



ACIP

Vinemont Elementary School

Cullman County Board of Education

Mr. Tony L Johnson, Principal
P. O. Box 189
Vinemont, AL 35179

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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 School is a public school located in the northern portion of Cullman County, Alabama. The town of South Vinemont is a rural area centrally located between Huntsville, AL and Birmingham, AL. Many workers commute to the surrounding areas for employment in the city of Cullman and the Huntsville and Birmingham areas. The majority of workers are employed in industry-related fields or office/administrative support fields. Many of the community members are past graduates whose families have lived in the area for generations. However, the community has become much more transient over the last ten years due to its close proximity to the city of Cullman (three miles) and a major Alabama interstate (I-65).

The community is served by one high school, one middle school, one elementary school, and one private school. Also located in the area are the Cullman Area Technology Academy and the Cullman County Child Development Center. Ground and air transportation centers are located in the community in the form of the Cullman County Airport (1.78 miles) and the CSX Railroad (0.26 miles). Numerous small businesses are located in the community. The area at large is very supportive of the school.

According to the census reports in 2013, the town of South Vinemont has a population of 744 residents with a median household income of \$30,940. The median resident age of those living in South Vinemont is 25.1. Approximately 31% of the residents live in poverty. At the time of the census, the largest racial/ethnic groups are white at 83%, followed by Hispanic at 23%, and Asian at 2%. There has been little change to the area in recent years.

Vinemont Elementary School has a student population of 494, with 249 males and 245 females. The racial composition of the school is predominantly white at 89%, followed by Hispanic at 9%. There is a very small percentage, less than 1%, of the students who are American Indian, Asian, Black, or multiracial. Currently, 68% of the students are on free or reduced lunches. 12% of the students receive special education services (IEPs, gifted, speech), while 1% receive services through Section 504. Forty-five students attend the After-School Care Program, which is a service offered to all K-5 students. VES currently has 24 EL students being served. The faculty consists of 46 teachers and staff members. The school employs one principal, one guidance counselor, one full-time media specialist, one secretary, and one part-time bookkeeper. The school also has a School Resource Officer and a nurse that is shared between all three schools (elementary, middle, and high). A Cullman County Headstart Program, Preschool Program, and Adult Education (GED) classes are housed at Vinemont Elementary and serves 36 combined non-school age children. The campus is composed of 40 classrooms, 2 computer labs, one library media center, one gym, 2 playgrounds, one office, 3 sets of public restrooms, and a shared lunchroom. 87% of the rooms on campus are handicap accessible. Cullman Regional Medical Center is the Vinemont Elementary adopt-a-school sponsor.

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 mission of Vinemont Elementary School is to create lifelong learners.

The vision of Vinemont Elementary School is that working together today will prepare students for a successful tomorrow. Vinemont Elementary will integrate a systematic learning support system based on a unifying framework. The three component framework will consist of

1. identifying barriers to teaching and learning, while promoting healthy development for all students to improve
2. engaging all learners through high quality aligned college and career ready standards, instruction, and assessments
3. improving/increasing stakeholder involvement and community engagement

The goal of Vinemont Elementary School is to provide a safe, secure environment, encompassed with dignity and respect, and equal opportunities for success. Vinemont Elementary believes that with rights and privileges come responsibilities.

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.

During the Fall administration of the STAR Reading and STAR Math assessments in grades 1 - 5, three out of five grades achieved district benchmark in Reading and four out of five grades achieved district benchmark in Math. The amount of students obtaining district-level benchmark status on the STAR Reading assessment increased from 54% to 64%. These results were obtained from the first testing window in the Fall of 2014 to the last testing window in the Spring of 2015.

Vinemont Elementary would like to continue analyzing data and Tier I, II, and III instruction to improve STAR assessment results that correlate with achieving proficiency on the ACT Aspire. This means raising our desired benchmark from the district's 40% to 70% in order for our students to reach the "Ready" level of the College and Career Readiness Standards.

There is also a prime focus on decreasing teacher and student absences during the 2015-16 school year. The number of truancy referrals increased 3% from 2013-14 to 2014-15. Teachers/faculty were present, on average, 93.9% of the school year, with a total of 541 days (or 3,787 hours of instruction) missed.

The number of retentions in 2015 was 23, which is 5% of our student population, and makes up 13% of those retained at the district elementary level.

Vinemont Elementary will continue participating in the system-wide professional development early release days, scheduled for one day each month starting in September and going through May. These professional learning opportunities are held district-wide for staff to increase knowledge and understanding in order to raise academic achievement.

Vinemont Elementary staff, upon collaboration with parents and community officials, began implementation of a new afternoon car pickup system. This area of improvement was much needed based on the safety concerns of a large amount of people accessing our open-layout campus thirty minutes prior to the dismissal of school.

Vinemont Elementary school will continue in the second year of NEST advisor groups, which is equivalent to the the district-wide Teacher Advisory Program. Improvements in structure and uniformity are being made.

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 2015-2016 academic year. All teachers received MacBook Airs for instructional use in the classroom, as well as communication and viewing/documenting data. Professional development was provided through the Technology Conference in July of 2015, as well as during district inservice.

Cullman County Schools began implementation of a demographic collection program called InfoSnap.

Vinemont Elementary will utilize the newly reconstruction Instruction Coach resources, as well as digital curriculum (Compass Learning, Icurio, Discovery Education) for improvement in instructional practices.

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, Jeremy Bolzle, was asked to become part of the process because of his connection to the school and business community. Kimberly Lindsey, Cullman County School district Math Coach and former teacher/librarian at Vinemont High School, provided input as a resident of the community and her ties at the school and district level. Dr. Jane Teeter, a mentor with VIPs was asked to participate due to her connection of 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. All stakeholders were informed of roles/responsibilities and helped organize meeting dates. 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 representative from each grade level, the administrator, counselor, and media specialist at Vinemont Elementary met to discuss grade level goals. This Leadership Team discovered commonalities among goals and devised schoolwide goals in reading and math. In April of 2015, the faculty used the AdvanceEd 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 provided insight and approved 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 the goal. A copy of the plan is also uploaded to all staff computers.

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		2015-16 Student Performance Data

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?

82% of Kindergarteners tested on the Fall 2015 DIBELS assessment, obtained benchmark scores in Initial Sound Fluency (ISF).

The percent of second grade students scoring within a 70+ percentile ranking on STAR Math increased 31% from Fall to Spring of 2014-2015. Sixty-one percent of second grade students at the end of the 2014-15 academic session are proficient in Math based on the College and Career Standards.

The percent of third grade students scoring within a 70+ percentile ranking on STAR Math increased 36% from Fall to Spring of 2014-2015. Sixty-one percent of third grade students at the end of the 2014-15 academic session are proficient in Math based on the College and Career Standards.

The goal for 2014-2015 was to increase scores by 10% in both Reading and Math. Third grade met that goal in Reading and Math, while First, Second, and 5th all met the Math goal.

Vinemont Elementary as a whole, did increase by ten percent or more from the Fall 2014 Assessment to the Spring 2015 Assessment in both Reading and Math. Reading increased 14% and Math increased 12%.

Fifth grade students scored in the sixty-fourth percentile, when compared to all elementary schools in the district, on the ACT Aspire Math assessment given in Spring 2015 (4th out of 11)

Grades three and five achieved an overall "ready" status on the ACT Aspire Math assessment, given in Spring of 2015. These scores were also slightly above the national average.

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

First, Second, Third, and Fifth grades all demonstrated positive, progressive growth in Math from the 2013 assessment to present. This growth progression is based on percentage of students scoring in the 70th percentile rank or higher.

First, Second, Third, and Fifth grades all demonstrated a decrease in the number of students scoring in the "intervention" or "urgent intervention" categories on STAR Reading.

First, Second, and Third grades demonstrated a decrease in the number of students scoring in the "intervention" or "urgent intervention" categories on STAR Math.

5th grade ACT Aspire Reading scores indicated a slight increase from 2013-14.

Based on data analyzed from ACCESS, the longer EL students spend in the program, the more their proficiency level increases.

Which area(s) indicate the overall highest performance?

Sixty-one percent of second and third grade students scored 70% or higher in Math on the STAR Spring 2015 assessment.

In grade three, there was a large increase in students that benchmarked, but not a dramatic decrease of those in intervention. This evidence shows the improvements in Tier I instruction to reach those students who are "close" to meeting those standards.

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

Current STAR assessment data has not been disaggregated into subgroups.

In grade 5, the Hispanic/Latino subgroup at VES showed a 55% increase in ACT Aspire Math scores from 2013-14 to 2014-15.

In grade 3, 61% of females tested in Spring 2015 achieved "ready" or benchmark status on the ACT Aspire Math assessment.

In grade 5, 59% of males tested in Spring 2015 achieved "ready" or benchmark status on the ACT Aspire Math assessment, while 54% did so in Science.

Between which subgroups is the achievement gap closing?

There is not information available on achievement gaps at the present time.

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

The data is closely aligned with the 2014-2015 ACT Aspire data.

At Vinemont Elementary, third grade Math scores were the highest on STAR and ACT Aspire assessments in Spring 2015.

Areas in Need of Improvement

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

From the Fall 2014 assessment to the Spring 2015 assesment, grades 2, 4, and 5 did not increase their scores by the set goal of 10%.

From Fall to Spring, grade four had a 19% decrease in the number of students benchmarking on STAR Math and a 10% increase of students considered at-risk, indicating growth at the at-risk level instead of the readiness level. Grade five also had an increase in the number of at-risk students in Math.

In Kindergarten, 47% of students assessed using DIBELS did not benchmark on Letter Naming Fluency (LNF).

On the 4th grade ACT Aspire, all three subtests, Reading, Math, and Science, were below the district and national average.

Fourth grade ACT Aspire Reading and Math scores ranked in the ninth percentile compared to all elementary schools in the district. (10th out of 11)

The number of students retained in 2015 at Vinemont Elementary is 57% more than the district's average of elementary students retained.

VES had 23 students retained in 2015. That is 57% more than the average students retained in all Cullman County Schools.

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

From 2013 to present, grade four shows a decline in both STAR Math and STAR Reading proficiencies.

Grades 2, 3, 4, and 5 all have a negative trend line in STAR Reading.

Based on scores analyzed from ACCESS and the WIDA English Language Development Standards, writing was the lowest scoring area in all grade-levels. This accounts for 35% of the overall score.

Which area(s) indicate the overall lowest performance?

Fourth Grade reading scores on both the ACT Aspire and STAR assessments indicate this is an area of significantly low academic performance.

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

Subgroups on the STAR assessments are not available at this time.

Out of 24 EL students at VES, only 3 scored the required 4.8 or above on a 6 point scale to obtain proficiency.

Between which subgroups is the achievement gap becoming greater?

Information is not available regarding achievement gaps at the present time.

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

This data is closely aligned with the 2014-15 ACT Aspire assessment data.

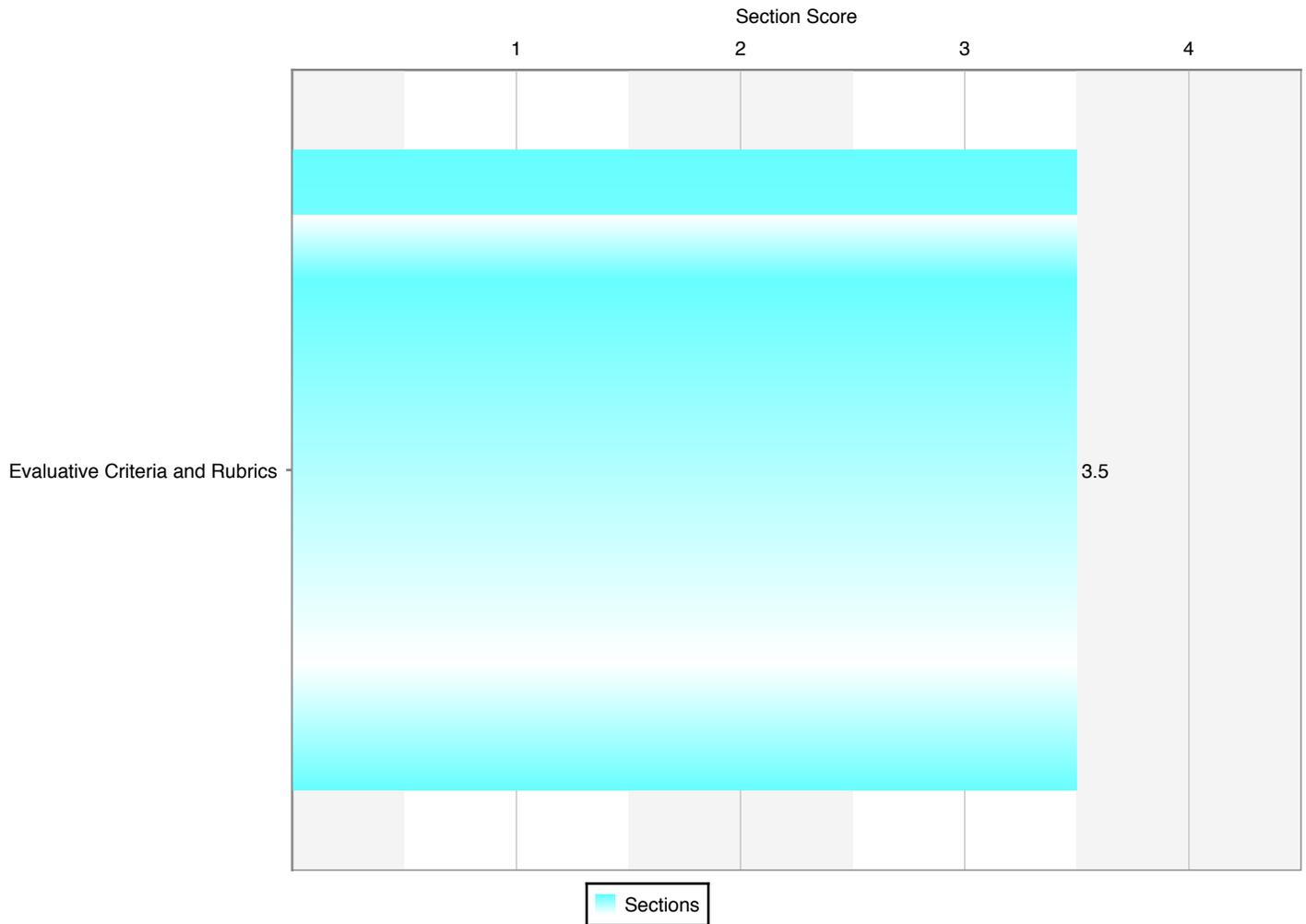
Results of the Aspire show that fourth grade Reading was the lowest school-wide discipline at only 26% acquiring "ready" status.

Third, fourth, and fifth grades all have low ACT Aspire Reading scores, as well as STAR scores when compared to other elementary schools within the district.

From 2013-14 to 2014-15, fourth grade readiness scores decreased 23% in Reading and 22% in Math. Fifth grade Math also decreased by 3% from the previous year.

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 Chasity McRae- Guidance Counselor 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	2015-2016 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		2015-2016 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	2015-2016 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		2015-2016 Assurance 4 Parent Involvement Plan

Label	Assurance	Response	Comment	Attachment
5.	The institution has a School-Parent Compact. If a Title I school, the School-Parent Compact contains the required components (NCLB Section 1118(d)(1-2)(A,B,C)) and was jointly developed with parents of participating students.	Yes		2015-2016 Assurance 5 School-Parent Compact

2015-2016 Continuous Improvement Plan

Overview

Plan Name

2015-2016 Continuous Improvement Plan

Plan Description

2015-2016 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 at Vinemont Elementary will be prepared to transition into the next grade.	Objectives: 1 Strategies: 1 Activities: 4	Organizational	\$0
2	Vinemont Elementary School will have all of its EL students making Adequate Progress in Language Acquisition (ALPA) by the end of the 2015-16 academic year.	Objectives: 1 Strategies: 3 Activities: 4	Academic	\$0
3	Teachers/Faculty Members and Leaders (PK-5) will be prepared to use and help students use digital resources and technology tools in order to provide quality, engaging learning experiences that best prepare PK-5 students with the skills, knowledge, and d	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$0
4	All staff will participate in Professional Learning Teams (PLTs).	Objectives: 2 Strategies: 2 Activities: 5	Organizational	\$0
5	Vinemont Elementary School will implement a Teacher Advisor Program to connect students with an adult mentor, provide one-on-one guidance, and provide support along the student's learning path.	Objectives: 1 Strategies: 1 Activities: 4	Organizational	\$0
6	Vinemont Elementary School teachers will engage the learners through high quality aligned college and career ready standards, instruction, and assessments for all content areas.	Objectives: 2 Strategies: 2 Activities: 5	Academic	\$0
7	Vinemont Elementary will support and maintain a safe and clean environment.	Objectives: 1 Strategies: 2 Activities: 5	Organizational	\$0

Goal 1: All students at Vinemont Elementary will be prepared to transition into the next grade.

Measurable Objective 1:

collaborate to prepare students for transition into the next grade by 08/17/2016 as measured by dialogue with elementary and middle school administrators and teachers, as well as familiarization with facilities .

Strategy 1:

Transition Collaboration - During the 2015-15 academic year, fifth grade teachers will collaborate with sixth grade teachers to understand the expectations of incoming sixth graders.

Activity - Middle School Tour	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Fifth grade students and teachers, as well as the elementary and middle school counselors, will tour the middle school campus for students to meet the staff and familiarize themselves with the climate and facilities at the middle school.	Other - Transition	11/16/2015	05/27/2016	\$0	No Funding Required	Fifth grade teachers, Elementary Counselor, Middle School Counselor, Middle School Teachers, Middle School Administrators
Activity - Schoolwide Rotation Schedule	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A schoolwide rotation schedule will be held at the end of the year for students to participate in a meet and greet with the next grade's teachers and to go on a physical tour of the campus to familiarize themselves with room locations.	Other - Transition	05/02/2016	05/27/2016	\$0	No Funding Required	all teachers/staff, principal, and counselor
Activity - New Student Orientation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
New students and parents/guardians will participate in an orientation when enrolling from another school.	Other - Transition	08/12/2015	05/27/2016	\$0	No Funding Required	Principal and/or Counselor
Activity - Preschool Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

ACIP

Vinemont Elementary School

Vinemont Elementary school will house a preschool program on its campus starting in 2015-16. Participants, teachers, and aides of this program will have access to all facilities and programs, as well as held to the same standards of the elementary staff and students. This will create a very familiar culture for these students when entering Kindergarten.	Other - Transition	08/12/2015	05/27/2016	\$0	No Funding Required	Principal, Preschool Teacher, Preschool Aides, Counselor, Special Education Coordinator
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Goal 2: Vinemont Elementary School will have all of its EL students making Adequate Progress in Language Acquisition (ALPA) by the end of the 2015-16 academic year.

Measurable Objective 1:

55% 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 25% in English Language Arts by 05/26/2016 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 2014-15 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	08/12/2015	10/01/2015	\$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 EL students to be successful in the classroom setting.

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
EL teacher and classroom teacher will determine accommodations for LEP students, monitor progress for LEP students, and adjust I-ELP as needed throughout the year. EL Teacher will document I-ELP using Ellevation.	Other	08/12/2015	05/26/2016	\$0	No Funding Required	EL Teacher, Classroom Teachers and Administration

Strategy 3:

Implement SDAIE-Core EL Program - EL and Classroom teachers will collaborate to implement instructional strategies using core EL program, SDAIE-Specially Designed Academic Instruction in English to assure achievement of AMAO-C Reading and Math goals.

Research Cited: Specially Designed Academic Instruction in English

Activity - SDAIE Strategies	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 Core EL Program-SDAIE.	Professional Learning	08/06/2015	05/26/2016	\$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 SDAIE strategies to increase EL student achievement.	Professional Learning	08/12/2015	05/26/2016	\$0	No Funding Required	EL Coach/Teachers, Classroom teacher and Administration

Goal 3: Teachers/Faculty Members and Leaders (PK-5) will be prepared to use and help students use digital resources and technology tools in order to provide quality, engaging learning experiences that best prepare PK-5 students with the skills, knowledge, and d

Measurable Objective 1:

demonstrate a proficiency in planning instruction using the National Education Technology Standards by 05/27/2016 as measured by classroom observations and walk throughs.

Strategy 1:

Professional Learning - We will provide professional learning for the teachers to help them understand how to incorporate NETS standards into their instruction.

Research Cited: www.iste.org

Activity - Teacher Training on NETS Standards	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained on the NETS standards and how to enhance their instruction through technology.	Professional Learning	01/12/2015	05/27/2016	\$0	No Funding Required	Library Media Specialist, Technology Coordinator, other

Activity - Monitor Implementation of NETS Standards	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We will monitor the implementation of these standards through classroom observations and walk throughs	Other	01/12/2015	05/27/2016	\$0	No Funding Required	Library Media Specialist, Instructional Coach, Principal

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 05/27/2016 as measured by the intensification of instruction, test data, and management techniques to foster student learning. .

Strategy 1:

Professional Learning Teams - To improve student performance, all teachers will participate in ongoing learning supports in the form 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 - Organize Cross-Grade Level Professional Learning Teams	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school leadership team will organize cross-grade level PLTs.	Professional Learning	10/05/2015	05/27/2016	\$0	Other	Leadership Team

Activity - Develop 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	10/05/2015	05/27/2016	\$0	Other	Leadership Team

Activity - Identify Barriers to Teaching and Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Vinemont Elementary School will identify barriers to teaching and learning and align support systems to address barriers. VES will promote healthy development for all students to improve student performance.	Professional Learning	10/05/2015	05/27/2016	\$0	Other	All Certified Vinemont Elementary Staff

Measurable Objective 2:

increase student growth by engaging in professional development by 05/27/2016 as measured by classroom observations and lesson plans.

Strategy 1:

Implement Obtained Knowledge - Teachers will engage in professional development to obtain the knowledge necessary to implement the strategies into daily instruction.

Activity - Monitor Implementation of Instructional Practices	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will apply knowledge learned in professional development opportunities by implementing the strategies learned into their daily instruction. This will be noted in classroom observations and lesson plans.	Professional Learning	08/12/2015	05/27/2016	\$0	No Funding Required	Teachers, Instructional Coaches, and Principal
Activity - Data Notebooks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will create and maintain a data notebook containing classroom roster, procedures, and schedule, behavior documentation, personal/classroom goal, Teacher Advisory information, STAR and/or ACT Aspire data, attendance/truancy, professional documents, parent communication log, meeting notes, etc.	Policy and Process	10/05/2015	05/27/2016	\$0	No Funding Required	all certified and noncertified staff members

Goal 5: Vinemont Elementary School will implement a Teacher Advisor Program to connect students with an adult mentor, provide one-on-one guidance, and provide support along the student's learning path.

Measurable Objective 1:

achieve college and career readiness by implementing the Teacher Advisor Program at Vinemont Elementary to increase the number of students who feel they are supported by an adult by 10% by 05/25/2016 as measured by surveys.

Strategy 1:

Implementation of Teacher Advisor Program - Implement the Teacher Advisor Program using the guidelines in the manual created by the District Leadership/Steering Committee

Research Cited: Comprehensive Counseling and Guidance Model for Alabama Public Schools

Activity - Create Action Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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The Vinemont Elementary School leadership team will use the Teacher Advisor Manual as a guide to create an action plan for implementation of the program.	Professional Learning	09/01/2015	05/25/2016	\$0	No Funding Required	VES Leadership Team, which consists of a representative from each grade level, principal, counselor, and librarian: Tony Johnson, Chasity McRae, Sarah Foust, Tracey Fowler, Joell Chambers, Julie Foust, Keith Kugler, Amy Payne, and Sandra Sandlin.
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Activity - Administer Needs Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The counselor will use indicators from the ASCA National Standards Model to create and administer a needs assessment for analysis of strengths, weaknesses, and prioritization.	Other - survey/data collection	08/24/2015	05/25/2016	\$0	No Funding Required	Counselor - Chasity McRae

Activity - Assign Advisors/Advisees and Meeting Dates	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The VES Leadership Team will collaboratively assign all students to an adult advisor, as well as, schedule dates for advisors/advisees to meet twice a nine weeks.	Other - Scheduling	09/01/2015	05/25/2016	\$0	No Funding Required	VES Leadership Team

Activity - Monitor and Evaluate Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implementation and evaluation of the Teacher Advisor Program will be monitored and assessed by the District Checklist and data received from teacher and student surveys.	Other - Evaluation/data collection	09/01/2015	05/25/2016	\$0	No Funding Required	VES Leadership Team

Goal 6: Vinemont Elementary School teachers will engage the learners through high quality aligned college and career ready standards, instruction, and assessments for all content areas.

Measurable Objective 1:

80% of All Students will demonstrate a proficiency that shows students have mastered the standards in Reading by 04/04/2016 as measured by the ACT Aspire .

(shared) Strategy 1:

Implement College and Career Ready Standards - Teachers will participate in quarterly PLT meetings to ensure that teachers utilize research-based, rigorous and effective instruction to meet the needs of all students and maintain alignment with state standards.

Research Cited: Turnaround Principles

Activity - Teacher Training on use of standards	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All academic teachers will participate in a PLT training session conducted by district Instructional Coaches. Teachers will gain understanding of standards and how to effectively attach and implement them into the adopted curriculum.	Professional Learning	10/05/2015	05/27/2016	\$0	No Funding Required	Instructional Coaches, certified academic teachers, principal, counselor

Activity - Higher Order Questioning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use a depth of knowledge (DOK) flowchart to guide higher order thinking questions.	Direct Instruction	08/12/2015	05/27/2016	\$0	No Funding Required	all VES faculty

(shared) Strategy 2:

Ensure Needs are Met - Ensure that teachers have the foundational documents and instructional materials needed to teach the rigorous college and career ready standards.

Activity - Utilize Resources	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Vinemont Elementary School will utilize the newly reconstructed resource found in instructional coaches. VES now has 5 instructional coaches that provide support to our teachers and students.	Academic Support Program	08/12/2015	05/27/2016	\$0	No Funding Required	Instructional Coaches, Principal, and academic teachers

Activity - Identify At-Risk Students	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Vinemont Elementary School

Identify at-risk students and schedule time to target their intervention needs.	Academic Support Program	08/12/2015	05/27/2016	\$0	No Funding Required	SST committee (principal, counselor, instructional coaches, teachers)
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Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will receive differentiated instruction based on their academic need. Teachers will use STAR data to determine Rtl students, then develop a plan for differentiated instruction for these students.	Direct Instruction	08/12/2015	05/27/2016	\$0	No Funding Required	classroom teachers and instructional coaches

Measurable Objective 2:

80% of All Students will demonstrate a proficiency that shows students have mastered the standards in Mathematics by 04/04/2016 as measured by the ACT Aspire .

(shared) Strategy 1:

Implement College and Career Ready Standards - Teachers will participate in quarterly PLT meetings to ensure that teachers utilize research-based, rigorous and effective instruction to meet the needs of all students and maintain alignment with state standards.

Research Cited: Turnaround Principles

Activity - Teacher Training on use of standards	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All academic teachers will participate in a PLT training session conducted by district Instructional Coaches. Teachers will gain understanding of standards and how to effectively attach and implement them into the adopted curriculum.	Professional Learning	10/05/2015	05/27/2016	\$0	No Funding Required	Instructional Coaches, certified academic teachers, principal, counselor

Activity - Higher Order Questioning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use a depth of knowledge (DOK) flowchart to guide higher order thinking questions.	Direct Instruction	08/12/2015	05/27/2016	\$0	No Funding Required	all VES faculty

(shared) Strategy 2:

Ensure Needs are Met - Ensure that teachers have the foundational documents and instructional materials needed to teach the rigorous college and career ready standards.

Activity - Utilize Resources	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Vinemont Elementary School will utilize the newly reconstructed resource found in instructional coaches. VES now has 5 instructional coaches that provide support to our teachers and students.	Academic Support Program	08/12/2015	05/27/2016	\$0	No Funding Required	Instructional Coaches, Principal, and academic teachers
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Activity - Identify At-Risk Students	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identify at-risk students and schedule time to target their intervention needs.	Academic Support Program	08/12/2015	05/27/2016	\$0	No Funding Required	SST committee (principal, counselor, instructional coaches, teachers)

Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will receive differentiated instruction based on their academic need. Teachers will use STAR data to determine Rtl students, then develop a plan for differentiated instruction for these students.	Direct Instruction	08/12/2015	05/27/2016	\$0	No Funding Required	classroom teachers and instructional coaches

Goal 7: Vinemont Elementary will support and maintain a safe and clean environment.

Measurable Objective 1:

demonstrate a proficiency in supporting and maintaining a safe and inclusive school community by 05/27/2016 as measured by survey results from staff, students, and parents .

Strategy 1:

Review safety plan to include effective programs for school safety - The safety committee will review and revise the school safety plan. Then, with the help of staff and stakeholder feedback, will create programs to promote and improve the climate and safety of the school.

Activity - School Safety Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The safety committee will review the school safety plan and student handbook yearly and revise as needed.	Policy and Process	08/12/2015	05/27/2016	\$0	No Funding Required	Safety Committee, principal, and staff

Activity - Bullying Prevention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Vinemont Elementary School, along with student input, will create a school-wide Bullying Prevention plan to decrease the amount of bullying and increase positive behavior.	Behavioral Support Program	10/05/2015	05/27/2016	\$0	No Funding Required	counselor, principal, and teachers
Activity - ALICE Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff members will participate in ALICE Training, conducted by the school's resource officer. This training will assist personnel in how to handle crisis situations in our school.	Professional Learning	08/12/2015	10/05/2015	\$0	No Funding Required	School Resource Officer (SRO), all school personnel
Activity - Reconfigure Car Pick-Up Line	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Vinemont Elementary School will reconfigure the process and procedures for the afternoon car pick-up line to improve student safety.	Policy and Process	08/12/2015	05/27/2016	\$0	No Funding Required	principal, safety committee, all school personnel, community stakeholders, students

Strategy 2:

Community Involvement - Vinemont Elementary School will increase community involvement and relationships with stakeholders by increasing character building opportunities.

Activity - Service Learning Project	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grades 3-5 will create at least one opportunity for students to participate in a service learning project.	Community Engagement	08/12/2015	05/27/2016	\$0	No Funding Required	principal, counselor, and teachers

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Teacher Training on NETS Standards	Teachers will be trained on the NETS standards and how to enhance their instruction through technology.	Professional Learning	01/12/2015	05/27/2016	\$0	Library Media Specialist, Technology Coordinator, other
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	08/12/2015	10/01/2015	\$0	EL Teacher and Classroom Teachers with ELL students.
EL Coach	EL Coach will meet with EL and Classroom Teachers to support implementation of SDAIE strategies to increase EL student achievement.	Professional Learning	08/12/2015	05/26/2016	\$0	EL Coach/Teachers, Classroom teacher and Administration
Teacher Collaboration for Goal Setting	EL teacher and classroom teacher will determine accommodations for LEP students, monitor progress for LEP students, and adjust I-ELP as needed throughout the year. EL Teacher will document I-ELP using Ellevation.	Other	08/12/2015	05/26/2016	\$0	EL Teacher, Classroom Teachers and Administration
New Student Orientation	New students and parents/guardians will participate in an orientation when enrolling from another school.	Other - Transition	08/12/2015	05/27/2016	\$0	Principal and/or Counselor
Service Learning Project	Grades 3-5 will create at least one opportunity for students to participate in a service learning project.	Community Engagement	08/12/2015	05/27/2016	\$0	principal, counselor, and teachers
Utilize Resources	Vinemont Elementary School will utilize the newly reconstructed resource found in instructional coaches. VES now has 5 instructional coaches that provide support to our teachers and students.	Academic Support Program	08/12/2015	05/27/2016	\$0	Instructional Coaches, Principal, and academic teachers
ALICE Training	All staff members will participate in ALICE Training, conducted by the school's resource officer. This training will assist personnel in how to handle crisis situations in our school.	Professional Learning	08/12/2015	10/05/2015	\$0	School Resource Officer (SRO), all school personnel

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Data Notebooks	Teachers will create and maintain a data notebook containing classroom roster, procedures, and schedule, behavior documentation, personal/classroom goal, Teacher Advisory information, STAR and/or ACT Aspire data, attendance/truancy, professional documents, parent communication log, meeting notes, etc.	Policy and Process	10/05/2015	05/27/2016	\$0	all certified and noncertified staff members
Preschool Program	Vinemont Elementary school will house a preschool program on its campus starting in 2015-16. Participants, teachers, and aides of this program will have access to all facilities and programs, as well as held to the same standards of the elementary staff and students. This will create a very familiar culture for these students when entering Kindergarten.	Other - Transition	08/12/2015	05/27/2016	\$0	Principal, Preschool Teacher, Preschool Aides, Counselor, Special Education Coordinator
Reconfigure Car Pick-Up Line	Vinemont Elementary School will reconfigure the process and procedures for the afternoon car pick-up line to improve student safety.	Policy and Process	08/12/2015	05/27/2016	\$0	principal, safety committee, all school personnel, community stakeholders, students
Differentiated Instruction	Students will receive differentiated instruction based on their academic need. Teachers will use STAR data to determine Rtl students, then develop a plan for differentiated instruction for these students.	Direct Instruction	08/12/2015	05/27/2016	\$0	classroom teachers and instructional coaches
SDAIE Strategies	EL teacher will distribute green EL folders to all faculty members and provide information about the Core EL Program-SDAIE.	Professional Learning	08/06/2015	05/26/2016	\$0	EL teacher, Classroom teacher and administration
School Safety Plan	The safety committee will review the school safety plan and student handbook yearly and revise as needed.	Policy and Process	08/12/2015	05/27/2016	\$0	Safety Committee, principal, and staff
Teacher Training on use of standards	All academic teachers will participate in a PLT training session conducted by district Instructional Coaches. Teachers will gain understanding of standards and how to effectively attach and implement them into the adopted curriculum.	Professional Learning	10/05/2015	05/27/2016	\$0	Instructional Coaches, certified academic teachers, principal, counselor
Schoolwide Rotation Schedule	A schoolwide rotation schedule will be held at the end of the year for students to participate in a meet and greet with the next grade's teachers and to go on a physical tour of the campus to familiarize themselves with room locations.	Other - Transition	05/02/2016	05/27/2016	\$0	all teachers/staff, principal, and counselor

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Monitor Implementation of Instructional Practices	Teachers will apply knowledge learned in professional development opportunities by implementing the strategies learned into their daily instruction. This will be noted in classroom observations and lesson plans.	Professional Learning	08/12/2015	05/27/2016	\$0	Teachers, Instructional Coaches, and Principal
Monitor and Evaluate Program	Implementation and evaluation of the Teacher Advisor Program will be monitored and assessed by the District Checklist and data received from teacher and student surveys.	Other - Evaluation/data collection	09/01/2015	05/25/2016	\$0	VES Leadership Team
Assign Advisors/Advisees and Meeting Dates	The VES Leadership Team will collaboratively assign all students to an adult advisor, as well as, schedule dates for advisors/advisees to meet twice a nine weeks.	Other - Scheduling	09/01/2015	05/25/2016	\$0	VES Leadership Team
Higher Order Questioning	Teachers will use a depth of knowledge (DOK) flowchart to guide higher order thinking questions.	Direct Instruction	08/12/2015	05/27/2016	\$0	all VES faculty
Bullying Prevention	Vinemont Elementary School, along with student input, will create a school-wide Bullying Prevention plan to decrease the amount of bullying and increase positive behavior.	Behavioral Support Program	10/05/2015	05/27/2016	\$0	counselor, principal, and teachers
Create Action Plan	The Vinemont Elementary School leadership team will use the Teacher Advisor Manual as a guide to create an action plan for implementation of the program.	Professional Learning	09/01/2015	05/25/2016	\$0	VES Leadership Team, which consists of a representative from each grade level, principal, counselor, and librarian: Tony Johnson, Chasity McRae, Sarah Foust, Tracey Fowler, Joell Chambers, Julie Foust, Keith Kugler, Amy Payne, and Sandra Sandlin.
Middle School Tour	Fifth grade students and teachers, as well as the elementary and middle school counselors, will tour the middle school campus for students to meet the staff and familiarize themselves with the climate and facilities at the middle school.	Other - Transition	11/16/2015	05/27/2016	\$0	Fifth grade teachers, Elementary Counselor, Middle School Counselor, Middle School Teachers, Middle School Administrators

ACIP

Vinemont Elementary School

Administer Needs Assessment	The counselor will use indicators from the ASCA National Standards Model to create and administer a needs assessment for analysis of strengths, weaknesses, and prioritization.	Other - survey/data collection	08/24/2015	05/25/2016	\$0	Counselor - Chasity McRae
Identify At-Risk Students	Identify at-risk students and schedule time to target their intervention needs.	Academic Support Program	08/12/2015	05/27/2016	\$0	SST committee (principal, counselor, instructional coaches, teachers)
Monitor Implementation of NETS Standards	We will monitor the implementation of these standards through classroom observations and walk throughs	Other	01/12/2015	05/27/2016	\$0	Library Media Specialist, Instructional Coach, Principal
Total					\$0	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Organize Cross-Grade Level Professional Learning Teams	The school leadership team will organize cross-grade level PLTs.	Professional Learning	10/05/2015	05/27/2016	\$0	Leadership Team
Develop PLT Schedule	The Leadership Team will develop a schedule for PLT meetings.	Other	10/05/2015	05/27/2016	\$0	Leadership Team
Identify Barriers to Teaching and Learning	Vinemont Elementary School will identify barriers to teaching and learning and align support systems to address barriers. VES will promote healthy development for all students to improve student performance.	Professional Learning	10/05/2015	05/27/2016	\$0	All Certified Vinemont Elementary Staff
Total					\$0	

Stakeholder Feedback Diagnostic

Introduction

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

Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes	We completed the parent, staff, and student surveys online. Parents received a letter with the web address and directions for completing the surveys at their convenience. The parent survey was also linked on our school and district websites. Reminders were also sent in way of callouts. Parents without internet access were allowed to use our school's computer lab or library to complete the survey. Staff was given a specific time frame in which to complete the survey. See attached Stakeholder Feedback Worksheet for 2015-16	2015-2016 Stakeholder Feedback Worksheet

Evaluative Criteria and Rubrics

Overall Rating: 3.5

	Statement or Question	Response	Rating
1.	Questionnaire Administration	All 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 complete fidelity to the appropriate administrative procedures. In every instance, the stakeholders to whom these questionnaires were administered fully represented the populations served by the institution. Appropriate accommodations were provided as necessary for all participants.	Level 4

	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 2015, 82.4% of parents agree that qualified professional and support staff are sufficient in number to fulfill the roles and responsibilities necessary to support the school's purpose and direction and the educational program. The staff survey revealed that 100% of the staff surveyed agree that VES has a formal structure whereby each student is known by at least one adult advocate in the school who supports that student's educational experience. This teacher advocacy program is in its second year of implementation, where most schools in our district are currently in their first year of implementation. The staff also agreed 100% that the leadership implements a Continuous Improvement Process, as well as the school's purpose statement is clearly focused on student success. Student surveys indicated that 99% of the students surveyed believe that leadership and staff foster a culture consistent with the school's purpose and direction. 97% of the students surveyed believe the leadership and staff foster a culture consistent with the school's purpose and direction.

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

The survey results show a consistent increase in parents believing VES is successful with its purpose and direction. Indicator 1.1: the school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success, received high scores on all three surveys (parent, staff, and student).

Using a 5 point scale, the survey scores were as follows:

Parent Survey = 3.91

Staff Survey = 4.02

Student Survey = 4.68

These scores are indicative of a performance level of 3, which was also obtained in the previous year.

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, Family Reading Night, volunteers, and numbers of parents attending school functions. Survey results show an increase in parent belief of a successful purpose and direction for VES.

Areas in Need of Improvement

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

According to parental surveys, only 63.5% of parents agree that the school ensures the effective use of financial resources, resulting in 34.5% believing the school does not ensure effective use of financial resources. Staff surveys show a 54.6% decline in teachers participating in collaborative learning communities. The AdvancEd Standards Review also indicate a need regarding professional learning communities. Indicator 3.8, the school engages families in meaningful ways in their children's education and keeps them informed of their children's learning process, received significantly lower scores on both elementary and early elementary surveys when compared to other indicators.

A combined 89.6% of parents and staff believe the school does not maintain facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.

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

Standard 3: Teaching and Assessing of Learning received the lowest scores overall on all three surveys (parent, staff, and student). This area of concern was also noted on open-ended responses of the student surveys. This trend of scoring low on standard 3 has occurred since 2013-14.

The parent and staff surveys indicated a decline in the belief that teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations. The score of this indicator dropped from the previous year in the district average as well.

What are the implications for these stakeholder perceptions?

VES must continue to work on communication with parents and community stakeholders, as well as ways to keep them openly involved and welcome at our school.

From data analyzed in all three surveys, there is an immediate need to improve or change Tier I instruction in order to address the concerns with teaching and assessing student learning.

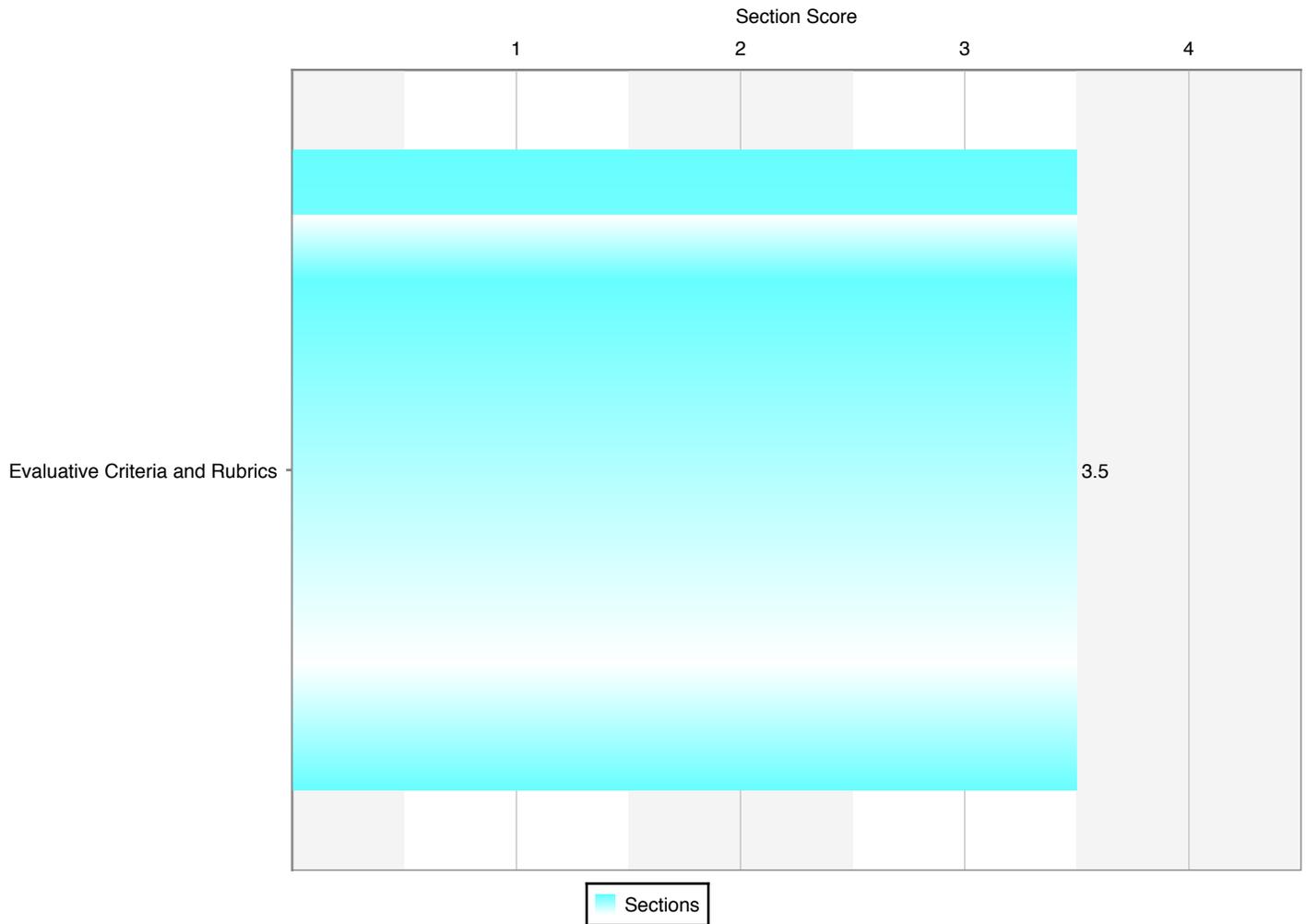
From data analyzed in the parent and staff surveys, there is a significantly high need to address the maintenance of school facilities, services, and equipment, especially with a declining trend over the past few years.

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

Consistent areas in need of improvement were evident on all three (parent, student, and staff) surveys, or at other times on at least two of the three surveys (i.e. parent and staff or student and staff).

Report Summary

Scores By Section



Title I Schoolwide Diagnostic

Introduction

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

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment conducted?

The principal, instructional coach, counselor, and grade level teachers met to discuss and analyze STAR screening data for Spring 2015 and Fall 2015. Strengths and weaknesses were documented, along with a record of students who scored within the "intervention" and "urgent intervention" categories. Along with STAR data, the team also analyzed the ACT Aspire data from the Spring 2015 assessment in grades three through five. Through this process, students were placed in subgroups based on the status of "ready", "close", or "in need of support" in all three subjects tested: Reading, Math, and Science. Trends from the summative assessment data was examined and noted.

Reports from Chalkable, such as teacher and student attendance reports and retention statistics, along with district-supplied data were also analyzed and considered when determining goals and areas of strengths and weaknesses.

The stakeholder feedback surveys were analyzed and discussed by the Leadership Team during a meeting held in July of 2015. 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?

The comprehensive needs assessment revealed that Vinemont Elementary School, as a whole, achieved the goal of increasing STAR Reading and STAR Math scores by 10%, based on a percentile benchmark of 70% or above.

From the Fall 2014 STAR Reading assessment to the Spring 2015 STAR Reading assessment, which is the academic year, the following occurred:

*In second grade, 29% of the students reached the 70th percentile goal and 71% did not. That is an increase of 6% for those reaching the goal within the academic year.

*In third grade, 34% of the students reached the 70th percentile goal and 66% did not. That is an increase of 21% for those reaching the goal within the academic year.

*In fourth grade, 32% of the students reached the 70th percentile goal and 68% did not. That is an increase of 9% for those reaching the goal within the academic year.

*In fifth grade, 22% of the students reached the 70th percentile goal and 78% did not. That is an increase of 2% for those reaching the goal within the academic year.

From the Fall 2014 STAR Math assessment to the Spring 2015 STAR Math assessment, which is the academic year, the following occurred:

*In second grade, 61% of the students reached the 70th percentile goal and 39% did not. That is an increase of 31% for those reaching the goal within the academic year.

*In third grade, 61% of the students reached the 70th percentile goal and 39% did not. That is an increase of 24% for those reaching the goal within the academic year.

*In fourth grade, 34% of the students reached the 70th percentile goal and 66% did not. That is a decrease of 19% for those reaching the goal within the academic year.

*In fifth grade, 53% of the students reached the 70th percentile goal and 47% did not. That is an increase of 10% for those reaching the goal within the academic year.

On the ACT Aspire, administered in the Spring of 2015, grades three and five achieved an overall "ready" status on the math portion of the test. These scores were also slightly above the national average.

From 2013-14 to 2014-15, ACT Aspire scores:

*decreased by 15% in 3rd grade Reading and decreased by 9% in 3rd grade Math

*decreased by 10% in 4th grade Reading and decreased by 12% in 4th grade Math

*increased by 3% in 5th grade Reading and increased by 14% in 5th grade Math

An area of weakness was discovered in STAR data analyzed from Fall 2014 to Spring 2015. Grades 2, 4, and 5, individually, did not increase their scores by the set goal of 10%. Some improvements were made, but were not within the goal limit.

Other areas in need of improvement include:

*reducing the number of students retained. VES had 57% more retained than the district average of elementary schools in Cullman County.

*Fourth grade had a 10% increase of students considered at-risk or in need of support in Math. This is indicated in the STAR Fall and Spring administrations.

*On the ACT Aspire, 4th grade scored below the district and the national average in all three subtests: Reading, Math, and Science. 4th grade was also ranked tenth out of eleven schools (9%) in Cullman County for both Aspire Reading and Math scores.

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

Parent Surveys: 82% agree that qualified professional and support staff are sufficient in number to fulfill the roles and responsibilities necessary to support the school's purpose and direction and the educational program.

Staff Surveys: 100% agree that VES has a formal structure whereby each student is known by at least one adult advocate in the school who supports that student's educational experience.

Early Elementary Student Surveys: 98.2% agree that the leadership and staff foster a culture consistent with the school's purpose and direction.

Elementary Student Surveys: 99% agree that students and school personnel use a range of media and information resources to support the school's educational programs.

According to stakeholder feedback surveys, the following was listed as areas in need of improvement:

*Indicator 3.3 (Teachers engage learning through instructional strategies that ensure achievement of learning expectations.) received low scores on both the parent and staff surveys. Scores for this indicator also went down in the district average.

*Only 53% of students feel that the principal and teachers ask them what they think about school.

*A combined 89.6% of parents and staff surveyed believe that the school does not maintain facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.

*Only 63.47% of parents agree that the school ensures the effective use of financial resources.

3. What conclusions were drawn from the results?

It was concluded from the results that VES has a high need for academic improvement in both Reading and Math, but specifically in Reading. STAR is the only comparable data available from 2013 to present. The previous year's goal of increasing scores by 10% was not met and

actually dropped instead of improving. To become comparable to other district schools and obtain substantial growth toward standard readiness, scores need to increase by at least 15% in Reading.

The 2014-15 stakeholder surveys revealed an increase in positive feedback for the job VES is doing reviewing, revising, and communicating the school's purpose and direction. This positive shift was noted in all three surveys (parent, staff, and student).

A combined 89.6% of parents and staff surveyed believe that the school does not maintain facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff. Based on the percentage and occurrence in two different surveys, this need for improvement is significantly noted.

Only 63.47% of parents agree that the school ensures the effective use of financial resources. This lack of communication and knowledge/understanding of processes and funding sources has room for growth.

Student feedback was very positive except in the area of family engagement and communication, and only 53% of the students at VES feel that the principal and teachers ask them what they feel or 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. 100% of the staff at VES feel that the implementation of the Teacher Advocacy Program is building strong relationships between school personnel and students. Students of VES believe staff and leaders are responsible for student learning. Therefore, based on ACT Aspire, STAR data, surveys, and number of retentions, a focus on Tier I instruction (and reduction of students on RTI) and strategies to improve learning and overall student performances needs to be readdressed. A commonality among surveys also indicate a need for family engagement, involvement, and communication throughout the year and consistently across grade-levels.

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

The comprehensive needs assessment serves as a framework for setting school goals. This three component framework is referenced to place goals into the areas of instruction, learning supports, or management. Results from numerous forms of data drives goals for student performance in Tier 1 instruction, professional development and learning communities for all teachers, communication/involvement of families, and facility improvements.

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 detailed 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?

To address the overall needs of the whole school population, VES will improve Tier I instruction, therefore increasing the number of students obtaining STAR benchmark in Reading and Math, the number of reaching college and career attainment, and the number of students placed on RTI and/or retained. VES will restructure data meetings to increase effectiveness of time management and analyzation of each specific student's data. 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, as mentioned above, will ensure all student data is analyzed.

Adjustments to instruction will be made to assist all students in reaching this goal. All homeless, migratory, and limited English proficiency students have equal access to the same free and appropriate public education, including the same challenging state standards to which all students are held accountable.

Component 2: Schoolwide Reform Strategies

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

Goal 1:

Vinemont Elementary School teachers will engage the learners through high quality aligned college and career ready standards, instruction, and assessments for all content areas.

Measurable Objective 1:

80% of All Students will demonstrate a proficiency that shows students have mastered the standards in Reading by 04/04/2016 as measured by the ACT Aspire .

Strategy1:

Implement College and Career Ready Standards - Teachers will participate in quarterly PLT meetings to ensure that teachers utilize research-based, rigorous and effective instruction to meet the needs of all students and maintain alignment with state standards.

Research Cited: Turnaround Principles

Activity - Teacher Training on use of standards	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All academic teachers will participate in a PLT training session conducted by district Instructional Coaches. Teachers will gain understanding of standards and how to effectively attach and implement them into the adopted curriculum.	Professional Learning			10/05/2015	05/27/2016	\$0 - No Funding Required	Instructional Coaches, certified academic teachers, principal, counselor

Activity - Higher Order Questioning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use a depth of knowledge (DOK) flowchart to guide higher order thinking questions.	Direct Instruction			08/12/2015	05/27/2016	\$0 - No Funding Required	all VES faculty

Strategy2:

Ensure Needs are Met - Ensure that teachers have the foundational documents and instructional materials needed to teach the rigorous college and career ready standards.

Research Cited:

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Activity - Utilize Resources	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Vinemont Elementary School will utilize the newly reconstructed resource found in instructional coaches. VES now has 5 instructional coaches that provide support to our teachers and students.	Academic Support Program			08/12/2015	05/27/2016	\$0 - No Funding Required	Instructional Coaches, Principal, and academic teachers

Activity - Identify At-Risk Students	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identify at-risk students and schedule time to target their intervention needs.	Academic Support Program			08/12/2015	05/27/2016	\$0 - No Funding Required	SST committee (principal, counselor, instructional coaches, teachers)

Activity - Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive differentiated instruction based on their academic need. Teachers will use STAR data to determine RtI students, then develop a plan for differentiated instruction for these students.	Direct Instruction			08/12/2015	05/27/2016	\$0 - No Funding Required	classroom teachers and instructional coaches

Measurable Objective 2:

80% of All Students will demonstrate a proficiency that shows students have mastered the standards in Mathematics by 04/04/2016 as measured by the ACT Aspire .

Strategy1:

Implement College and Career Ready Standards - Teachers will participate in quarterly PLT meetings to ensure that teachers utilize research-based, rigorous and effective instruction to meet the needs of all students and maintain alignment with state standards.

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Vinemont Elementary School will utilize the newly reconstructed resource found in instructional coaches. VES now has 5 instructional coaches that provide support to our teachers and students.	Academic Support Program			08/12/2015	05/27/2016	\$0 - No Funding Required	Instructional Coaches, Principal, and academic teachers

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

Teachers/Faculty Members and Leaders (PK-5) will be prepared to use and help students use digital resources and technology tools in order to provide quality, engaging learning experiences that best prepare PK-5 students with the skills, knowledge, and d

Measurable Objective 1:

demonstrate a proficiency in planning instruction using the National Education Technology Standards by 05/27/2016 as measured by classroom observations and walk throughs.

Strategy1:

Professional Learning - We will provide professional learning for the teachers to help them understand how to incorporate NETS standards into their instruction.

Research Cited: www.iste.org

Activity - Teacher Training on NETS Standards	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be trained on the NETS standards and how to enhance their instruction through technology.	Professional Learning			01/12/2015	05/27/2016	\$0 - No Funding Required	Library Media Specialist, Technology Coordinator, other

Activity - Monitor Implementation of NETS Standards	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will monitor the implementation of these standards through classroom observations and walk throughs	Other			01/12/2015	05/27/2016	\$0 - No Funding Required	Library Media Specialist, Instructional Coach, Principal

Goal 2:

All students and educators will have access to a comprehensive infrastructure for learning and productivity using digital tools, when and where they need it in order to fully support a society of learners in which learning is life-long.

Measurable Objective 1:

collaborate to Improve equitable access to appropriate technologies among all stakeholders by 05/27/2016 as measured by teacher surveys and walk throughs.

Strategy1:

Providing High Performance Devices - Vinemont Elementary School will look at the best options available for providing an increased ratio of high performance devices to students and teachers.

Research Cited: <http://www.education.com/reference/article/what-impact-technology-learning/>

http://www.act.org/research/policymakers/pdf/school_tech.pdf

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Activity - Improve Resources	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Vinemont Elementary will increase the number of handheld devices such as a tablet or Ipad for each classroom. These will be for student use to obtain research-based intervention or enrichment when needed.	Technology			10/05/2015	05/27/2016	\$0 - No Funding Required	Principal

Activity - Teach Utilizing Technology	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will increase student engagement by utilizing technology into their instruction daily. A main focus will be on grades 3-5, in hopes of better preparing for Aspire testing and producing college and career ready students.	Technology			08/12/2015	05/27/2016	\$0 - No Funding Required	teachers and principal

Activity - Teacher Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The teachers and administration will review the technology inventory for our school to determine the needs for new devices in the classroom.	Other			01/12/2015	05/27/2016	\$0 - No Funding Required	Teachers, Library Media Specialist, and Principal

Activity - Digital Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Vinemont Elementary will implement the use of digital curriculum such as Compass Learning, iCurio, and Discovery Education.	Academic Support Program			08/12/2015	05/27/2016	\$0 - No Funding Required	Principal and all certified teachers

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 05/27/2016 as measured by the intensification of instruction, test data, and management techniques to foster student learning. .

Strategy1:

Professional Learning Teams - To improve student performance, all teachers will participate in ongoing learning supports in the form 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 - Identify Barriers to Teaching and Learning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Vinemont Elementary School will identify barriers to teaching and learning and align support systems to address barriers. VES will promote healthy development for all students to improve student performance.	Professional Learning			10/05/2015	05/27/2016	\$0 - Other	All Certified Vinemont Elementary Staff

Activity - Organize Cross-Grade Level Professional Learning Teams	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school leadership team will organize cross-grade level PLTs.	Professional Learning			10/05/2015	05/27/2016	\$0 - Other	Leadership Team

Activity - Develop 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			10/05/2015	05/27/2016	\$0 - Other	Leadership Team

Measurable Objective 2:

increase student growth by engaging in professional development by 05/27/2016 as measured by classroom observations and lesson plans.

Strategy1:

Implement Obtained Knowledge - Teachers will engage in professional development to obtain the knowledge necessary to implement the strategies into daily instruction.

Research Cited:

Activity - Data Notebooks	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will create and maintain a data notebook containing classroom roster, procedures, and schedule, behavior documentation, personal/classroom goal, Teacher Advisory information, STAR and/or ACT Aspire data, attendance/truancy, professional documents, parent communication log, meeting notes, etc.	Policy and Process			10/05/2015	05/27/2016	\$0 - No Funding Required	all certified and noncertified staff members

Activity - Monitor Implementation of Instructional Practices	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will apply knowledge learned in professional development opportunities by implementing the strategies learned into their daily instruction. This will be noted in classroom observations and lesson plans.	Professional Learning			08/12/2015	05/27/2016	\$0 - No Funding Required	Teachers, Instructional Coaches, and Principal

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

Goal 1:

Vinemont Elementary School will implement a Teacher Advisor Program to connect students with an adult mentor, provide one-on-one guidance, and provide support along the student's learning path.

Measurable Objective 1:

achieve college and career readiness by implementing the Teacher Advisor Program at Vinemont Elementary to increase the number of students who feel they are supported by an adult by 10% by 05/25/2016 as measured by surveys.

Strategy1:

Implementation of Teacher Advisor Program - Implement the Teacher Advisor Program using the guidelines in the manual created by the District Leadership/Steering Committee

Research Cited: Comprehensive Counseling and Guidance Model for Alabama Public Schools

Activity - Assign Advisors/Advisees and Meeting Dates	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The VES Leadership Team will collaboratively assign all students to an adult advisor, as well as, schedule dates for advisors/advisees to meet twice a nine weeks.	Other - Scheduling			09/01/2015	05/25/2016	\$0 - No Funding Required	VES Leadership Team

Activity - Administer Needs Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The counselor will use indicators from the ASCA National Standards Model to create and administer a needs assessment for analysis of strengths, weaknesses, and prioritization.	Other - survey/data collection			08/24/2015	05/25/2016	\$0 - No Funding Required	Counselor - Chasity McRae

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Activity - Monitor and Evaluate Program	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implementation and evaluation of the Teacher Advisor Program will be monitored and assessed by the District Checklist and data received from teacher and student surveys.	Other - Evaluation/data collection			09/01/2015	05/25/2016	\$0 - No Funding Required	VES Leadership Team

Activity - Create Action Plan	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Vinemont Elementary School leadership team will use the Teacher Advisor Manual as a guide to create an action plan for implementation of the program.	Professional Learning			09/01/2015	05/25/2016	\$0 - No Funding Required	VES Leadership Team, which consists of a representative from each grade level, principal, counselor, and librarian: Tony Johnson, Chasity McRae, Sarah Foust, Tracey Fowler, Joell Chambers, Julie Foust, Keith Kugler, Amy Payne, and Sandra Sandlin.

Goal 2:

Vinemont Elementary will support and maintain a safe and clean environment.

Measurable Objective 1:

demonstrate a proficiency in supporting and maintaining a safe and inclusive school community by 05/27/2016 as measured by survey results from staff, students, and parents .

Strategy1:

Community Involvement - Vinemont Elementary School will increase community involvement and relationships with stakeholders by increasing character building opportunities.

Research Cited:

Activity - Service Learning Project	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grades 3-5 will create at least one opportunity for students to participate in a service learning project.	Community Engagement			08/12/2015	05/27/2016	\$0 - No Funding Required	principal, counselor, and teachers

Strategy2:

Review safety plan to include effective programs for school safety - The safety committee will review and revise the school safety plan. Then, with the help of staff and stakeholder feedback, will create programs to promote and improve the climate and safety of the school.

Research Cited:

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Activity - Bullying Prevention	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Vinemont Elementary School, along with student input, will create a school-wide Bullying Prevention plan to decrease the amount of bullying and increase positive behavior.	Behavioral Support Program			10/05/2015	05/27/2016	\$0 - No Funding Required	counselor, principal, and teachers

Activity - ALICE Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff members will participate in ALICE Training, conducted by the school's resource officer. This training will assist personnel in how to handle crisis situations in our school.	Professional Learning			08/12/2015	10/05/2015	\$0 - No Funding Required	School Resource Officer (SRO), all school personnel

Activity - Reconfigure Car Pick-Up Line	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Vinemont Elementary School will reconfigure the process and procedures for the afternoon car pick-up line to improve student safety.	Policy and Process			08/12/2015	05/27/2016	\$0 - No Funding Required	principal, safety committee, all school personnel, community stakeholders, students

Activity - School Safety Plan	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The safety committee will review the school safety plan and student handbook yearly and revise as needed.	Policy and Process			08/12/2015	05/27/2016	\$0 - No Funding Required	Safety Committee, principal, and staff

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

Vinemont Elementary School will implement a Teacher Advisor Program to connect students with an adult mentor, provide one-on-one guidance, and provide support along the student's learning path.

Measurable Objective 1:

achieve college and career readiness by implementing the Teacher Advisor Program at Vinemont Elementary to increase the number of students who feel they are supported by an adult by 10% by 05/25/2016 as measured by surveys.

Strategy1:

Implementation of Teacher Advisor Program - Implement the Teacher Advisor Program using the guidelines in the manual created by the District Leadership/Steering Committee

Research Cited: Comprehensive Counseling and Guidance Model for Alabama Public Schools

Activity - Administer Needs Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The counselor will use indicators from the ASCA National Standards Model to create and administer a needs assessment for analysis of strengths, weaknesses, and prioritization.	Other - survey/data collection			08/24/2015	05/25/2016	\$0 - No Funding Required	Counselor - Chasity McRae

Activity - Monitor and Evaluate Program	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implementation and evaluation of the Teacher Advisor Program will be monitored and assessed by the District Checklist and data received from teacher and student surveys.	Other - Evaluation/data collection			09/01/2015	05/25/2016	\$0 - No Funding Required	VES Leadership Team

Activity - Create Action Plan	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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The VES Leadership Team will collaboratively assign all students to an adult advisor, as well as, schedule dates for advisors/advisees to meet twice a nine weeks.	Other - Scheduling			09/01/2015	05/25/2016	\$0 - No Funding Required	VES Leadership Team

Goal 2:

Vinemont Elementary will support and maintain a safe and clean environment.

Measurable Objective 1:

demonstrate a proficiency in supporting and maintaining a safe and inclusive school community by 05/27/2016 as measured by survey results from staff, students, and parents .

Strategy1:

Review safety plan to include effective programs for school safety - The safety committee will review and revise the school safety plan. Then, with the help of staff and stakeholder feedback, will create programs to promote and improve the climate and safety of the school.

Research Cited:

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All staff members will participate in ALICE Training, conducted by the school's resource officer. This training will assist personnel in how to handle crisis situations in our school.	Professional Learning			08/12/2015	10/05/2015	\$0 - No Funding Required	School Resource Officer (SRO), all school personnel

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Vinemont Elementary School will reconfigure the process and procedures for the afternoon car pick-up line to improve student safety.	Policy and Process			08/12/2015	05/27/2016	\$0 - No Funding Required	principal, safety committee, all school personnel, community stakeholders, students

Strategy2:

Community Involvement - Vinemont Elementary School will increase community involvement and relationships with stakeholders by increasing character building opportunities.

Research Cited:

Activity - Service Learning Project	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grades 3-5 will create at least one opportunity for students to participate in a service learning project.	Community Engagement			08/12/2015	05/27/2016	\$0 - No Funding Required	principal, counselor, and teachers

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

Goal 1:

Vinemont Elementary School teachers will engage the learners through high quality aligned college and career ready standards, instruction, and assessments for all content areas.

Measurable Objective 1:

80% of All Students will demonstrate a proficiency that shows students have mastered the standards in Mathematics by 04/04/2016 as measured by the ACT Aspire .

Strategy1:

Ensure Needs are Met - Ensure that teachers have the foundational documents and instructional materials needed to teach the rigorous college and career ready standards.

Research Cited:

Activity - Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive differentiated instruction based on their academic need. Teachers will use STAR data to determine RtI students, then develop a plan for differentiated instruction for these students.	Direct Instruction			08/12/2015	05/27/2016	\$0 - No Funding Required	classroom teachers and instructional coaches

Activity - Identify At-Risk Students	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identify at-risk students and schedule time to target their intervention needs.	Academic Support Program			08/12/2015	05/27/2016	\$0 - No Funding Required	SST committee (principal, counselor, instructional coaches, teachers

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Activity - Utilize Resources	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Vinemont Elementary School will utilize the newly reconstructed resource found in instructional coaches. VES now has 5 instructional coaches that provide support to our teachers and students.	Academic Support Program			08/12/2015	05/27/2016	\$0 - No Funding Required	Instructional Coaches, Principal, and academic teachers

Measurable Objective 2:

80% of All Students will demonstrate a proficiency that shows students have mastered the standards in Reading by 04/04/2016 as measured by the ACT Aspire .

Strategy1:

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Identify at-risk students and schedule time to target their intervention needs.	Academic Support Program			08/12/2015	05/27/2016	\$0 - No Funding Required	SST committee (principal, counselor, instructional coaches, teachers)

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

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Vinemont Elementary School will have all of its EL students making Adequate Progress in Language Acquisition (ALPA) by the end of the 2015-16 academic year.

Measurable Objective 1:

55% 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 25% in English Language Arts by 05/26/2016 as measured by ACCESS for ELLs..

Strategy1:

Collaborative Instructional Planning - EL and classroom teachers will collaborate to determine an instructional plan for EL students to be successful in the classroom setting.

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
EL teacher and classroom teacher will determine accommodations for LEP students, monitor progress for LEP students, and adjust I-ELP as needed throughout the year. EL Teacher will document I-ELP using Ellevation.	Other			08/12/2015	05/26/2016	\$0 - No Funding Required	EL Teacher, Classroom Teachers and Administration

Strategy2:

Implement SDAIE-Core EL Program - EL and Classroom teachers will collaborate to implement instructional strategies using core EL program, SDAIE-Specially Designed Academic Instruction in English to assure achievement of AMAO-C Reading and Math goals.

Research Cited: Specially Designed Academic Instruction in English

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 SDAIE strategies to increase EL student achievement.	Professional Learning			08/12/2015	05/26/2016	\$0 - No Funding Required	EL Coach/Teachers, Classroom teacher and Administration

Activity - SDAIE Strategies	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 Core EL Program-SDAIE.	Professional Learning			08/06/2015	05/26/2016	\$0 - No Funding Required	EL teacher, Classroom teacher and administration

Strategy3:

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 2014-15 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			08/12/2015	10/01/2015	\$0 - No Funding Required	EL Teacher and Classroom Teachers with ELL students.

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 and educators will have access to a comprehensive infrastructure for learning and productivity using digital tools, when and where they need it in order to fully support a society of learners in which learning is life-long.

Measurable Objective 1:

collaborate to Improve equitable access to appropriate technologies among all stakeholders by 05/27/2016 as measured by teacher surveys and walk throughs.

Strategy1:

Providing High Performance Devices - Vinemont Elementary School will look at the best options available for providing an increased ratio of high performance devices to students and teachers.

Research Cited: <http://www.education.com/reference/article/what-impact-technology-learning/>
http://www.act.org/research/policymakers/pdf/school_tech.pdf

Activity - Digital Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Vinemont Elementary will implement the use of digital curriculum such as Compass Learning, iCurio, and Discovery Education.	Academic Support Program			08/12/2015	05/27/2016	\$0 - No Funding Required	Principal and all certified teachers

Goal 2:

Vinemont Elementary School teachers will engage the learners through high quality aligned college and career ready standards, instruction, and assessments for all content areas.

Measurable Objective 1:

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80% of All Students will demonstrate a proficiency that shows students have mastered the standards in Mathematics by 04/04/2016 as measured by the ACT Aspire .

Strategy1:

Implement College and Career Ready Standards - Teachers will participate in quarterly PLT meetings to ensure that teachers utilize research-based, rigorous and effective instruction to meet the needs of all students and maintain alignment with state standards.

Research Cited: Turnaround Principles

Activity - Higher Order Questioning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use a depth of knowledge (DOK) flowchart to guide higher order thinking questions.	Direct Instruction			08/12/2015	05/27/2016	\$0 - No Funding Required	all VES faculty

Strategy2:

Ensure Needs are Met - Ensure that teachers have the foundational documents and instructional materials needed to teach the rigorous college and career ready standards.

Research Cited:

Activity - Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive differentiated instruction based on their academic need. Teachers will use STAR data to determine RtI students, then develop a plan for differentiated instruction for these students.	Direct Instruction			08/12/2015	05/27/2016	\$0 - No Funding Required	classroom teachers and instructional coaches

Activity - Identify At-Risk Students	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identify at-risk students and schedule time to target their intervention needs.	Academic Support Program			08/12/2015	05/27/2016	\$0 - No Funding Required	SST committee (principal, counselor, instructional coaches, teachers)

Measurable Objective 2:

80% of All Students will demonstrate a proficiency that shows students have mastered the standards in Reading by 04/04/2016 as measured by the ACT Aspire .

Strategy1:

Ensure Needs are Met - Ensure that teachers have the foundational documents and instructional materials needed to teach the rigorous college and career ready standards.

Research Cited:

Activity - Identify At-Risk Students	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identify at-risk students and schedule time to target their intervention needs.	Academic Support Program			08/12/2015	05/27/2016	\$0 - No Funding Required	SST committee (principal, counselor, instructional coaches, teachers)

Activity - Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive differentiated instruction based on their academic need. Teachers will use STAR data to determine RtI students, then develop a plan for differentiated instruction for these students.	Direct Instruction			08/12/2015	05/27/2016	\$0 - No Funding Required	classroom teachers and instructional coaches

Strategy2:

Implement College and Career Ready Standards - Teachers will participate in quarterly PLT meetings to ensure that teachers utilize research-based, rigorous and effective instruction to meet the needs of all students and maintain alignment with state standards.

Research Cited: Turnaround Principles

Activity - Higher Order Questioning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use a depth of knowledge (DOK) flowchart to guide higher order thinking questions.	Direct Instruction			08/12/2015	05/27/2016	\$0 - No Funding Required	all VES faculty

Goal 3:

Vinemont Elementary will support and maintain a safe and clean environment.

Measurable Objective 1:

demonstrate a proficiency in supporting and maintaining a safe and inclusive school community by 05/27/2016 as measured by survey results from staff, students, and parents .

Strategy1:

Community Involvement - Vinemont Elementary School will increase community involvement and relationships with stakeholders by increasing character building opportunities.

Research Cited:

ACIP

Vinemont Elementary School

Activity - Service Learning Project	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grades 3-5 will create at least one opportunity for students to participate in a service learning project.	Community Engagement			08/12/2015	05/27/2016	\$0 - No Funding Required	principal, counselor, and teachers

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	See attached Principal Attestation	Principal Attestation

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	See attached Principal Attestation	Principal Attestation

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 2015-16 academic year, staffing placement changes addressed academic needs based on teacher strengths using assessment data.

Component 4: Strategies to Attract Highly Qualified Teachers

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

Vinemont Elementary's instructional coach retired and Cullman County Schools restructured the district's roles and responsibilities of instructional coaches, therefore adding three new instructional coach personnel to the staff at Vinemont Elementary on a rotational schedule. A new counselor was hired to replace the position that was vacated mid-year. The remainder of the faculty and staff was maintained from the previous year. A preschool program was vacated at the Child Development Center and relocated to the Vinemont Elementary Campus. This adds one preschool teacher and three aides to the personnel at VES.

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

All certified academic staff have at least 6 years experience. The physical education teacher is in his second year of teaching. 35 out of 41 staff members have a Master's Degree or higher. Twelve teachers have over 20 years experience in education.

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

All VES faculty and staff are hired following the Cullman County School Board policies. As positions become available, they are posted at each school and on the LEA website. The school administration, with assistance from the Human Resources Department, verifies credentials. New teachers are provided mentors for the first year. Staff is assigned based on needs and appropriate placement based on qualifications/strengths. Administration determines personnel needs that require the use of Title I funds. All classroom teachers are provided with professional development and training opportunities throughout the year at the school and district level. During the 2015-2016 academic year, early release days will enable all staff to have professional development monthly that is specifically designed to build on identified needs. Collaboration is encouraged.

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

Applications are accepted statewide for vacant positions through SoftServe, a computer based program. The decision of hiring qualified staff, scheduling, and assignment of duties is made by the local school using the supplied information. Cullman County Schools provide and require all new teachers to attend New Teacher Academy which details good teaching practices, the use of the district's student data management system - Chalkable, district policies and procedures, and code of ethics. 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 scheduled early release days and days built in to the academic schedule.

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?

There is not a high turnover rate at VES at this time.

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 participate in Professional Learning Communities during the 2015-2016 academic year. Teachers will review the framework of strategic teaching, develop comprehension and alignment of standards and pacing guides, and how to implement the digital curriculum to improve the effectiveness of lessons and student learning. Early Release days will be held on the following days for district-led professional development opportunities:

September 2

October 7

November 4

December 2

January 13

February 3

March 2

April 6

May 4

Teachers will participate in grade level/data meetings to collaborate and research to improve practice. The district holds an annual technology conference in the summer of each year.

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 2015-2016 academic year. Teachers will review the framework of strategic teaching, develop comprehension and alignment of standards and pacing guides, and how to implement the digital curriculum to improve the effectiveness of lessons and student learning. Early Release days will be held on the for district-led professional development opportunities. The district also holds an annual inservice and technology conference to provide staff with comprehensive professional development. Paraprofessionals will also have the opportunity to participate in these professional development activities as needed, including the new preschool staff on campus. Adult Education classes are offered on the VES campus through Wallace State Community College.

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 in place to provide cross grade level support for all faculty including new teachers. The Cullman County Commission on Education has a program in place for mentoring new teachers. New counselors are required by the state department to attend New Counselor Academy at the annual ASCA conference. Job shadowing and walkthroughs are also provided.

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, technology, strategic teaching, ethics, mandatory reporting, policies and procedures, and any other whole district need that may arise. The following professional development opportunities are scheduled in advance:

grade level/data meetings = 1 per month

SST = 1 per month

PLT = quarterly

Early Release = 1 per month

technology conference = 1 per year (in summer)

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 2015-2016 academic year, fifth grade teachers will collaborate with sixth grade teachers to understand the expectations of incoming sixth graders. They will also tour the middle school facility. A schoolwide student rotation will be held at the end of year for students to meet the next grade's teachers and familiarize themselves with the room's location.

During Kindergarten registration, all new kindergarten students have a meet and greet session with all kindergarten teachers. Kindergarten students also alternate the first two days based on gender. This allows for ease of transition into the school setting and an ability to focus more closely on rules, procedures, and familiarity.

New students and parents will participate in an orientation when enrolling from another school.

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 assessed collaboratively. The Leadership Team consists of one teacher from each grade level. Data is discussed and analyzed during the Leadership Team meetings. Teachers write individualized RtI plans for students based on their needs noted in the analysis of data. The SST committee will use the Cullman County Schools RtI placement procedures to ensure that all students complete the necessary requirements to be serviced by RtI.

VES will implement a new format for SST meetings that gives teachers more one-on-one time to discuss student needs and data with the SST committee. All instructional coaches will be present at these meetings.

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 analyze STAR Reading and Math, ACT Aspire, behavior, and grades monthly to determine the need for intervention for those experiencing difficulty mastering standards, as well as adjusting strategies of those who were already being served through RtI. Formal and informal assessments are used in the classroom on a daily basis to determine if students are meeting standards. Students who do meet standards in 3 out of 4 areas will be placed in either Tier II or Tier III intervention. A plan is created for the student and monitored monthly to aid the students in becoming proficient and college and career ready.

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 an RtI 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 every month to discuss and determine proper instruction placement and remediation activities for the struggling student. Progress monitoring of those students receiving RtI services is conducted every four weeks to determine if sufficient progress is being made.

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 inside their classroom to assist in instructional decisions. Many students requiring Tier II or Tier III intervention use a research-based digital curriculum numerous times throughout the week, supervised by the classroom teacher. Opportunities for the gifted population provide enrichment activities. EL students use computer assisted instruction during EL classes, as well as in the general education setting. Technology is used via WiFi connections, Interwrite Pads, data projectors, Elmo devices, Ipads, and interactive boards to reach various learning styles. Teachers collaborate with special education teachers and the 504 Coordinator to find appropriate strategies for these students inside the general education classroom.

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 of students with all academic achievements. Students receive assistance with homework/assignments and supplemental teaching from highly qualified teachers and after-school aides. The currently adopted McGraw Hill Wonders reading series provides students with the opportunity to go online and have auditory support of the week's

story, as well as enrichment/practice activities. Passwords for research-based digit programs such as Head Sprout and SumDog are sent home with students so they can access online learning games. The STAR Home Connect is offered to parents for review of Accelerated Reader, Accelerated Math, and Math Facts in a Flash. The INOW Home Portal is also offered for review/tracking of grades, attendance, calendar dates, etc. All computer-based/digital resources are research-based.

Each grade has an E.A.G.L.E. folder and/or planner for parent communication and organization of schoolwork and assignments. Students take the folder home each night and includes replaceable activities provided by the teacher for extra help with reading fluency and math facts, homework for the night, behavior reports, classroom newsletters, school/activity information, etc. Homework is sent home to reinforce activities taught at the 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.

Vinemont Elementary School uses the Department of Human Resources, Cullman County Area Mental Health Agency, Juvenile Probation, community churches, and various other community businesses and individual supporters to provide necessities needed by any student or their family.

English Language Learners:

Newly enrolled students will receive a Home Language Survey that will be used to determine if the student should be screened for ELL Services. Students qualify for testing if the survey indicates that a language other than English is used by the student or at the student's home. All eligible students are tested (ACCESS) to determine if a student is eligible to receive services through the English Language Learner (ELL) program. Parents or guardians have the right to waive ELL services. Parents are provided the opportunity to receive all updates and important school documents in English and Spanish. The ELL committee reviews each student's progress annually. If performing on grade level (determined by grades, teacher recommendations and results of reading standardized tests), the student becomes eligible to exit the ELL program and will be monitored for two years to ensure success. The ELL program consists of individual or small group instruction with the ELL teacher. Classroom teachers in Cullman County base coursework on WIDA Consortium English Language Proficiency (ELP) standards, as well as College and Career Readiness Standards to enable EL students to both communicate in English and demonstrate their academic, social, and cultural proficiency.

Migrant:

In accordance with Federal and State laws, parents or guardians of each student receive an Agricultural Survey. The ALSDE Migrant Recruiter reviews the surveys to determine potential migrant families. Migrant students automatically qualify for free breakfast and lunch. Migrant students share access to all services and programs available to all students.

Special Education:

Special education services are provided through appropriate procedures in accordance with federal and Alabama state laws and regulations. The Referral Coordinator tracks referrals and the notices to parents concerning eligibility meetings. The evaluation is conducted to determine if the student is eligible for special education services. MultiDisciplinary Eligibility Determination Committee (MEDC) team convenes to determine the eligibility for special education services. The IEP team develops the Individualized Education Plan based on the results of the evaluations, the concerns of the parents, and the academic, developmental, and functional needs of the child. To the maximum extent appropriate, special education students are educated with children who are not disabled. Special education classes are provided when the severity of the disabilities and needs are determined. All students with disabilities have access to a variety of educational programs and

services that are available to non-disabled children. In addition, special education students are provided with an equal opportunity to participate in all extracurricular activities. Vinemont Elementary currently has two full-time Special Education teachers, two special education Instructional Aides, a Speech Language Pathologist, a Special Education Preschool teacher, three Special Education Preschool Aides, and Occupational Therapy services.

Economically Disadvantaged:

Economically disadvantaged students are identified through the applications of free and reduced lunches. Students with low family income will be identified as economically disadvantaged students and will be eligible to receive free or reduced breakfast and lunch during the school day. Such students will have equal access to all programs and services available. Identified economically disadvantaged students also participate in a program funded through the Alabama Credit Union call Secret Meals. This program provides food for the weekend that is sent home on Fridays in a backpack.

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 the Juvenile Probation Services are used to provide identified students with appropriate support and programs to meet their specific identified needs.

Homeless:

The LEA attendance officer is responsible for identifying homeless students upon enrollment and providing them with support. The school uses state and federal regulations and definitions to identify homeless students. All Cullman County Schools uses a residency form to screen for homeless students. The counseling office and school administrator identify possible services. If further intervention is needed, the local school will contact the district office for possible funding or other needs. Homeless students have access to all services and programs available to all students, including free lunch, Title I, ELL , special education, and at-risk. Supplementary community resources are utilized to provide homeless students with necessary school supplies, clothes, and other items of necessity.

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 for Elementary Schools

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 (federal, state, and local) at Vinemont Elementary School are coordinated to work together for the benefit of the student and achievement of stated goals. Programs such as Title I Intervention, EL, gifted education, Rtl, 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. All faculty and staff are knowledgeable of the school's improvement goals and work toward achieving them. Federal, State, and local funds are used as a supplemental resource for funding teacher units, purchase instructional materials, and provide research-based supports and remediation programs.

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

English Language (EL) classes

Title I Schoolwide

Parental Involvement

E.A.G.L.E. Club (after school care/assistance)

Child Nutrition Program

504 Services

Special Education Services

Community and Agency Resources

Each of the programs are used in a coordination 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 digital resources in 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 the child to help them achieve the school-wide goal of increasing math and reading skills.

The state of Alabama School Foundation Program funds the basic programming in terms of teacher units based on student enrollment. Title I Part A is used to supplement regularly funded programs. Title I funds are used for additional teacher units, technology professional development, instructional materials, and supplies based on the percentage of students eligible for free or reduced lunches.

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 by the school counselor, as well as Cullman Caring for Kids, on violence prevention and presented to all
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grade levels (anti-bullying, conflict resolution, anger management, abuse, domestic violence, etc.). Cullman Caring for Kids, a locally funded agent, presents yearly to all students on the issues of strangers, gun safety, abuse/neglect, and conflict resolution. The school's resource officer teaches the DARE program to students. The Child Nutrition Program provides breakfast and lunch to students at a reduced charge or free to students who qualify. The Cullman County Mental Health Agency is an available, on-campus resource to our students every Monday and Tuesday.

Component 10: Evaluation

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

Vinemont Elementary School uses instructional walk-throughs, data collection, and surveys to evaluate the implementation of the schoolwide continuous improvement plan annually. STAR Reading and Math data, ACT Aspire data, retention rate, and other indicators of academic achievement will be used to determine the effectiveness of the CIP.

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. Cullman County Schools has created and adopted Rtl placement procedures to ensure that all students possess 3 out of 4 of the necessary requirements to be serviced by Rtl. The faculty analyzes test data on a weekly basis in McGraw Hill and Saxon Math to guide instruction. Alabama standards pacing guides are used.

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. Scores are compared to scores of the previous year. The Leadership Team also analyzes ACT Aspire data from the previous Spring. A program was developed to record and analyze Aspire data in a more understandable format. From that program, a similar program for DIBELS data was also created.

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's strategies and activities, as needed, based on STAR Reading and STAR Math data, observations, and walkthroughs. Central office staff assists local schools in evaluating the progress being made on each goal at least once per semester. They are also implementing the 2015-16 Rtl placement procedures adopted by Cullman County Schools, in which students must have 3 out of 4 markers to qualify for an Rtl plan. Areas of strength and areas of concern are identified and used to determine goals, strategies, and action steps for the current year.

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

Yes. Vinemont Elementary still strives to produce proficient students in Reading and Math based on College and Career Readiness Standards. Teachers will continue to implement strategic teaching strategies, as well as new research-based programs through support

offered by instructional coaches.

Vinemont Elementary will also continue focusing on the adequate progress in language acquisition (APLA) of EL students being served. An area of need is noted in Writing skills.

The staff will still strive to be lifelong learners and show personal growth through the implementation of PLTs and professional development.

The use of STAR Reading and Math data will serve as a common assessment for analyzation of needs and effectiveness.

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

Through stakeholder feedback, we learned that addressing the school's safety and cleanliness was a priority. Through data analyzation and districtwide initiatives, we added goals that include the use of digital curriculum, improving technology resources, implementing a Teacher Advisory Program, improving differentiated instruction practices and higher order thinking, and administering and utilizing PLT meetings and professional development.

To correlate STAR Reading and Math scores to scores on the ACT Aspire, a proficiency goal was changed to 80% of our students obtaining mastery.

Coordination of Resources - Comprehensive Budget

Introduction

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

I. State Foundation Funds:

	FTE's Earned	Units Placed	Total Salaries
FTE Teacher Units	29.54	29.54	1,462,881.00
Administrator Units	1.00	1.0	83,405.00
Assistant Principal	0.00	0	0.00
Counselor	0.50	.5	25,417.00
Librarian	1.00	1.0	49,256.00
Career and Technical Education Administrator	0.00	0	0.00
Career and Technical Education Counselor	0.00	0	0.00
Technology	2,044.00	0	2,096.00
Professional Development	2,044.00	0	2,096.00
State ELL Funds	0.00	0	0.00
Instructional Supplies	11,976.00	0	12,326.00
Library Enhancement	681.00	0	701.00
Totals			1,638,178.00

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	88795.45

Provide a brief explanation and breakdown of expenses.

FTE = 1.35

A) Teacher Units/Subs/Benefits = 85417.21

Instructional Materials and Supplies: = 1808.75

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

B) Parental Involvement 1% set-aside = 1569.49

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

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

Provide a brief explanation and a breakdown of expenses.

0

Title II

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

Provide a brief explanation and a breakdown of expenses.

n/a

Title III

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

Provide a brief explanation and a breakdown of expenses.

n/a

Title IV

Label	Question	Value
1.	Safe and Drug-Free Schools Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

n/a

Title VI

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

Provide a brief explanation and a breakdown of expenses.

n/a

Career and Technical Education-Perkins IV

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

Provide a brief explanation and breakdown of expenses.

n/a

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

Provide a brief explanation and breakdown of expenses.

n/a

Other

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

Provide a brief explanation and a breakdown of expenses.

n/a

Local Funds

Label	Question	Value
1.	Provide the total	37468.0

Provide a brief explanation and breakdown of expenses

.96 FTE/Salaries/Benefits

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 held and all parents/guardians of enrolled students are invited to attend. Parents/guardians are notified of this event through newsletters sent home by the classroom teachers, newspaper postings, ConnectEd callout, school website, and the school's digital sign. To allow all parents/guardians the opportunity 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 staff to discuss topics that include but are not limited to the following:

- *Title I requirements
- *LEA Parental Involvement Plan/School Parental Involvement Plan including the 1% set aside
- *schoolwide Title I program allowing all students in need of assistance to receive services in intervention for reading and math
- *Parent/Teacher Organization (PTO)
- *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
- *schedule of all parental involvement meetings are made available to parents
- *curriculum and state content standards
- *student assessments
- *parental rights/FERPA

Kindergarten students alternate the first 2 days of school based on gender. This allows for smaller groups and enables parents to have more time with their child's teacher to discuss the aforementioned 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 various times when parents can easily attend. Additionally, parents are informed of meetings through email, school website, weekly newsletters, INOW home portal, and assemblies.

Parents/guardians are involved in the planning, review, and improvement of the Title I Program. Two parent representatives are on the Title I Planning Team and are actively involved in developing, revising, and communicating the program. All parents/guardians at VES have the opportunity to review the CiP and Title I Plan. Parents/guardians 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 parent surveys are used to make necessary changes in the management of the plan.

VES uses its parental involvement funds to pay for a subscription to Reading Connection, a monthly newsletter for both Spanish and English speaking parents, materials for parent workshops, colored paper for parental correspondences, and parent/communication folders and planners for each grade level.

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 about programs under Title I, a description and explanation of the curriculum in use, forms of academic assessments and scores, and achievement expectations. If requested, opportunities for parent/teacher conferences are held to formulate suggestions, review and explain data, and participate in decisions related to their child's education. A district-wide parent/teacher conference day is held annually in October from 12:00 to 7:00, in order to accommodate working parents.

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
- *forms, including lunch and medical forms
- *progress reports
- *Reading Connection
- *classroom parent letters
- *Student Support Team (SST) communications
- *school calendar and newsletter
- *STAR reports
- *parental rights/FERPA
- *Title I information

The EL teacher provides support to students in the curriculum as needed. All students participate in ACCESS, the state EL 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 responsibility for improving student achievement. The School-Parent Compact is jointly developed with the Title I parents and is distributed at the beginning of each academic year. The compact describes the responsibility of each party. The purpose of the compact is to provide guidance for building partnerships to better assist students in achieving and exceeding proficiency on

the state's academic standards and becoming lifelong learners. The principal, teacher, and student will be asked to sign his/her part of the compact. Each teacher is given the responsibility of explaining the compact to the students, as well as obtaining the student's signature. The teacher will sign the compact and have them ready for use during parent/teacher and student/teacher conferences. Compacts are revised by the Parent Involvement Committee.

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

The Continuous Improvement Plan is available to parents and other community members in the school media center, the guidance office, and the administration office. Comments of dissatisfaction, questions, and/or concerns may be made directly to Dr. Brandon Payne, Federal Programs Director and Assistant Superintendent for Cullman County Schools or Dr. Craig Ross, Superintendent of Cullman County Schools. Complaints may also be presented in writing. Contact information for Dr. Payne and Dr. Ross are:

Cullman County Board of Education
402 Arnold Street
P.O. box 1590 Cullman, AL 35056
256-734-2933

If satisfaction is not met, parents may contact Edmond Moore, Alabama State Department of Education Federal Program Coordinator at 334-242-8199.

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)

Vinemont Elementary School 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, STAR assessments, ACT ASPIRE, how to monitor a child's progress, INOW home portal access, DIBELS assessment, EAGLE folders/planners, 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, quarterly parent meetings (PTO), parent/teacher conferences, and handbooks with information regarding standards at each grade level.

Parents on Board workshops will be offered to help parents understand and implement strategies at home. Copies of the Reading Connection will be sent home with every student monthly. Usernames and passwords for the INOW home portal and access to Wonders are sent home in September.

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)

Vinemont Elementary will provide materials and training/workshops for technology and literacy skills to enable parents with the ability 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 with the academic, social, and emotional growth of their child. In addition to the "Parent Section", the guidance office has resources available to parents with information available on academic and emotional nurturing of children. The school system also provides INOW Home Portal access to parents. Adult Education (GED) classes are offered on site at VES. Family Literacy Night will be held in the Fall for parents and students.

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)

Vinemont Elementary shall educate teachers, office personnel, and other staff members, with the assistance of parents, the value in utility of 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 survey indicated that 76% of parents feel that the school provides opportunities for stakeholders to be involved in the school. The Parent Volunteer Committee holds training for parents interested in volunteering every Spring. Parents volunteer to help teachers prepare for lessons, make copies, or various organizational jobs that support the teacher/classroom. Parental involvement activities are discussed at faculty and grade level meetings.

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)

Vinemont Elementary shall to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with

Head Start and Preschool 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 ___ 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, Children's Love Fund Project, Secret Angels, Super Citizens celebration, Junior Master Gardener, and Family Reading Night in order to bind the school and parents in a joint effort to better serve our school's community. Vinemont hosts a community meeting once per semester. Parents On Board trains parents to become active in their children's education. The district website serves as a resource as well.

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 are sent to parents of EL students in Spanish. A parent liaison 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 on a daily basis. Connie Underwood, the district parent liaison, also creates school documents if needed. All documents and forms of communication are offered in both English and Spanish.

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 will make every effort to work with parents in meeting their requests as related to their involvement in their child's education. Efforts are made through Teacher Appreciation Week, Veteran's Day Assembly, Field Day, Family Read Night, building improvements, the 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.

Vinemont Elementary School and Cullman County Board of Education 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 handicap-

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accessible campus and every effort is made to accommodate visitors 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, websites, remind 101 and class dojo programs.