strategic teaching with all teachers grades K-5.	Professional Learning	08/13/2014	05/29/2015	\$0	Instructional Coach, Principal, Other Staff as needed
Implementation of Small Group Instruction	Students will have small group instruction daily by the classroom teacher or intervention teacher based on STAR Reading data.	Direct Instruction	08/13/2014	05/29/2015	\$0	Classroom Teacher or Intervention Teacher
Green EL Folder	EL teacher will distribute green EL folders to all faculty members and provide information about the EL program.	Professional Learning	08/12/2014	05/29/2015	\$0	EL teacher, Classroom teacher and administration
Implementation of Instructional Planning	Teachers will participate in instructional planning each Thursday to discuss and group students based on skill deficits.	Academic Support Program	09/05/2013	05/15/2014	\$0	Classroom Teachers, Instructional Coach, Principal
Implementation of STAR Reading Progress Monitoring	Students will be monitored at least monthly using the STAR Reading Progress Monitoring tool.	Academic Support Program	08/13/2014	05/29/2015	\$0	Classroom Teacher
Implementation of Strategic Teaching Components	Teachers will devise lessons by using the components of strategic teaching strategies.	Direct Instruction	08/13/2014	05/29/2015	\$0	Classroom Teachers
Teacher Collaboration for Goal Setting	Following the analysis of ELL comprehensive data for identified LEP students, the classroom teachers and EL teacher will then collaborate throughout the year to determine areas of weakness, set instructional goals to address student needs and implement instructional strategies in both the regular classroom and the pull-out ELL classroom.	Other	08/13/2014	05/29/2015	\$0	EL classroom teachers and EL teacher
Review Components of Strategic Teaching	Review the lesson framework for strategic teaching with all teachers grades K-5.	Professional Learning	08/13/2014	05/29/2015	\$0	Instructional Coach, Principal, Other Staff as needed

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Monitor Implementation of Strategic Teaching	Monitor the implementation of strategic teaching components through lesson plans, walk through checks and grade level meetings.	Academic Support Program	08/13/2014	05/29/2015	\$0	Principal, Instructional Coach, Other Staff as needed
STAR Math Benchmark Testing three times per year	All students will be assessed using the STAR Math Benchmark test three times yearly (Fall, Mid-Year and End-of-Year).	Academic Support Program	08/13/2014	05/29/2015	\$0	Classroom Teachers, Instructional Coach and Other Staff as needed
EL Coach	EL Coach will meet with EL and Classroom Teachers to support implementation of instructional strategies to support EL student achievement. Teachers will collaborate to analyze formative assessment to monitor student learning.	Professional Learning	08/13/2014	05/29/2015	\$0	EL Coach/Teachers, Classroom teacher and Administration
Implementation of Small Group Math Instruction	Students will have small group instruction daily by the the classroom teacher or intervention teacher based on STAR Math data.	Direct Instruction	08/13/2014	05/29/2015	\$0	Classroom Teacher or Intervention Teacher
Monitor Implementation of Strategic Teaching	Monitor the implementation of strategic teaching components through lesson plans, walk through checks and grade level meetings.	Academic Support Program	08/13/2014	05/29/2015	\$0	Principal, Instructional Coach, Other Staff as needed
Data Analysis	At the beginning of school, the EL teacher will review and analyze comprehensive data for identified Limited English Proficient (LEP) students who have not achieved AMAO-A and/or AMAO-B and will collaborate these findings with the EL committee.	Academic Support Program	08/13/2014	05/29/2015	\$0	EL Teacher and Classroom Teachers with ELL students.
Implementation of STAR Math Progress Monitoring	Students will be monitored at least monthly using the STAR Math Progress Monitoring tool.	Academic Support Program	08/13/2014	05/29/2015	\$0	Classroom Teacher
Total					\$0	

Strategies to Increase Parental Involvement

Introduction

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

Strategies to Increase Parental Involvement

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

A Title I Parent Meeting is provided to all parents of participating students. Parents are notified of this event through notices sent by the teachers, newspaper postings and the school's digital sign. To allow for all parents to attend, the Title I Meeting is conducted in the evening and a translator is available for Spanish speaking attendees. This meeting enables parents and teachers to discuss topics that include but are not limited to the following:

- * LEA Parental Involvement Plan/School Parental Involvement Plan including the 1% set-aside
- * The schoolwide Title I program allowing all students in need of assistance to receive services in intervention for reading and math
- * The Parent/Teacher Organization
- * School/Parent Compacts
- * Instructions for requesting qualifications of a child's teacher
- * Continuous Improvement Plan
- * Explanation of how all Title I parents may be involved in all operations, plans and procedures of Vinemont Elementary
- * A schedule of all parental involvement meetings are made available to parents

Kindergarten students take turns coming to school on the first three days. This allows for smaller groups and enables parents to have more time with their child's teacher to discuss the afore mentioned topics.

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

A flexible number of parent meetings are offered. Measures have been put into place to offer parent meetings at a flexible and convenient time for all parents. Our annual Open House and Parent/Teacher Conferences are made available at a time when parents can easily access the meetings. Additionally, parents are informed of meetings through email, school website information, weekly newsletters home and INOW Home Portal Access.

Parents are involved in the planning, review and improvement of the Title I Program. Two parent representatives are on the CIP committee and are actively involved in developing and revising the plan. All parents at VES have the opportunity to review the CIP. Parents are encouraged to provide input and ideas prior to finalization of the CIP. Surveys are distributed to parents seeking input into academic programs, parental training and school activities. The Schoolwide Plan is reviewed each year and evaluated for effectiveness. The results of the parental surveys are used to make necessary changes in the management of the plan.

Funds are allocated for parental involvement to purchase Reading Connection, a monthly newsletter for both Spanish and English speaking parents. Colored paper for all parental correspondences is funded directly from parental involvement monies.

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

Vinemont Elementary provides parents of participating children timely information in a uniform format to the extent practicable in a language they can understand regarding programs under Title I, a description and explanation of the curriculum in use, forms of academic assessments and achievement expectations. If requested by parents, opportunities for regular meetings are held to formulate suggestions and participate as appropriate in decisions related to the education of their children.

The school provides parents information about the school and its programs, this information is in both English and Spanish and includes the following:

- * Student Handbook
- * All forms: including lunch and medical
- * Progress Reports
- * Reading Connection
- * Classroom Parent Letters
- * Student Support Team Communications
- * School Calendar and Newsletter
- *STAR reports

The EL teacher provides support to students in the curriculum as needed. All students participate in the state testing program. Results are given to parents each year and are discussed at conferences. Parents may schedule a conference with the child's teacher as they feel necessary. All parents are informed of meetings and activities through the monthly newsletter, classroom parent letters, teacher website links and the school website.

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

Parents, school staff ,and students share the responsibility for improving student achievement. The School-Parent Compact is jointly developed with Title I parents. The School-Parent Compact is distributed at the beginning of each academic year. The compact describes the responsibility of the school, parents ,and students for improving academic performance. School staff and parents build partnerships to assist students in achieving and exceeding proficiency on the state's academic standards. The principal, parent, teacher, and student will be asked to sign his/her part of the compact. At the beginning of the academic year, the Compact is sent home for parental approval. Each teacher is given the responsibility to explain the Compact to students and to obtain the student's signature. The teacher will sign the Compact and have them ready for use during parent/teacher and teacher/student conferences. Parent/Teacher communication logs are kept and turned in monthly to the principal.

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

The CIP is available to parents and other community members in the school media center, the guidance office and the administration office. Comments of dissatisfaction may be made directly to the principal, the Director of Federal Programs for the school system or Superintendent. Complaints may also be presented in writing.

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

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

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

VES shall provide assistance to parents of children served by the school or local education agency, as appropriate, in understanding such topics as the state's academic achievement standards, state and local assessments, College and Career Readiness Standards, how to monitor a child's progress and how to work with educators to improve the achievement of their children. VES will accomplish much of this through its annual Parent Night, Student/Parent Compact, Title I meeting and during quarterly parent meetings (PTO). Parents will be informed of the state's academic content standards, achievement standards, College and Career Ready Standards and assessments such as STAR and ACT ASPIRE Reading, Math and Science.

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

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

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

VES shall provide materials and training for the use of technology, for parents to work with their child to improve his/her achievement in all academic areas. A Parent Section has been established in the media center. This section was furnished with grant monies which were made available to purchase books for parents to help them with the academic, as well as, social and emotional growth of their child. In addition to the library Parent Section, the guidance office has a section available to parents with information on academic and emotional nurturing of children. The school system also provides INOW Home Portal for parental use.

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

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve

student academic achievement, our school:

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

VES shall educate teachers, office personnel and other school staff, with the assistance of parents, the value and utility of the contributions of parents. VES will continue to work with its teachers through in-service, faculty meetings and grade-level meetings in understanding the importance of parental involvement. The most recent parent surveys indicated that only 73.59% of parents feel that the school provides opportunities for stakeholders to be involved in the school. The newly established Parent Volunteer Committee held training for parents interested volunteering in the Spring of 2014.

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

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

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

VES shall to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start and conduct other activities, such as parent resource centers that encourage and support parents to participate more fully in the education of their children. A Parent Night for Hispanic parents is held each year by the school system. English language classes are offered by the Cullman County School System. An English Language teacher is employed to assist the support and education of EL students. At present time there are 23 EL students enrolled at VES. Our E.A.G.L.E. Club provides after school assistance for children and parents in need of additional support in education. VES has also established Science Fair Night, community history lessons with community members, Farm Day, The Vinemont Children's Love Fund Project, Secret Angels, Super Citizens celebration, and Family Reading Night in order to bind the school and parents in a joint effort to better serve our school community. Vinemont hosts a community meeting once per semester.

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

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

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

Information on all school meetings, parent notices, such as Progress Reports and Report Cards, is sent to parents of EL students in Spanish. A parent liason is available to aid in the dissemination of information to Spanish Speaking parents and guardians. The elementary secretary is fluent in Spanish and communicates with our EL parents.

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

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

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

VES shall make every effort to work with parents in meeting their requests as related to their involvement in their child's education. Efforts are made to satisfy parental involvement requests through Teacher Appreciation Week, Veteran's Day Assembly, Parental Involvement Committee and various fundraisers sponsored by the parent facilitators.

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

VES will provide all parents of students with equal opportunities. Parents with limited English proficiency, parents with disabilities and parents of migratory students will be provided equal opportunities to participate as an integral part of meetings, programs and activities at VES. Special accommodations will be made as needed. Vinemont is a handicapped-accessible campus and every effort is made to accommodate parents with disabilities. Information related to school programs and other activities is distributed in the spoken language of the parent. Every effort is made for the information to be clear and easily understood. A parent liaison from the Cullman County Board of Education is available to translate forms and letters sent home, as needed. Information is also disseminated through teacher contact, using email for those parents who request it. A call out system is also utilized for important events.

Title I Schoolwide Diagnostic

Introduction

This diagnostic tool is aligned to requirements for Title I Schoolwide schools. As described in sections 1111(b)(1), 1114 (b)(1)(A)] and 1309(2) of the Elementary and Secondary Education Act (ESEA), the comprehensive needs assessment (CNA) requirement is met by completing a School Process Profile and Summary Report. The comprehensive needs assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan. Use the results of the comprehensive needs assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Gap Statements and Causes for Gaps included in the Goals information address all four measures of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment conducted?

The principal, instructional coach, counselor, and grade level teachers met to discuss and analyze STAR spring benchmark data. Strengths and weaknesses were documented along with the names of students who scored intervention and urgent intervention.

The stakeholder feedback surveys were analyzed and discussed by the Leadership Team during a summer 2014 meeting. Areas of strengths and weaknesses were noted for parental surveys, student surveys and staff surveys.

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

Kindergarten STAR Early Literacy Benchmark data grew 23% from Fall to Spring administration 2013-2014.

Grades 2-4 grew by more than 18% in STAR Math Fall to Spring administration for 2013-2014.

Grades 2-3 grew by more than 10% in STAR Reading Fall to Spring administration for 2013-2014.

Ninety percent or more of students in grades 2 and 4 scored benchmark on STAR Math Spring administration 2013-2014.

An area of weakness was discovered in STAR Reading Spring benchmark administration. Grades 1, 4 and 5 made less than a 10% increase in student benchmark for the STAR Reading administrations from Fall to Spring 2013-2014.

According to stakeholder feedback surveys the following were listed as areas of notable achievement:

Parental Surveys: Purpose and Direction, Teaching and Learning, and Resources and Support Systems were highest with at least 88% of participants agreeing or strongly agreeing.

Staff Surveys: Purpose and Direction was highest with at least 98% of participants agreeing or strongly agreeing. 100% of staff feel that "Our school has a continuous improvement process based on data, goals, actions, and measures for growth."

Student Surveys: Purpose and Direction was highest with at least 95% of participants agreeing. At least 96% of students believe that "My principal and teachers want every student to learn."

3. What conclusions were drawn from the results?

School-wide, students need to increase their STAR Reading scores by at least 10% to make acceptable growth. STAR is the only assessment that we have comparable data for 2012 through 2014. Students are making great strides in STAR Math.

Stakeholder feedback overall was very positive. However, student surveys revealed that only 52.53% of participants agreed that "My
SY 2014-2015

principal and teachers ask me what I think about school."

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

Vinemont Elementary School, with its diversified student population, is seen as a facility with established goals and plans for student learning. The staff at VES feel that our school uses data to monitor student readiness and success for the next grade level. They also feel that our school provides qualified staff members to support student learning. Staff members are pleased with student achievement on STAR Math but strive to improve on STAR Reading.

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

Goals were developed based on the data which shows a need to increase STAR test scores by at least 10% resulting in more students reaching benchmark proficiency status. Needs show that disadvantaged students need more small group instruction. Our stakeholder feedback revealed that all teachers in our school need to participate in collaborative learning communities which meet both informally and formally across grade level and content areas. So goals were developed to meet this need.

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

The goals were specifically written in response to the analysis of various types of academic data and teacher perception data based on surveys. Goals and strategies were devised based on the actions which would best address identified weaknesses. The Leadership Team looked at all data and made recommendations for goals.

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

As the entire school body, every student will increase their STAR Reading and Math scores by at least 10%. Students with disadvantages will be placed in small groups and receive additional assistance to reach this goal. Students below proficiency will be monitored monthly and planning meetings will ensure all student data is analyzed. Adjustments to instruction will be made to assist all students in reaching this goal.

Component 2: Schoolwide Reform Strategies

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.

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

Goal 1:

All students in grades K-5 will become proficient readers.

Measurable Objective 1:

A 10% increase of All Students will demonstrate a proficiency on STAR Assessment in Reading by 05/29/2015 as measured by STAR Reading Benchmark Testing.

Strategy1:

STAR Reading Benchmark Assessment - All students will be administered STAR Reading Benchmark Assessment.

Research Cited: Burns, M.K., and Gibbons, K.A. (2008). Implementating response to intervention in elementary and secondary schools. New York: Routledge.

Activity - STAR Reading Benchmark Testing three times per year	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will be assessed using STAR Reading Benchmark testing three times yearly (Fall, Mid-Year and End-of-Year).	Academic Support Program			08/13/2014	05/29/2015	\$0 - No Funding Required	Classroom Teachers, Instructional Coach, Other Staff as needed

Activity - Implementation of Small Group Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will have small group instruction daily by the classroom teacher or intervention teacher based on STAR Reading data.	Direct Instruction			08/13/2014	05/29/2015	\$0 - No Funding Required	Classroom Teacher or Intervention Teacher

Activity - Implementation of STAR Reading Progress Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be monitored at least monthly using the STAR Reading Progress Monitoring tool.	Academic Support Program			08/13/2014	05/29/2015	\$0 - No Funding Required	Classroom Teacher

Strategy2:

Strategic Teaching Implementation - All teachers will plan and implement strategic teaching components in all reading lessons.

Research Cited: Alabama Reading Initiative

Activity - Monitor Implementation of Strategic Teaching	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of strategic teaching components through lesson plans, walk through checks and grade level meetings.	Academic Support Program			08/13/2014	05/29/2015	\$0 - No Funding Required	Principal, Instructional Coach, Other Staff as needed

Activity - Implementation of Strategic Teaching Components	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will devise lessons by using the components of strategic teaching strategies.	Direct Instruction			08/13/2014	05/29/2015	\$0 - No Funding Required	Classroom Teachers

Activity - Review Components of Strategic Teaching	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Review the lesson framework for strategic teaching with all teachers grades K-5.	Professional Learning			08/13/2014	05/29/2015	\$0 - No Funding Required	Instructional Coach, Principal, Other Staff as needed

Goal 2:

All students in grades K-5 will become proficient in math.

Measurable Objective 1:

A 10% increase of All Students will demonstrate a proficiency on STAR Assessment in Mathematics by 05/29/2015 as measured by STAR Mathematics Benchmark Testing.

Strategy1:

Strategic Teaching Implementation - All teachers will plan and implement strategic teaching components in all reading lessons.

Research Cited: Alabama Reading Initiative

Activity - Monitor Implementation of Strategic Teaching	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of strategic teaching components through lesson plans, walk through checks and grade level meetings.	Academic Support Program			08/13/2014	05/29/2015	\$0 - No Funding Required	Principal, Instructional Coach, Other Staff as needed

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Vinemont Elementary School

Activity - Review Components of Strategic Teaching	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Review the lesson framework for strategic teaching with all teachers grades K-5.	Professional Learning			08/13/2014	05/29/2015	\$0 - No Funding Required	Instructional Coach, Principal, Other Staff as needed

Activity - Implementation of Strategic Teaching Components	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will devise lessons by using the components of strategic teaching strategies.	Direct Instruction			08/13/2014	05/29/2015	\$0 - No Funding Required	Classroom Teachers

Strategy2:

STAR Math Benchmark Assessment - All students will be administered STAR Math Benchmark Assessment.

Research Cited: Burns, M.K., and Gibbons, K.A. (2008) Implementing response to intervention in elementary and secondary schools. New York: Routledge.

Activity - Implementation of STAR Math Progress Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be monitored at least monthly using the STAR Math Progress Monitoring tool.	Academic Support Program			08/13/2014	05/29/2015	\$0 - No Funding Required	Classroom Teacher

Activity - STAR Math Benchmark Testing three times per year	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will be assessed using the STAR Math Benchmark test three times yearly (Fall, Mid-Year and End-of-Year).	Academic Support Program			08/13/2014	05/29/2015	\$0 - No Funding Required	Classroom Teachers, Instructional Coach and Other Staff as needed

Activity - Implementation of Small Group Math Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will have small group instruction daily by the the classroom teacher or intervention teacher based on STAR Math data.	Direct Instruction			08/13/2014	05/29/2015	\$0 - No Funding Required	Classroom Teacher or Intervention Teacher

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

All students in grades K-5 will become proficient readers.

Measurable Objective 1:

A 10% increase of All Students will demonstrate a proficiency on STAR Assessment in Reading by 05/29/2015 as measured by STAR Reading Benchmark Testing.

Strategy1:

STAR Reading Benchmark Assessment - All students will be administered STAR Reading Benchmark Assessment.

Research Cited: Burns, M.K., and Gibbons, K.A. (2008). Implementing response to intervention in elementary and secondary schools. New York: Routledge.

Activity - Implementation of Small Group Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will have small group instruction daily by the classroom teacher or intervention teacher based on STAR Reading data.	Direct Instruction			08/13/2014	05/29/2015	\$0 - No Funding Required	Classroom Teacher or Intervention Teacher

Activity - STAR Reading Benchmark Testing three times per year	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will be assessed using STAR Reading Benchmark testing three times yearly (Fall, Mid-Year and End-of-Year).	Academic Support Program			08/13/2014	05/29/2015	\$0 - No Funding Required	Classroom Teachers, Instructional Coach, Other Staff as needed

Activity - Implementation of STAR Reading Progress Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be monitored at least monthly using the STAR Reading Progress Monitoring tool.	Academic Support Program			08/13/2014	05/29/2015	\$0 - No Funding Required	Classroom Teacher

Strategy2:

Strategic Teaching Implementation - All teachers will plan and implement strategic teaching components in all reading lessons.

Research Cited: Alabama Reading Initiative

Activity - Review Components of Strategic Teaching	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Review the lesson framework for strategic teaching with all teachers grades K-5.	Professional Learning			08/13/2014	05/29/2015	\$0 - No Funding Required	Instructional Coach, Principal, Other Staff as needed

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Activity - Implementation of Strategic Teaching Components	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will devise lessons by using the components of strategic teaching strategies.	Direct Instruction			08/13/2014	05/29/2015	\$0 - No Funding Required	Classroom Teachers

Activity - Monitor Implementation of Strategic Teaching	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of strategic teaching components through lesson plans, walk through checks and grade level meetings.	Academic Support Program			08/13/2014	05/29/2015	\$0 - No Funding Required	Principal, Instructional Coach, Other Staff as needed

Goal 2:

All students in grades K-5 will become proficient in math.

Measurable Objective 1:

A 10% increase of All Students will demonstrate a proficiency on STAR Assessment in Mathematics by 05/29/2015 as measured by STAR Mathematics Benchmark Testing.

Strategy1:

STAR Math Benchmark Assessment - All students will be administered STAR Math Benchmark Assessment.

Research Cited: Burns, M.K., and Gibbons, K.A. (2008) Implementing response to intervention in elementary and secondary schools. New York: Routledge.

Activity - Implementation of Small Group Math Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will have small group instruction daily by the the classroom teacher or intervention teacher based on STAR Math data.	Direct Instruction			08/13/2014	05/29/2015	\$0 - No Funding Required	Classroom Teacher or Intervention Teacher

Activity - STAR Math Benchmark Testing three times per year	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will be assessed using the STAR Math Benchmark test three times yearly (Fall, Mid-Year and End-of-Year).	Academic Support Program			08/13/2014	05/29/2015	\$0 - No Funding Required	Classroom Teachers, Instructional Coach and Other Staff as needed

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Activity - Implementation of STAR Math Progress Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be monitored at least monthly using the STAR Math Progress Monitoring tool.	Academic Support Program			08/13/2014	05/29/2015	\$0 - No Funding Required	Classroom Teacher

Strategy2:

Strategic Teaching Implementation - All teachers will plan and implement strategic teaching components in all reading lessons.

Research Cited: Alabama Reading Initiative

Activity - Implementation of Strategic Teaching Components	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will devise lessons by using the components of strategic teaching strategies.	Direct Instruction			08/13/2014	05/29/2015	\$0 - No Funding Required	Classroom Teachers

Activity - Review Components of Strategic Teaching	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Review the lesson framework for strategic teaching with all teachers grades K-5.	Professional Learning			08/13/2014	05/29/2015	\$0 - No Funding Required	Instructional Coach, Principal, Other Staff as needed

Activity - Monitor Implementation of Strategic Teaching	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of strategic teaching components through lesson plans, walk through checks and grade level meetings.	Academic Support Program			08/13/2014	05/29/2015	\$0 - No Funding Required	Principal, Instructional Coach, Other Staff as needed

Goal 3:

Adequate Progress in Language Acquisition

Measurable Objective 1:

53% of All Students will demonstrate a proficiency in achieving Adequate Progress in Language Acquisition (APLA). TO MEET AMAO-B: The number of ELL students school wide attaining English Proficiency will be at least 19% in English Language Arts by 05/29/2015 as measured by ACCESS for ELLs..

Strategy1:

Collaborative Instructional Planning - EL and classroom teachers will collaborate to determine an instructional plan for ELL students.

Research Cited: ACCESS for ELL score reports

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Activity - Teacher Collaboration for Goal Setting	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Following the analysis of ELL comprehensive data for identified LEP students, the classroom teachers and EL teacher will then collaborate throughout the year to determine areas of weakness, set instructional goals to address student needs and implement instructional strategies in both the regular classroom and the pull-out ELL classroom.	Other			08/13/2014	05/29/2015	\$0 - No Funding Required	EL classroom teachers and EL teacher

Strategy2:

Examine School Wide ELL Data for Student Goals - EL Teacher will engage in student goal setting for ELLs who did not achieve AMAO-A and/or AMAO-B during the 2013 - 2014 school year.

Research Cited: ACCESS for ELL score reports

Activity - Data Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
At the beginning of school, the EL teacher will review and analyze comprehensive data for identified Limited English Proficient (LEP) students who have not achieved AMAO-A and/or AMAO-B and will collaborate these findings with the EL committee.	Academic Support Program			08/13/2014	05/29/2015	\$0 - No Funding Required	EL Teacher and Classroom Teachers with ELL students.

Strategy3:

Develop collaborative relationships among EL and Classroom teachers. - EL and Classroom teachers will collaborate to develop instructional strategies to assure achievement of AMAO-C Reading and Math goals.

Research Cited: AMAO-C Adequate Yearly Progress

Activity - Green EL Folder	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
EL teacher will distribute green EL folders to all faculty members and provide information about the EL program.	Professional Learning			08/12/2014	05/29/2015	\$0 - No Funding Required	EL teacher, Classroom teacher and administration

Activity - EL Coach	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
EL Coach will meet with EL and Classroom Teachers to support implementation of instructional strategies to support EL student achievement. Teachers will collaborate to analyze formative assessment to monitor student learning.	Professional Learning			08/13/2014	05/29/2015	\$0 - No Funding Required	EL Coach/Teachers, Classroom teacher and Administration

Goal 4:

All staff will participate in Professional Learning Teams (PLTs).

Measurable Objective 1:

collaborate to implement cross-grade level PLTs to enhance professional development by 05/29/2015 as measured by the intensification of instruction and management techniques to foster student learning. .

Strategy1:

Professional Learning Teams - All teachers will participate in the implementation of cross-grade level Professional Learning Teams (PLTs).

Research Cited: DuFour, R., DuFour, R., Eaker, R., and Karhanek, G. (2004) Whatever It Takes: How Professional Learning Communities Respond When Kids Don't Learn, Bloomington, IN: National Educational Service.

Jolly, A. (2008), Team to Teach: A Facilitator's Guide to Professional Learning Teams, Oxford, OH, National Staff Development Council.

Activity - Professional Development on Professional Learning Teams	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Faculty will receive professional development on the structure, implementation and goal of Professional Learning Teams (PLTs).	Professional Learning			09/10/2014	05/29/2015	\$0 - Other	All Certified Vinemont Elementary Staff

Activity - Development of PLT Schedule	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Leadership Team will develop a schedule for PLT meetings.	Other			09/03/2014	05/29/2015	\$0 - Other	Leadership Team

Activity - Develop Cross-Grade Level Professional Learning Teams	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school leadership team will develop cross-grade level PLTs.	Professional Learning			09/03/2014	05/29/2015	\$0 - Other	Leadership Team

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

Goal 1:

All students in grades K-5 will become proficient readers.

Measurable Objective 1:

A 10% increase of All Students will demonstrate a proficiency on STAR Assessment in Reading by 05/29/2015 as measured by STAR Reading Benchmark Testing.

Strategy1:

Strategic Teaching Implementation - All teachers will plan and implement strategic teaching components in all reading lessons.

Research Cited: Alabama Reading Initiative

Activity - Monitor Implementation of Strategic Teaching	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of strategic teaching components through lesson plans, walk through checks and grade level meetings.	Academic Support Program			08/13/2014	05/29/2015	\$0 - No Funding Required	Principal, Instructional Coach, Other Staff as needed

Activity - Implementation of Strategic Teaching Components	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will devise lessons by using the components of strategic teaching strategies.	Direct Instruction			08/13/2014	05/29/2015	\$0 - No Funding Required	Classroom Teachers

Activity - Review Components of Strategic Teaching	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Review the lesson framework for strategic teaching with all teachers grades K-5.	Professional Learning			08/13/2014	05/29/2015	\$0 - No Funding Required	Instructional Coach, Principal, Other Staff as needed

Strategy2:

STAR Reading Benchmark Assessment - All students will be administered STAR Reading Benchmark Assessment.

Research Cited: Burns, M.K., and Gibbons, K.A. (2008). Implementing response to intervention in elementary and secondary schools. New York: Routledge.

Activity - Implementation of STAR Reading Progress Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be monitored at least monthly using the STAR Reading Progress Monitoring tool.	Academic Support Program			08/13/2014	05/29/2015	\$0 - No Funding Required	Classroom Teacher

Activity - Implementation of Small Group Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will have small group instruction daily by the classroom teacher or intervention teacher based on STAR Reading data.	Direct Instruction			08/13/2014	05/29/2015	\$0 - No Funding Required	Classroom Teacher or Intervention Teacher

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Activity - STAR Reading Benchmark Testing three times per year	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will be assessed using STAR Reading Benchmark testing three times yearly (Fall, Mid-Year and End-of-Year).	Academic Support Program			08/13/2014	05/29/2015	\$0 - No Funding Required	Classroom Teachers, Instructional Coach, Other Staff as needed

Goal 2:

All students in grades K-5 will become proficient in math.

Measurable Objective 1:

A 10% increase of All Students will demonstrate a proficiency on STAR Assessment in Mathematics by 05/29/2015 as measured by STAR Mathematics Benchmark Testing.

Strategy1:

STAR Math Benchmark Assessment - All students will be administered STAR Math Benchmark Assessment.

Research Cited: Burns, M.K., and Gibbons, K.A. (2008) Implementing response to intervention in elementary and secondary schools. New York: Routledge.

Activity - STAR Math Benchmark Testing three times per year	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will be assessed using the STAR Math Benchmark test three times yearly (Fall, Mid-Year and End-of-Year).	Academic Support Program			08/13/2014	05/29/2015	\$0 - No Funding Required	Classroom Teachers, Instructional Coach and Other Staff as needed

Activity - Implementation of Small Group Math Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will have small group instruction daily by the the classroom teacher or intervention teacher based on STAR Math data.	Direct Instruction			08/13/2014	05/29/2015	\$0 - No Funding Required	Classroom Teacher or Intervention Teacher

Activity - Implementation of STAR Math Progress Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be monitored at least monthly using the STAR Math Progress Monitoring tool.	Academic Support Program			08/13/2014	05/29/2015	\$0 - No Funding Required	Classroom Teacher

Strategy2:

Strategic Teaching Implementation - All teachers will plan and implement strategic teaching components in all reading lessons.

Research Cited: Alabama Reading Initiative

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Activity - Implementation of Strategic Teaching Components	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will devise lessons by using the components of strategic teaching strategies.	Direct Instruction			08/13/2014	05/29/2015	\$0 - No Funding Required	Classroom Teachers

Activity - Monitor Implementation of Strategic Teaching	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of strategic teaching components through lesson plans, walk through checks and grade level meetings.	Academic Support Program			08/13/2014	05/29/2015	\$0 - No Funding Required	Principal, Instructional Coach, Other Staff as needed

Activity - Review Components of Strategic Teaching	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Review the lesson framework for strategic teaching with all teachers grades K-5.	Professional Learning			08/13/2014	05/29/2015	\$0 - No Funding Required	Instructional Coach, Principal, Other Staff as needed

Goal 3:

All staff will participate in Professional Learning Teams (PLTs).

Measurable Objective 1:

collaborate to implement cross-grade level PLTs to enhance professional development by 05/29/2015 as measured by the intensification of instruction and management techniques to foster student learning. .

Strategy1:

Professional Learning Teams - All teachers will participate in the implementation of cross-grade level Professional Learning Teams (PLTs).

Research Cited: DuFour, R., DuFour, R., Eaker, R., and Karhanek, G. (2004) Whatever It Takes: How Professional Learning Communities Respond When Kids Don't Learn, Bloomington, IN: National Educational Service.

Jolly, A. (2008), Team to Teach: A Facilitator's Guide to Professional Learning Teams, Oxford, OH, National Staff Development Council.

Activity - Develop Cross-Grade Level Professional Learning Teams	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school leadership team will develop cross-grade level PLTs.	Professional Learning			09/03/2014	05/29/2015	\$0 - Other	Leadership Team

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Activity - Professional Development on Professional Learning Teams	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Faculty will receive professional development on the structure, implementation and goal of Professional Learning Teams (PLTs).	Professional Learning			09/10/2014	05/29/2015	\$0 - Other	All Certified Vinemont Elementary Staff

Activity - Development of PLT Schedule	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Leadership Team will develop a schedule for PLT meetings.	Other			09/03/2014	05/29/2015	\$0 - Other	Leadership Team

Goal 4:

Staff will foster a more collaborative climate at Vinemont Elementary.

Measurable Objective 1:

collaborate to foster a more positive climate by 05/29/2015 as measured by all stakeholders recognizing the school's common vision and positive climate.

Strategy1:

Collaborative Meetings - The staff at Vinemont Elementary will schedule collaborative meetings such as PLTs, Leadership Team, grade level, data and Student Support Team.

Research Cited: Jolly, A. (2008), Team to Teach: A Facilitator's Guide to Professional Learning Teams, Oxford, OH, National Staff Development Council

Activity - Display of School's Vision Statement	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Displaying the school's vision on all communication with stakeholders, in classrooms and school environment, school website and staff apparel.	Other			09/02/2014	05/29/2015	\$1000 - General Fund	All staff members

Activity - Training On Effective PLTs	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Train staff in the steps of effective PLTs.	Professional Learning			09/10/2014	05/29/2015	\$0 - No Funding Required	All Vinemont Elementary Certified Staff

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

All students in grades K-5 will become proficient readers.

Measurable Objective 1:

A 10% increase of All Students will demonstrate a proficiency on STAR Assessment in Reading by 05/29/2015 as measured by STAR Reading Benchmark Testing.

Strategy1:

STAR Reading Benchmark Assessment - All students will be administered STAR Reading Benchmark Assessment.

Research Cited: Burns, M.K., and Gibbons, K.A. (2008). Implementing response to intervention in elementary and secondary schools. New York: Routledge.

Activity - Implementation of STAR Reading Progress Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be monitored at least monthly using the STAR Reading Progress Monitoring tool.	Academic Support Program			08/13/2014	05/29/2015	\$0 - No Funding Required	Classroom Teacher

Activity - Implementation of Small Group Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will have small group instruction daily by the classroom teacher or intervention teacher based on STAR Reading data.	Direct Instruction			08/13/2014	05/29/2015	\$0 - No Funding Required	Classroom Teacher or Intervention Teacher

Activity - STAR Reading Benchmark Testing three times per year	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will be assessed using STAR Reading Benchmark testing three times yearly (Fall, Mid-Year and End-of-Year).	Academic Support Program			08/13/2014	05/29/2015	\$0 - No Funding Required	Classroom Teachers, Instructional Coach, Other Staff as needed

Strategy2:

Strategic Teaching Implementation - All teachers will plan and implement strategic teaching components in all reading lessons.

Research Cited: Alabama Reading Initiative

Activity - Implementation of Strategic Teaching Components	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will devise lessons by using the components of strategic teaching strategies.	Direct Instruction			08/13/2014	05/29/2015	\$0 - No Funding Required	Classroom Teachers

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Activity - Monitor Implementation of Strategic Teaching	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of strategic teaching components through lesson plans, walk through checks and grade level meetings.	Academic Support Program			08/13/2014	05/29/2015	\$0 - No Funding Required	Principal, Instructional Coach, Other Staff as needed

Activity - Review Components of Strategic Teaching	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Review the lesson framework for strategic teaching with all teachers grades K-5.	Professional Learning			08/13/2014	05/29/2015	\$0 - No Funding Required	Instructional Coach, Principal, Other Staff as needed

Goal 2:

All students in grades K-5 will become proficient in math.

Measurable Objective 1:

A 10% increase of All Students will demonstrate a proficiency on STAR Assessment in Mathematics by 05/29/2015 as measured by STAR Mathematics Benchmark Testing.

Strategy1:

Strategic Teaching Implementation - All teachers will plan and implement strategic teaching components in all reading lessons.

Research Cited: Alabama Reading Initiative

Activity - Monitor Implementation of Strategic Teaching	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of strategic teaching components through lesson plans, walk through checks and grade level meetings.	Academic Support Program			08/13/2014	05/29/2015	\$0 - No Funding Required	Principal, Instructional Coach, Other Staff as needed

Activity - Review Components of Strategic Teaching	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Review the lesson framework for strategic teaching with all teachers grades K-5.	Professional Learning			08/13/2014	05/29/2015	\$0 - No Funding Required	Instructional Coach, Principal, Other Staff as needed

Activity - Implementation of Strategic Teaching Components	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will devise lessons by using the components of strategic teaching strategies.	Direct Instruction			08/13/2014	05/29/2015	\$0 - No Funding Required	Classroom Teachers

Strategy2:

STAR Math Benchmark Assessment - All students will be administered STAR Math Benchmark Assessment.

Research Cited: Burns, M.K., and Gibbons, K.A. (2008) Implementing response to intervention in elementary and secondary schools. New York: Routledge.

Activity - Implementation of STAR Math Progress Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be monitored at least monthly using the STAR Math Progress Monitoring tool.	Academic Support Program			08/13/2014	05/29/2015	\$0 - No Funding Required	Classroom Teacher

Activity - Implementation of Small Group Math Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will have small group instruction daily by the the classroom teacher or intervention teacher based on STAR Math data.	Direct Instruction			08/13/2014	05/29/2015	\$0 - No Funding Required	Classroom Teacher or Intervention Teacher

Activity - STAR Math Benchmark Testing three times per year	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will be assessed using the STAR Math Benchmark test three times yearly (Fall, Mid-Year and End-of-Year).	Academic Support Program			08/13/2014	05/29/2015	\$0 - No Funding Required	Classroom Teachers, Instructional Coach and Other Staff as needed

Goal 3:

All students in grade 5 will be prepared to transition into grade 6 (middle school).

Measurable Objective 1:

collaborate to prepare students for the elementary to middle school transition by 08/22/2014 as measured by dialogue with middle school administrators and teachers.

Strategy1:

Transition Collaboration - During the 2013-14 academic year, fifth grade teachers will collaborate with sixth grade teachers to understand the expectations of incoming sixth graders.

Research Cited:

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Activity - Teacher Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Fifth grade teachers, sixth grade teachers, guidance counselors and instructional coach will meet to discuss academic and social expectations for transitions to middle school.	Other			11/03/2014	05/29/2015	\$0 - No Funding Required	Principals, Instructional Coach, Counselors, Fifth grade teachers, Sixth grade teachers

Goal 4:

All staff will participate in Professional Learning Teams (PLTs).

Measurable Objective 1:

collaborate to implement cross-grade level PLTs to enhance professional development by 05/29/2015 as measured by the intensification of instruction and management techniques to foster student learning. .

Strategy1:

Professional Learning Teams - All teachers will participate in the implementation of cross-grade level Professional Learning Teams (PLTs).

Research Cited: DuFour, R., DuFour, R., Eaker, R., and Karhanek, G. (2004) Whatever It Takes: How Professional Learning Communities Respond When Kids Don't Learn, Bloomington, IN: National Educational Service.

Jolly, A. (2008), Team to Teach: A Facilitator's Guide to Professional Learning Teams, Oxford, OH, National Staff Development Council.

Activity - Development of PLT Schedule	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Leadership Team will develop a schedule for PLT meetings.	Other			09/03/2014	05/29/2015	\$0 - Other	Leadership Team

Activity - Develop Cross-Grade Level Professional Learning Teams	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school leadership team will develop cross-grade level PLTs.	Professional Learning			09/03/2014	05/29/2015	\$0 - Other	Leadership Team

Activity - Professional Development on Professional Learning Teams	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Faculty will receive professional development on the structure, implementation and goal of Professional Learning Teams (PLTs).	Professional Learning			09/10/2014	05/29/2015	\$0 - Other	All Certified Vinemont Elementary Staff

Goal 5:

Staff will foster a more collaborative climate at Vinemont Elementary.

Measurable Objective 1:

collaborate to foster a more positive climate by 05/29/2015 as measured by all stakeholders recognizing the school's common vision and positive climate.

Strategy1:

Collaborative Meetings - The staff at Vinemont Elementary will schedule collaborative meetings such as PLTs, Leadership Team, grade level, data and Student Support Team.

Research Cited: Jolly, A. (2008), Team to Teach: A Facilitator's Guide to Professional Learning Teams, Oxford, OH, National Staff Development Council

Activity - Training On Effective PLTs	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Train staff in the steps of effective PLTs.	Professional Learning			09/10/2014	05/29/2015	\$0 - No Funding Required	All Vinemont Elementary Certified Staff

Activity - Display of School's Vision Statement	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Displaying the school's vision on all communication with stakeholders, in classrooms and school environment, school website and staff apparel.	Other			09/02/2014	05/29/2015	\$1000 - General Fund	All staff members

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

Goal 1:

All students in grades K-5 will become proficient readers.

Measurable Objective 1:

A 10% increase of All Students will demonstrate a proficiency on STAR Assessment in Reading by 05/29/2015 as measured by STAR Reading Benchmark Testing.

Strategy1:

Strategic Teaching Implementation - All teachers will plan and implement strategic teaching components in all reading lessons.

Research Cited: Alabama Reading Initiative

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Activity - Implementation of Strategic Teaching Components	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will devise lessons by using the components of strategic teaching strategies.	Direct Instruction			08/13/2014	05/29/2015	\$0 - No Funding Required	Classroom Teachers

Activity - Review Components of Strategic Teaching	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Review the lesson framework for strategic teaching with all teachers grades K-5.	Professional Learning			08/13/2014	05/29/2015	\$0 - No Funding Required	Instructional Coach, Principal, Other Staff as needed

Activity - Monitor Implementation of Strategic Teaching	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of strategic teaching components through lesson plans, walk through checks and grade level meetings.	Academic Support Program			08/13/2014	05/29/2015	\$0 - No Funding Required	Principal, Instructional Coach, Other Staff as needed

Strategy2:

STAR Reading Benchmark Assessment - All students will be administered STAR Reading Benchmark Assessment.

Research Cited: Burns, M.K., and Gibbons, K.A. (2008). Implementating response to intervention in elementary and secondary schools. New York: Routledge.

Activity - Implementation of STAR Reading Progress Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be monitored at least monthly using the STAR Reading Progress Monitoring tool.	Academic Support Program			08/13/2014	05/29/2015	\$0 - No Funding Required	Classroom Teacher

Activity - STAR Reading Benchmark Testing three times per year	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will be assessed using STAR Reading Benchmark testing three times yearly (Fall, Mid-Year and End-of-Year).	Academic Support Program			08/13/2014	05/29/2015	\$0 - No Funding Required	Classroom Teachers, Instructional Coach, Other Staff as needed

Activity - Implementation of Small Group Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will have small group instruction daily by the classroom teacher or intervention teacher based on STAR Reading data.	Direct Instruction			08/13/2014	05/29/2015	\$0 - No Funding Required	Classroom Teacher or Intervention Teacher

Goal 2:

All students in grades K-5 will become proficient in math.

Measurable Objective 1:

A 10% increase of All Students will demonstrate a proficiency on STAR Assessment in Mathematics by 05/29/2015 as measured by STAR Mathematics Benchmark Testing.

Strategy1:

STAR Math Benchmark Assessment - All students will be administered STAR Math Benchmark Assessment.

Research Cited: Burns, M.K., and Gibbons, K.A. (2008) Implementing response to intervention in elementary and secondary schools. New York: Routledge.

Activity - Implementation of STAR Math Progress Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be monitored at least monthly using the STAR Math Progress Monitoring tool.	Academic Support Program			08/13/2014	05/29/2015	\$0 - No Funding Required	Classroom Teacher

Activity - STAR Math Benchmark Testing three times per year	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will be assessed using the STAR Math Benchmark test three times yearly (Fall, Mid-Year and End-of-Year).	Academic Support Program			08/13/2014	05/29/2015	\$0 - No Funding Required	Classroom Teachers, Instructional Coach and Other Staff as needed

Activity - Implementation of Small Group Math Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will have small group instruction daily by the the classroom teacher or intervention teacher based on STAR Math data.	Direct Instruction			08/13/2014	05/29/2015	\$0 - No Funding Required	Classroom Teacher or Intervention Teacher

Strategy2:

Strategic Teaching Implementation - All teachers will plan and implement strategic teaching components in all reading lessons.

Research Cited: Alabama Reading Initiative

Activity - Monitor Implementation of Strategic Teaching	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of strategic teaching components through lesson plans, walk through checks and grade level meetings.	Academic Support Program			08/13/2014	05/29/2015	\$0 - No Funding Required	Principal, Instructional Coach, Other Staff as needed

Activity - Implementation of Strategic Teaching Components	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will devise lessons by using the components of strategic teaching strategies.	Direct Instruction			08/13/2014	05/29/2015	\$0 - No Funding Required	Classroom Teachers

Activity - Review Components of Strategic Teaching	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Review the lesson framework for strategic teaching with all teachers grades K-5.	Professional Learning			08/13/2014	05/29/2015	\$0 - No Funding Required	Instructional Coach, Principal, Other Staff as needed

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

Goal 1:

All students in grades K-5 will become proficient readers.

Measurable Objective 1:

A 10% increase of All Students will demonstrate a proficiency on STAR Assessment in Reading by 05/29/2015 as measured by STAR Reading Benchmark Testing.

Strategy1:

Strategic Teaching Implementation - All teachers will plan and implement strategic teaching components in all reading lessons.

Research Cited: Alabama Reading Initiative

Activity - Implementation of Strategic Teaching Components	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will devise lessons by using the components of strategic teaching strategies.	Direct Instruction			08/13/2014	05/29/2015	\$0 - No Funding Required	Classroom Teachers

Activity - Review Components of Strategic Teaching	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Review the lesson framework for strategic teaching with all teachers grades K-5.	Professional Learning			08/13/2014	05/29/2015	\$0 - No Funding Required	Instructional Coach, Principal, Other Staff as needed

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Activity - Monitor Implementation of Strategic Teaching	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of strategic teaching components through lesson plans, walk through checks and grade level meetings.	Academic Support Program			08/13/2014	05/29/2015	\$0 - No Funding Required	Principal, Instructional Coach, Other Staff as needed

Strategy2:

STAR Reading Benchmark Assessment - All students will be administered STAR Reading Benchmark Assessment.

Research Cited: Burns, M.K., and Gibbons, K.A. (2008). Implementating response to intervention in elementary and secondary schools. New York: Routledge.

Activity - Implementation of STAR Reading Progress Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be monitored at least monthly using the STAR Reading Progress Monitoring tool.	Academic Support Program			08/13/2014	05/29/2015	\$0 - No Funding Required	Classroom Teacher

Activity - STAR Reading Benchmark Testing three times per year	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will be assessed using STAR Reading Benchmark testing three times yearly (Fall, Mid-Year and End-of-Year).	Academic Support Program			08/13/2014	05/29/2015	\$0 - No Funding Required	Classroom Teachers, Instructional Coach, Other Staff as needed

Activity - Implementation of Small Group Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will have small group instruction daily by the classroom teacher or intervention teacher based on STAR Reading data.	Direct Instruction			08/13/2014	05/29/2015	\$0 - No Funding Required	Classroom Teacher or Intervention Teacher

Goal 2:

All students in grades K-5 will become proficient in math.

Measurable Objective 1:

A 10% increase of All Students will demonstrate a proficiency on STAR Assessment in Mathematics by 05/29/2015 as measured by STAR Mathematics Benchmark Testing.

Strategy1:

Strategic Teaching Implementation - All teachers will plan and implement strategic teaching components in all reading lessons.

Research Cited: Alabama Reading Initiative

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Activity - Monitor Implementation of Strategic Teaching	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of strategic teaching components through lesson plans, walk through checks and grade level meetings.	Academic Support Program			08/13/2014	05/29/2015	\$0 - No Funding Required	Principal, Instructional Coach, Other Staff as needed

Activity - Review Components of Strategic Teaching	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Review the lesson framework for strategic teaching with all teachers grades K-5.	Professional Learning			08/13/2014	05/29/2015	\$0 - No Funding Required	Instructional Coach, Principal, Other Staff as needed

Activity - Implementation of Strategic Teaching Components	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will devise lessons by using the components of strategic teaching strategies.	Direct Instruction			08/13/2014	05/29/2015	\$0 - No Funding Required	Classroom Teachers

Strategy2:

STAR Math Benchmark Assessment - All students will be administered STAR Math Benchmark Assessment.

Research Cited: Burns, M.K., and Gibbons, K.A. (2008) Implementing response to intervention in elementary and secondary schools. New York: Routledge.

Activity - STAR Math Benchmark Testing three times per year	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will be assessed using the STAR Math Benchmark test three times yearly (Fall, Mid-Year and End-of-Year).	Academic Support Program			08/13/2014	05/29/2015	\$0 - No Funding Required	Classroom Teachers, Instructional Coach and Other Staff as needed

Activity - Implementation of STAR Math Progress Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be monitored at least monthly using the STAR Math Progress Monitoring tool.	Academic Support Program			08/13/2014	05/29/2015	\$0 - No Funding Required	Classroom Teacher

Activity - Implementation of Small Group Math Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will have small group instruction daily by the the classroom teacher or intervention teacher based on STAR Math data.	Direct Instruction			08/13/2014	05/29/2015	\$0 - No Funding Required	Classroom Teacher or Intervention Teacher

Goal 3:

SY 2014-2015

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Adequate Progress in Language Acquisition

Measurable Objective 1:

53% of All Students will demonstrate a proficiency in achieving Adequate Progress in Language Acquisition (APLA). TO MEET AMAO-B: The number of ELL students school wide attaining English Proficiency will be at least 19% in English Language Arts by 05/29/2015 as measured by ACCESS for ELLs..

Strategy1:

Examine School Wide ELL Data for Student Goals - EL Teacher will engage in student goal setting for ELLs who did not achieve AMAO-A and/or AMAO-B during the 2013 - 2014 school year.

Research Cited: ACCESS for ELL score reports

Activity - Data Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
At the beginning of school, the EL teacher will review and analyze comprehensive data for identified Limited English Proficient (LEP) students who have not achieved AMAO-A and/or AMAO-B and will collaborate these findings with the EL committee.	Academic Support Program			08/13/2014	05/29/2015	\$0 - No Funding Required	EL Teacher and Classroom Teachers with ELL students.

Strategy2:

Develop collaborative relationships among EL and Classroom teachers. - EL and Classroom teachers will collaborate to develop instructional strategies to assure achievement of AMAO-C Reading and Math goals.

Research Cited: AMAO-C Adequate Yearly Progress

Activity - EL Coach	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
EL Coach will meet with EL and Classroom Teachers to support implementation of instructional strategies to support EL student achievement. Teachers will collaborate to analyze formative assessment to monitor student learning.	Professional Learning			08/13/2014	05/29/2015	\$0 - No Funding Required	EL Coach/Teachers, Classroom teacher and Administration

Activity - Green EL Folder	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
EL teacher will distribute green EL folders to all faculty members and provide information about the EL program.	Professional Learning			08/12/2014	05/29/2015	\$0 - No Funding Required	EL teacher, Classroom teacher and administration

Strategy3:

Collaborative Instructional Planning - EL and classroom teachers will collaborate to determine an instructional plan for ELL students.

Research Cited: ACCESS for ELL score reports

Activity - Teacher Collaboration for Goal Setting	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Following the analysis of ELL comprehensive data for identified LEP students, the classroom teachers and EL teacher will then collaborate throughout the year to determine areas of weakness, set instructional goals to address student needs and implement instructional strategies in both the regular classroom and the pull-out ELL classroom.	Other			08/13/2014	05/29/2015	\$0 - No Funding Required	EL classroom teachers and EL teacher

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

Goal 1:

All students in grades K-5 will become proficient readers.

Measurable Objective 1:

A 10% increase of All Students will demonstrate a proficiency on STAR Assessment in Reading by 05/29/2015 as measured by STAR Reading Benchmark Testing.

Strategy1:

STAR Reading Benchmark Assessment - All students will be administered STAR Reading Benchmark Assessment.

Research Cited: Burns, M.K., and Gibbons, K.A. (2008). Implementating response to intervention in elementary and secondary schools. New York: Routledge.

Activity - STAR Reading Benchmark Testing three times per year	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will be assessed using STAR Reading Benchmark testing three times yearly (Fall, Mid-Year and End-of-Year).	Academic Support Program			08/13/2014	05/29/2015	\$0 - No Funding Required	Classroom Teachers, Instructional Coach, Other Staff as needed

Activity - Implementation of Small Group Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will have small group instruction daily by the classroom teacher or intervention teacher based on STAR Reading data.	Direct Instruction			08/13/2014	05/29/2015	\$0 - No Funding Required	Classroom Teacher or Intervention Teacher

Activity - Implementation of STAR Reading Progress Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be monitored at least monthly using the STAR Reading Progress Monitoring tool.	Academic Support Program			08/13/2014	05/29/2015	\$0 - No Funding Required	Classroom Teacher

Strategy2:

Strategic Teaching Implementation - All teachers will plan and implement strategic teaching components in all reading lessons.

Research Cited: Alabama Reading Initiative

Activity - Review Components of Strategic Teaching	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Review the lesson framework for strategic teaching with all teachers grades K-5.	Professional Learning			08/13/2014	05/29/2015	\$0 - No Funding Required	Instructional Coach, Principal, Other Staff as needed

Activity - Monitor Implementation of Strategic Teaching	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of strategic teaching components through lesson plans, walk through checks and grade level meetings.	Academic Support Program			08/13/2014	05/29/2015	\$0 - No Funding Required	Principal, Instructional Coach, Other Staff as needed

Activity - Implementation of Strategic Teaching Components	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will devise lessons by using the components of strategic teaching strategies.	Direct Instruction			08/13/2014	05/29/2015	\$0 - No Funding Required	Classroom Teachers

Goal 2:

All students in grades K-5 will become proficient in math.

Measurable Objective 1:

A 10% increase of All Students will demonstrate a proficiency on STAR Assessment in Mathematics by 05/29/2015 as measured by STAR Mathematics Benchmark Testing.

Strategy1:

Strategic Teaching Implementation - All teachers will plan and implement strategic teaching components in all reading lessons.

Research Cited: Alabama Reading Initiative

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Vinemont Elementary School

Activity - Monitor Implementation of Strategic Teaching	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of strategic teaching components through lesson plans, walk through checks and grade level meetings.	Academic Support Program			08/13/2014	05/29/2015	\$0 - No Funding Required	Principal, Instructional Coach, Other Staff as needed

Activity - Implementation of Strategic Teaching Components	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will devise lessons by using the components of strategic teaching strategies.	Direct Instruction			08/13/2014	05/29/2015	\$0 - No Funding Required	Classroom Teachers

Activity - Review Components of Strategic Teaching	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Review the lesson framework for strategic teaching with all teachers grades K-5.	Professional Learning			08/13/2014	05/29/2015	\$0 - No Funding Required	Instructional Coach, Principal, Other Staff as needed

Strategy2:

STAR Math Benchmark Assessment - All students will be administered STAR Math Benchmark Assessment.

Research Cited: Burns, M.K., and Gibbons, K.A. (2008) Implementing response to intervention in elementary and secondary schools. New York: Routledge.

Activity - Implementation of Small Group Math Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will have small group instruction daily by the the classroom teacher or intervention teacher based on STAR Math data.	Direct Instruction			08/13/2014	05/29/2015	\$0 - No Funding Required	Classroom Teacher or Intervention Teacher

Activity - STAR Math Benchmark Testing three times per year	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will be assessed using the STAR Math Benchmark test three times yearly (Fall, Mid-Year and End-of-Year).	Academic Support Program			08/13/2014	05/29/2015	\$0 - No Funding Required	Classroom Teachers, Instructional Coach and Other Staff as needed

Activity - Implementation of STAR Math Progress Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be monitored at least monthly using the STAR Math Progress Monitoring tool.	Academic Support Program			08/13/2014	05/29/2015	\$0 - No Funding Required	Classroom Teacher

Component 3: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
	1. Do all of the instructional paraprofessionals meet the NCLB requirements for highly qualified? If no, what is the number that is not highly qualified and what is being done to address this?	Yes		Attestation Letter 2014

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the NCLB requirements for highly qualified? If no, what is the number that is not highly qualified and what is being done to address this?	Yes		Attestation Letter 2014

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

Under the provisions of No Child Left Behind Act of 2001, 100% of the certified staff at Vinemont Elementary has met the requirements for highly qualified status. For the 2014-2015 academic year, staffing placement changes addressed academic need based on teacher strengths using assesement data.

Component 4: Strategies to Attract Highly Qualified Teachers

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

Vinemont Elementary lost one regular education unit but gained one-half special education unit. The physical education teacher transferred to another Vinemont School and a new teacher was hired to replace this position. Our K-2 intervention position was absorbed and the teacher was moved to a fourth grade math position.

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

All certified academic staff at Vinemont Elementary have at least 5 years of experience. The physical education teacher is in his first year of teaching. 32 out of 36 staff members have a Master's Degree or higher.

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

As positions become available, they are posted at each school and on the LEA website. The school administration, with assistance from the LEA, verifies highly qualified status. New teachers are provided mentors for the first year. All classroom teachers are provided with professional development opportunities throughout the year at the local school and system level. During the 2014-2015 academic year, early release days will enable all staff to have professional development monthly.

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

Cullman County Schools provide all new teachers with New Teacher Academy which details good teaching practices, the use of the district's student data management system- INOW and district policies/procedures. New teachers are also supported by a district- supported mentoring program where veteran educators mentor new educators for one school year. All teachers are provided professional development opportunities through the district on various topics of importance to educators.

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

N/A

Component 5: High Quality and Ongoing Professional Development

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

All faculty will begin participating in Professional Learning Communities during the 2014-2015 academic year. Teachers will review the framework of strategic teaching for use in developing effective lessons to increase STAR Reading and Math scores.

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

Professional Learning Communities will be implemented during the 2014-2015 school year. Faculty will review the framework of strategic teaching to improve their practice.

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

Professional Learning Communities will be established to provide cross grade level support for all faculty including new teachers.

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

Once per month, students will be released early so faculty can receive professional development on PLTs, SST Process, classroom management and strategic teaching. The framework for strategic teaching will be revisited during grade level meetings.

Component 6: Transition Strategies

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

All students in grade 5 will be prepared to transition into grade 6 (middle school). During the 2014-2015 academic year, fifth grade teachers will collaborate with sixth grade teachers to understand the expectations of incoming sixth graders. During kindergarten registration, all new kindergarten students have a meet/greet session with all kindergarten teachers. This allows for ease of transition into the school setting.

Component 7: Teacher Participation in Making Assessment Decisions

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

Teachers are required to attend grade level meetings where data is shared and discussed. The Leadership Team consists of one teacher from each grade level. Data is discussed and analyzed during Leadership Team meetings. Teachers write individual SST plans for students based on their needs resulting from the analysis of data.

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

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

The instructional coach, counselor, special education teachers, principal and classroom teachers analyzed STAR Reading and Math data to determine which students need intervention to achieve the State's academic standards. Formal and informal assessment is used in the classroom on a daily basis to determine if students are meeting standards. Students, who do not meet standards, will be placed in either Tier II or Tier III intervention. A plan is created for the student and monitored monthly to aid the student in becoming proficient on state standards.

2. How is timely, effective, additional assistance provided to students who are experiencing difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level?

Students, who are identified the previous year as needing intervention, begin the first day of school with a Student Support Team plan. These students begin Tier II or Tier III intervention with the classroom teacher. Each student is assessed using STAR Reading and Math within the first two weeks of the new academic year. A Student Support Team meeting is held to discuss and determine proper instructional placement and remediation activities for the struggling student.

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

All teachers have been trained in strategic teaching which enables them to understand strategies for differentiated instruction. Teachers use grouping of students with like needs to assist in instructional decisions. Many students requiring Tier II or Tier III intervention use the Academy computer program. Opportunities for the gifted population provide enrichment activities. EL students use computer-assisted instruction during EL classes. Technology is used via WI-FI connections, Interwrite Pads, data projectors, Elmo devices, iPads, etc. to reach various learning styles.

4. Describe how the school provides opportunities for the most academically needy students to receive support and reinforcement of academic skills BEYOND THE REGULAR SCHOOL DAY.

Parents have the opportunity to utilize the E.A.G.L.E. Club for after-school care. Students receive homework help from highly qualified teachers and after-school aides. The McGraw Hill Wonders reading series provides students with the opportunity to go online and listen to the week's story. Passwords for SumDog are sent home with students so they can access online learning games. STAR Home-Connect for review of Accelerated Reader, Accelerated Math and Math Facts in a Flash. Students in grade 2 have an E.A.G.L.E. folder they take home each night with replaceable activities provided by the teacher for extra help with reading fluency and math facts. Homework is sent home in all grades to reinforce many activities taught at school.

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

VES provides special education services and follows all Federal and State laws and regulation. Once a child is deemed eligible for services, an Individualized Education Team develops the IEP based on the needs of the student. Special education students are educated in the general classroom to the fullest extent possible. VES ensures that all children have access to a variety of educational and extra-curricular activities including music, PE, computer lab and guidance classes. Vinemont currently has two full-time special education teachers, a Speech Language Pathologist and two Special Education Instructional Aides.

English Language Learners:

Alabama has standards-based curriculum emphasizing academic and social language proficiency. The EL coursework is based upon WIDA Consortium English Language Proficiency (ELP) standards. Classroom teachers in Cullman County integrate these ELP standards in Alabama Content Standards and College and Career Readiness Standards to enable ELs to both communicate in English and demonstrate their academic, social and cultural proficiency. Instructional approaches, both in EL and general education classes, ensure that the needs of our EL students are accommodated. An EL teacher is at Vinemont each day.

Economically Disadvantaged:

Economically disadvantaged students are identified through the applications for free/reduced lunches. Students with low-income families are identified and are eligible to receive free/reduced breakfast and lunch. Such students will have equal access to all programs and services available. At VES, approximately 60.55% of students qualify to receive free/reduced lunch/breakfast daily. The school has a Vinemont Children's Love Fund and Secret Angels Fund to assist economically disadvantaged families with items such as school supplies, field trip monies, groceries, electricity, water and Christmas gifts.

Migrant:

Appropriate procedures are followed in accordance with Federal and State laws to identify migrant students. They have equal access to all programs and services.

Neglected/Delinquent:

The school administrator, counselor and other staff identify students who are neglected and/or delinquent. Available resources such as The Department of Human Resources and Juvenile Probation Services are used to provide identified students with appropriate support and programs to meet their specific identified needs. Such students will have equal access to all services and programs available at VES.

Homeless:

At VES, homeless students are identified through the use of Student Residency Forms. Identified students are provided with free/reduced lunch/breakfast and have equal access to all programs at VES.

VES uses The Department of Human Resources, Cullman Area Mental Health, Juvenile Probation, community churches and various other community services to provide students with school supplies, food, clothing, shelter and any other necessities needed by any student or their family.

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

N/A

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

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

All programs at Vinemont Elementary are coordinated to work together for the benefit of each student. Programs such as Title I Intervention, EL, gifted education and the Student Support Team coordinate efforts to help all students. Strategies are used in these programs to increase student reading and math scores and aid in achieving the school-wide goals.

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

English Language Classes

Title I Schoolwide

Parental Involvement

E.A.G.L.E. Club (homework assistance)

Child Nutrition Program

504 Services

Special Education Services

Each of the programs are used in a coordinated effort to vastly improve the performance of all students. Low income students are afforded free or reduced meals to satisfy physical needs so learning can take place. The use of Title I, EL, 504 and Special Education give students, who have a disadvantage in learning, support to be successful and achieve goals in both reading and math. The E.A.G.L.E. Club provides homework assistance for students who need care after school hours. One form of this assistance is extra practice in math and reading through the use of the computer lab. Parental Involvement activities provide parents with the tools and knowledge to understand how their child is learning, materials used, and how they can better serve their child to help them achieve the school-wide goal of increasing their math and reading skills.

3. How does the school coordinate and integrate the following Federal, State and local services in a manner applicable to the grade level to support achievement of the schoolwide goals: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Guidance lessons are developed on violence prevention and presented to all grade levels (anti-bullying, conflict resolution and anger-management). Cullman Caring for Kids, a locally funded agency, presents yearly to all students on the issues of strangers, gun safety, abuse/neglect and conflict resolution. The Child Nutrition Program provides breakfast and lunch to students at a reduced charge or free to students who qualify.

These programs allow students to have physical and emotional needs met in order for quality learning to take place which in turn supports achievement.

Component 10: Evaluation

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

The school uses instructional walk-throughs, data collection and surveys to evaluate the implementation of the school-wide plan.

2. How does the school evaluate the results achieved by the schoolwide program using data from the State's annual assessments and other indicators of academic achievement?

The school analyzes STAR Reading and Math data monthly to look for academic achievement. The faculty analyzes test data on a weekly basis in McGraw-Hill and Saxon to guide instruction and determine student achievement. Data for ACT ASPIRE will be analyzed and evaluated upon receipt by the Leadership Team. Grades 3-5 teachers will use the data to compare STAR and ASPIRE Reading and Math results.

3. How does the school determine whether the schoolwide program has been effective in increasing the achievement of students who are furthest from achieving the standards?

Students who are furthest from achieving standards are identified as needing intervention assistance and receive at least 30 minutes daily of small group instruction in Reading and/or Math. STAR data can be grouped to allow the Leadership Team to see specific achievement for those students to determine if implementation strategies are being effective.

4. What process is followed by the school to revise the plan as necessary, based on the evaluation, to ensure continuous improvement of students in the schoolwide program?

Monthly meetings are held by the Leadership Team to revise the plan strategies and activities, as needed, based on STAR Reading and Math data, observation and walk-throughs. Central office staff assist local schools in evaluating the progress being made on each goal at least once per semester.

Coordination of Resources-Comprehensive Budget

Introduction

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

I. State Foundation Funds: FTEs Earned

Label	Question	Value
1.	Provide the number of Teacher assigned units.	29.32

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

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

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

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

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

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

I. State Foundation Funds: Units Placed

Label	Question	Value
1.	Provide the number of classroom teachers.	29.32

Label	Question	Value
2.	Provide the number of Administrators.	1.0

Label	Question	Value
3.	Provide the number of Assistant Principals.	0.0

Label	Question	Value
4.	Provide the number of Counselors.	0.5

Label	Question	Value
5.	Provide the number of Librarians.	1.0

Label	Question	Value
6.	Provide the number of Career and Technical Education Administrators.	0.0

Label	Question	Value
7.	Provide the number of Career and Technical Education Counselors.	0.0

I. State Foundation Funds: Total Salaries

Once all questions within Section I. State Foundation Funds: Total Salaries have been completed, a total for all salaries will appear in the PDF only.

Label	Question	Value
1.	Provide the total of all salaries for the FTE Teacher Units.	1470650.0

Label	Question	Value
2.	Provide the total of all salaries for the Administrator Units.	82416.0

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

Label	Question	Value
4.	Provide the total of all salaries for the Counselor.	50232.0

Label	Question	Value
5.	Provide the total of all salaries for the Librarian.	48672.0

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

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

Label	Question	Value
8.	Provide the total of all salaries for Technology.	0.0

Label	Question	Value
9.	Provide the total of all salaries for Professional Development.	0.0

Label	Question	Value
10.	Provide the total of all salaries for State ELL Funds.	0.0

Label	Question	Value
11.	Provide the total of all salaries for Instructional Supplies.	9864.0

Label	Question	Value
12.	Provide the total of all salaries for Library Enhancement.	0.0

Total 1,661,834.00

II. Federal Funds

Title I: Improving the Academic Achievement of the Disadvantaged

Provide a brief explanation and breakdown of expenses.

A) 1.5 Teacher Units/Subs/Benefits = 94,913.44

Instructional Materials and Supplies: 2,736.56

(Computer upgrades and/or purchases to more effectively run instructional software and other researched-based materials)

B) Parental Involvement 1% set-aside 1,713.59

(Student planners and/or communication folders, colored paper for monthly newsletters, and ink cartridges)

Label	Question	Value
2.	Title I: Improving the Academic Achievement of the Disadvantaged Provide the total	97650.0

Title I: ARRA Funds

Provide a brief explanation and a breakdown of expenses.

n/a

Label	Question	Value
4.	Title I: ARRA Funds Provide the total.	0.0

Title II: Professional Development Activities

Provide a brief explanation and a breakdown of expenses.

n/a

Label	Question	Value
6.	Title II: Professional Development Activities Provide the total.	0.0

Title III: For English Language Learners

Provide a brief explanation and a breakdown of expenses.

n/a

Label	Question	Value
8.	Title III: For English Language Learners Provide the total	0.0

Title IV: For Safe and Frug-free Schools

Provide a brief explanation and a breakdown of expenses.

n/a

Label	Question	Value
10.	Title IV: For Safe and Frug-free Schools Provide the total.	0.0

Title VI: For Rural and Low-income Schools

Provide a brief explanation and a breakdown of expenses.

n/a

Label	Question	Value
12.	Title VI: For Rural and Low-income Schools Provide the total	0.0

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

Provide a brief explanation and a breakdown of expenses.

n/a

Label	Question	Value
14.	Career and Technical Education-Perkins IV: Basic Grant (Title I) Provide the total.	0.0

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

Provide a brief explanation and a breakdown of expenses.

n/a

Label	Question	Value
16.	Career and Technical Education-Perkins IV: Tech Prep (Title II) Provide the total.	0.0

Other: 21st Century, Learn and Serve, Even Start, School Improvement Grant**Provide a brief explanation and a breakdown of expenses.**

n/a

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

III. Local Funds (if applicable)

Local Funds

Provide a brief explanation and a breakdown of expenses.

n/a

Label	Question	Value
2.	Local Funds Provide the total.	0.0