



ACIP

Vinemont Elementary School

Cullman County Board of Education

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Executive Summary

Introduction

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

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

Description of the School

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

Vinemont Elementary 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, one Cullman County Preschool, one Cullman County Headstart, 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 have been a few businesses add to the area in the past year.

Vinemont Elementary School has a student population of 504, with 284 males and 220 females. The racial composition of the school is predominantly white at 83%, followed by Hispanic at 10%, and American Indian at 1%. There is a very small percentage, less than 1%, of the students who are African American and Native Hawaiian or Pacific Islander. Currently, 69% of the students are on free or reduced lunches. 15% of the students receive special education services, 10% receive Speech services, 6% receive ELL services, and 2% receive services through Section 504. Sixty-one students receive Tier II or Tier III intervention through RTI. Forty-five students attend the After-School Care Program, which is a service offered to all K-5 students. VES currently has 28 EL students being served. The faculty consists of 25 general education teachers, 3 Special Education teachers, 1 Speech teacher, 1 PE teacher, 1 Music teacher, 1 EL teacher, 1 Instructional Coach, 1 Computer teacher, 1 MSLE Interventionist, and 6 Aides . The school employs 1 principal, 1 half-day assistant principal, 1 counselor, one full-time media specialist, 1 secretary, 1 part-time bookkeeper, and 1 custodian. 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 and Adult Education (GED) classes are housed at Vinemont Elementary and serve 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.

Vinemont Elementary would like to continue analyzing data and Tier I, II, and III instruction to improve assessment results that correlate with achieving proficiency on the ACT Aspire. Cullman County Schools has restructured the use of instructional coaches at all schools in the district, focusing 80% of their time inside 3rd grade classrooms in hopes of increasing standardized test scores. In addition to the restructuring of instructional coach duties, Vinemont Elementary School also had the addition of a half day assistant principal and a half day computer/typing teacher.

In 2015-16, overall STAR scores increased 11% in Reading and 19% in Math from the Fall to the Spring administration.

DIBELS (Dynamic Indicators of Basic Early Learning Skills) results indicate the number of 2015-16 kindergarten students needing intensive support actually increased from 41% at the beginning of Kindergarten to 55% at the end of Kindergarten. Kindergarten teachers, as well as first and second grade teachers, began training and implementing Discover Intensive Phonics (DIPs) through Reading Horizon, at the beginning of the 2016-17 academic year.

A goal of Vinemont Elementary was to decrease teacher and student absences during the 2015-16 school year. Teachers/faculty were present, on average, 94.85% of the school year, with a total of 419 days or 2,514 hours of instruction missed. Data represents this goal was attained due to a 23% decline in teacher absences and 732 instructional hours gained from the previous year.

The number of truancy referrals increased 3% from 2013-14 to 2014-15. An additional 11 truancy referrals were recorded from 2014-15 to 2015-16, totalling 29. When analyzing subgroups, 1st and 2nd grades have the most tardy students in both 2014-15 and 2015-16. In 2014-15, In 2014-15, Vinemont Elementary School had 2,588 school-wide tardies. In 2015-16, Vinemont Elementary had 3,030 tardies, which is 442 more tardies than the previous year, even though there were 308 fewer absences in 2015-16.

The number of retentions in 2016 was 19 in grades K-5, which is 4% of the student population, and makes up 9% of those retained at the district elementary level. Those percentages decreased at the district and school-level.

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

In 2015-16, 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 stakeholders due to 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 fourth year of NEST, which is equivalent to the the district-wide Teacher Advisor Program. Improvements in structure and uniformity are being made by implementing universal character education curriculum through the use of "What's Under Your Cape: Superheroes of the Character Kind".

ACIP

Vinemont Elementary School

In the analysis of ACT ASPIRE data, scores indicate an overall (school-wide) increase in Reading scores by 7% and Math scores by 7% from 2014-15 to 2015-16. All subtests at all grade levels scored above the district average, except 4th grade Math. All subtests at all grade levels scored above the National Average with the exception of 4th grade Math and 5th grade Science. From 2015 to 2016, the number of students, in the same subgroup (4th grade to 5th grade), obtaining a level 3 or level 4 on the ACT ASPIRE increased by 10% in Reading, 7% in Math, and 19% in Science. When tracking the 3rd grade students from 2015 to 2016, ASPIRE results show a 12% increase in Reading and a 10% decline in Math. The format of the test was changed in 2016, going from paper-based testing to computer-based testing. Data comparisons show a decline in Reading scores as the student advances grade levels. It also reveals a correlation between lower test scores and departmentalized classrooms.

Vinemont Elementary scored a Performance Level 4 on the AdvancED surveys and increased the number of faculty, student, and parent surveys for the Local Indicator by 5.26%.

The percentage of EL students obtaining APLA Proficiency was 76%, 21% higher than our 2015-16 goal. 24% of our EL students obtained English Proficiency, which is 1% below our 2015-16 goal.

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 2016-2017 academic year. In 2014, all teachers received MacBook Airs for instructional use in the classroom, as well as communication and viewing/documenting data. Professional development is provided through the District Technology Conference each summer. 55 chromebooks have been purchased for 5th grade students. VES intends to continually supply Chromebooks to students at each grade level, from 5th grade to 4th grade, and possibly 3rd grade during the 2016-2017 year.

Cullman County Schools continued the 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), and the addition of the DIPs program and i21 Zone for improvement in instructional practices.

Cullman County has adopted a new universal screener to replace STAR called Scantron. There is also new district policies regarded dyslexia and dyslexia screening. VES has 3 teachers certified to screen for dyslexic tendencies and one teacher participating in MSLE (Multi-Sensory Language Education) Training. She serves as an interventionist for identified dyslexic students and students who demonstrate dyslexic tendencies.

In 2015-16, Vinemont Elementary received \$4,158.65 in donations and grant monies from local businesses.

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 during Early Release Professional Development on August 31, 2016. 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.

The planning committee, which consists of the principal, assistant principal, counselor, and media specialist at Vinemont Elementary met on August 3, 2016 to evaluate data and discuss possible goals. The committee discovered commonalities among data and presented it to the staff on August 31, 2016. Parent representatives, as well as, community partners provided insight and approved goals set for Vinemont Elementary based on stakeholder surveys/input and student data. The leadership team worked with stakeholders to schedule meeting dates for the 2016-2017 year.

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, counselor's 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		2016-2017 Student Performance Document

Evaluative Criteria and Rubrics

Overall Rating: 3.25

	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 that minimal or no change has occurred in these achievement gaps.	Level 1

Areas of Notable Achievement

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

The 2016 ACT Aspire scores indicate that:

38% of 3rd grade students demonstrate Reading proficiency

46% of 4th grade students demonstrate Reading proficiency

36% of 5th grade students demonstrate Reading proficiency

66% of 3rd grade students demonstrate Math proficiency

43% of 4th grade students demonstrate Math proficiency

47% of 5th grade students demonstrate Math proficiency

46% of 3rd grade students demonstrate Science proficiency

40% of 4th grade students demonstrate Science proficiency

46% of 5th grade students demonstrate Science proficiency

Vinemont Elementary's ACT Aspire scores were above the District Average in all subtests and at every grade level except 4th grade Math. The scores were also above the National Average in all 3rd grade subtests, 4th grade Reading and Science, and 5th grade Reading and Math.

On the administration of the new district-wide universal screener, Vinemont Elementary was 53% proficient in Reading and 49% proficient in Math.

16 out of 21 EL students, 76% demonstrated APLA proficiency, which is 21% above the 2015-16 goal.

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

Vinemont Elementary's overall Reading score on the ACT Aspire increased by 7% from 2014-15 to 2015-16. The school-level Math score increased by 5%, and the school-level Science score increased by 9%.

From the 2014-15 administration to the 2015-16 administration of the ACT Aspire, 3rd grade Reading scores increased 4%, 3rd grade Math scores increased 13%, 4th grade Reading scores increased 20%, 4th grade Math scores increased 3%, 4th grade Science scores increased 13%, and 5th grade Science scores increased 3%.

The number of 1st grade students receiving Intensive Support, based on DIBELS results, decreased 3.9%.

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

STEM scores composed from scores on the Math and Science portions of the ACT Aspire increased from 34% of 3rd grade students in range when in 4th grade to 51% of the same group of students in range as 5th graders.

The number of student absences recorded in 2015-16 was 308 fewer than in 2014-15.

The number of students retained in 2016 make up 9% of the District's totals, which is a 4% decrease from 2015.

Which area(s) indicate the overall highest performance?

On the 2015-16 administration of the ACT Aspire, 3rd grade students were 66% proficient in Math.

76% of the school's English Language Learners demonstrated APLA proficiency, surpassing the goal by 21%.

On the Fall administration of DIBELS to all 1st grade students, 55% benchmarked on Nonsense Word Fluency - Correct Letter Sounds (NWF-CLS).

In 2016, 51% on 5th grade students, scored "In Range" on the STEM (Math and Science) portion of the ACT Aspire.

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

16 out of 21 English Language Learners (ELL), or 76%, demonstrated APLA proficiency.

The percent of proficient females on the ACT Aspire in grade 4 in 2014-15 was 28%. In 2015-16, that number rose to 50%, which is a 22% gain.

The percent of proficient males on the ACT Aspire in grade 4 in 2015 was 25%. In 2016, that number rose to 43%, which is an 18% gain.

Females in all three grade levels increased proficiency in Math from 2015 to 2016.

Males in grade 3 increased ACT Aspire proficiency in both Reading (14% gain) and Math (21%) from 2015 to 2016.

Males in grade 4 increased ACT Aspire proficiency in both Reading (18% gain) and Math (2% gain) from 2015 to 2016.

Between which subgroups is the achievement gap closing?

When analyzing the students in 3rd grade in 2014-15 and tracking those students to grade 4 in 2015-16, the Reading gap between males and females narrowed from a 15% gap to a 7% gap. In the same group of students, the male to female Math gap also decreased from 15% to 12%, indicating a trend of increased performance in the male subgroup.

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

40% of the students were proficient in Reading on the ACT Aspire and 53% in Reading on the Scantron universal screener.

52% of the students were proficient in Math on the ACT Aspire and 49% in Math on the Scantron universal screener.

Areas in Need of Improvement

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

In Kindergarten, 58% of students assessed using DIBELS did not benchmark on Letter Naming Fluency (LNF).

4th grade Math was the only ACT Aspire subtest that fell below the district average.

The number of Kindergarten students retained increased 75% from 2015 to 2016. The total number of Kindergarten students retained made up 37% of the total retained at VES in 2016.

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

In 2015-16, the number of students in "Core Support" on DIBELS from the beginning of the year to the end went down 6.9% in Kindergarten and 6.4% in 1st grade.

When tracking 3rd grade students in 2013-14 to 4th grade in 2014-15, the data reveals a significant decrease in Math and Reading. The decline is evident in departmentalized classrooms.

Which area(s) indicate the overall lowest performance?

ACT Aspire Math scores decrease when students reach 4th grade. In 2015 and 2016, 4th grade had the lowest percentage of students proficient in Math.

ACT Aspire Reading scores are the lowest in 5th grade at 36%.

58% of Kindergarteners did not benchmark in Letter Naming Fluency (LNF) on the DIBELS Fall Assessment.

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

In 3rd grade, the percentage of males proficient on the ACT Aspire was higher in Reading, Math, and Science than females.

In 4th grade, the percentage of females proficient on the ACT Aspire was higher in Reading, Math, and Science.

4th grade in 2015, 33% made sufficient progress obtaining text complexity (a 14% decline). Finally, in 2016, when these students were in 5th grade, 38% made sufficient progress obtaining text complexity. Even though that is a slight increase from the year before, there is a 9% deficit from 2014 to 2016.

Between which subgroups is the achievement gap becoming greater?

Out of 9 special education students tested on the ACT Aspire in 2016, only 1 student improved their Reading score and 2 students improved Math scores. One student moved from a Level II in Math, down to a Level I.

In 3rd grade, 50% of the students, with 10 or more tardies, did not achieve "ready" status on the ACT Aspire.

In 4th grade, 67% of the students, with 10 or more tardies, did not achieve "ready" status on the ACT Aspire.

In 5th grade, 71% of the students with 10 or more tardies, did not achieve "ready" status on the ACT Aspire.

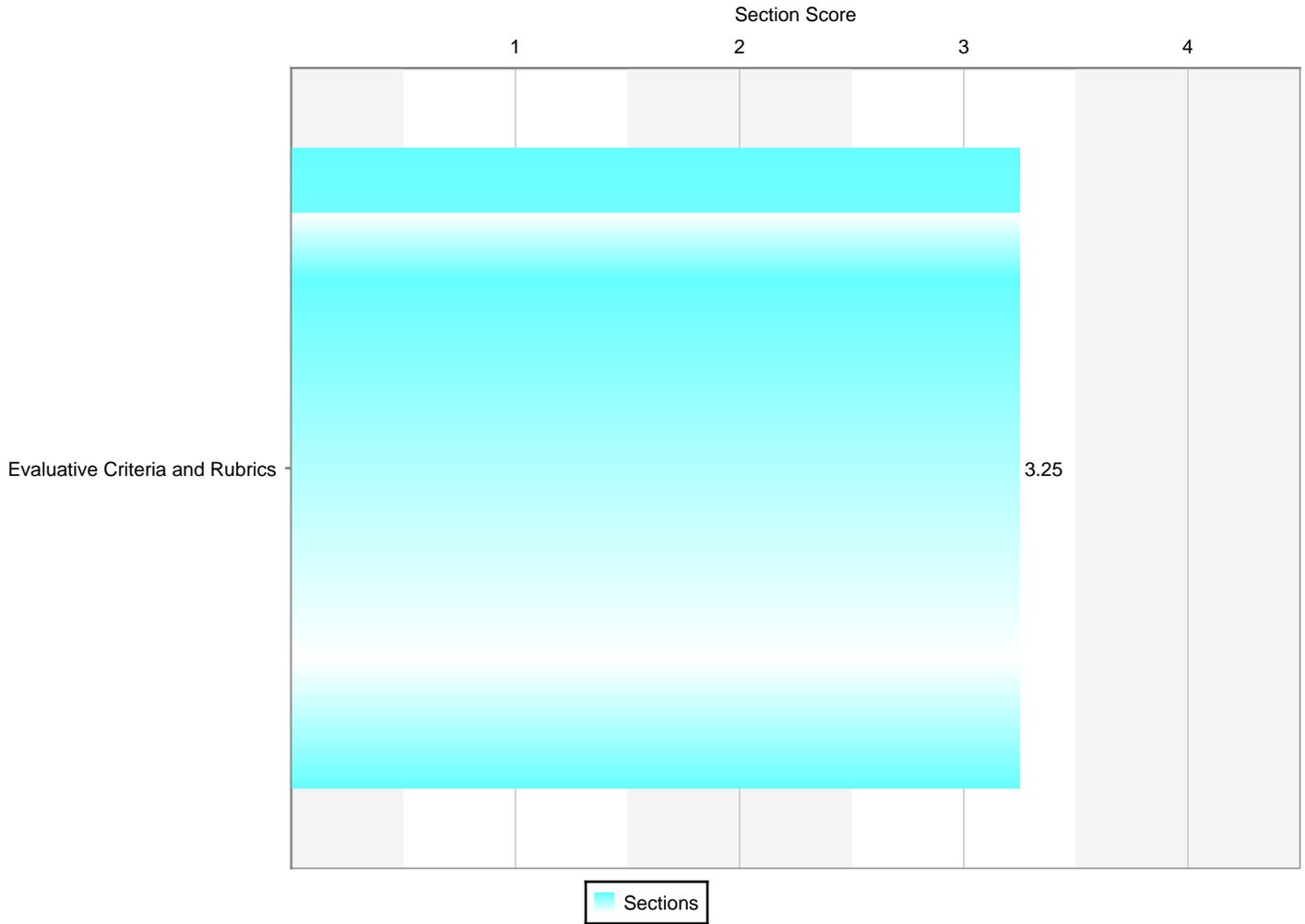
This shows a decrease in proficiency as tardies accumulate.

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

The universal screener, Scantron, indicate 47% of students are below benchmark in Reading and 50% are below benchmark in Math.

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		2016-2017 Assurances

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		2016-2017 Assurances

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		2016-2017 Assurances

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		2016-2017 Assurances

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		2016-2017 Assurances

2016-2017 Continuous Improvement Plan

Overview

Plan Name

2016-2017 Continuous Improvement Plan

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Progression of EL students toward language acquisition	Objectives: 1 Strategies: 1 Activities: 3	Academic	\$0
2	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.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$0
3	Vinemont Elementary will provide and coordinate individualized learning support services to meet the unique learning needs of students.	Objectives: 1 Strategies: 1 Activities: 4	Organizational	\$0
4	Vinemont Elementary School will engage learners through high quality aligned college and career ready standards, instruction, and assessments in all content areas	Objectives: 1 Strategies: 1 Activities: 6	Organizational	\$0
5	Vinemont Elementary will engage families in meaningful ways.	Objectives: 1 Strategies: 1 Activities: 4	Organizational	\$0

Goal 1: Progression of EL students toward language acquisition

Measurable Objective 1:

57% 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 05/25/2017 as measured by ACCESS for ELLs 2.0.

Strategy 1:

Strategy 1: Core EL Instruction - EL Teacher will engage in student goal setting for ELLs who did not achieve AMAO-A and/or AMAO-B during the 2015-16 school year. EL and classroom teachers will collaborate to determine an instructional plan for ELL students. 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 Reading and Math goals.

Category: Develop/Implement Learning Supports

Research Cited: ACCESS for ELL 2.0 score reports, SDAIE Research

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	08/10/2016	05/25/2017	\$0	No Funding Required	EL Teacher and Classroom Teachers with ELL students.
Activity - Green Folder Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
EL teachers will facilitate training for all teachers to provide information about the core EL program, WIDA standards, ACCESS Reports, Individualized English Language Plan (IELP), and distribute green EL folders to share components of the EL Plan and to be used as a tool to collect information and accommodations.	Direct Instruction, Academic Support Program, Professional Learning	08/10/2016	05/25/2017	\$0	No Funding Required	EL Teacher, Classroom Teachers, Administration
Activity - Teacher Collaboration for Goal Setting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
EL teacher, classroom teacher, and EL Committee 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. EL Teachers will monitor FLEP students throughout the year.	Direct Instruction, Academic Support Program, Behavioral Support Program	08/10/2016	05/25/2017	\$0	No Funding Required	EL Teacher, Classroom Teachers, Administration

Goal 2: 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.

Measurable Objective 1:

demonstrate a proficiency in planning instruction using the National Education Technology Standards by 05/25/2017 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. We will also utilize the addition of a half day technology teacher to serve as a resource and team teacher to 5th grade.

Category: Develop/Implement College and Career Ready Standards

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	08/10/2016	05/25/2017	\$0	No Funding Required	Library Media Specialist, Technology Coordinator, Administrators
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	Direct Instruction, Policy and Process	08/10/2016	05/25/2017	\$0	No Funding Required	Library Media Specialist, Instructional Coach, Administrators

Goal 3: Vinemont Elementary will provide and coordinate individualized learning support services to meet the unique learning needs of students.

Measurable Objective 1:

increase student growth by providing and coordinating individualized learning supports to meet the unique learning needs of students. by 05/25/2017 as measured by surveys, classroom performance, and state assessments.

Strategy 1:

Strategy 1: Student Support - Vinemont Elementary will implement student support teams that meet once a month and teacher advisory groups that meet twice a nine weeks grading period to support our students in the development of not only academic but also social and personal needs. The learning supports will address barriers to learning to promote student success.

Category: Develop/Implement Learning Supports

Research Cited: Unified and Comprehensive System of Learning Supports for Alabama Students, Alabama State Department of Education, 2013

Activity - Student Support Teams - RTI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Student support is provided through the deployment of a system-wide Rtl plan, complete with criteria for referring, documentation required for referral and monitoring of student progress, interventions implemented and behavior plan. Monthly Rtl meetings will take place to review student data including but not limited to Dibels, Scantron, classroom performance, discipline, progress monitoring data, attendance, and parental input.	Direct Instruction, Academic Support Program, Behavioral Support Program, Tutoring	08/10/2016	05/25/2017	\$0	No Funding Required	Administrators, Instructional Coach, Counselor, Classroom Teachers, Special Education Coordinator, District RTI Support Staff
Activity - Teacher Advisory Groups	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Vinemont Elementary will implement teacher advisory groups so that all students feel they are well-known by at least one adult at school. A walk-through checklist is created and used to monitor the implementation of the Teacher Advisor Program by administration once each semester. This is a second year focus for our Local Indicator.	Direct Instruction, Academic Support Program, Career Preparation/Orientation, Behavioral Support Program	08/10/2016	05/25/2017	\$0	No Funding Required	Learning Support Team, Administrators, Counselor, Classroom Teachers, Staff
Activity - Dyslexia Screening and Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

The RtI Coordinator will follow the Cullman County guidelines for screening students and providing intervention. Based on universal screening results, teacher recommendation, and/or parent requests further screening for dyslexic tendencies will take place and intervention will be provided by classroom teachers to meet the needs of the students.	Direct Instruction, Academic Support Program, Tutoring	08/10/2016	05/25/2017	\$0	No Funding Required	Director of Elementary Curriculum, RTI Coordinator, Administrator, Counselor, Instructional Coach, Classroom Teachers, MSLE Interventionist
Activity - Multisensory Structured Language Education (MSLE)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Vinemont Elementary will utilize the services of Becky Nelson, Multisensory Structured Language Education (MSLE) interventionist, to support our dyslexic students. Components include: phonological awareness, sound-symbol association, syllable instruction, morphology, syntax, and semantics. Identified dyslexic students will receive dyslexic-specific intervention for 45 minutes each day.	Direct Instruction, Academic Support Program, Tutoring	08/10/2016	05/25/2017	\$0	No Funding Required	Administrator, Counselor, MSLE Interventionist

Goal 4: Vinemont Elementary School will engage learners through high quality aligned college and career ready standards, instruction, and assessments in all content areas

Measurable Objective 1:

demonstrate a proficiency of a 5% increase in student achievement on Aspire: 3rd grade Reading from 38% to 43%, 3rd grade Math from 66% to 71%, 4th grade Reading from 46% to 51%, 4th grade Math from 43% to 48%, 5th grade Reading from 36% to 41%, and 5th grade Math from 47% to 52% by 05/25/2017 as measured by state assessments.

Strategy 1:

Strategy 1: Instructional Framework - Cullman County Schools adopted the instructional framework. Teachers will implement this framework as they teach the college and career readiness standards across all content areas. The framework is made up of the following questions:

1. What do I want my students to know and be able to do?
2. How will I know if they know it?
3. What will I do if they don't know?
4. What will I do if they already know it?

Category: Develop/Implement College and Career Ready Standards

Research Cited: "Whatever It Takes" by Richard Dufour

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Activity - Implementing the Instructional Framework	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District Lesson Plan Templates have been created to provide principals and teachers with a common tool for lesson development. Teachers have the option to use the daily or weekly template. Principals were also provided an electronic Walk Through Template correlated to the Instructional Framework for teacher observations.	Direct Instruction, Academic Support Program	08/10/2016	05/25/2017	\$0	No Funding Required	Administration, Leadership Team, Teachers
Activity - i21 Zone Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
i21Zone will provide Professional learning for educators through modeled lessons and by working side-by-side with teachers to develop and deliver engaging technology-based instruction to students. Job embedded professional learning occurs as feedback is provided to include instructional design, delivery, content, standards and technology integration. District instructional and technology coaches will continue coaching teachers throughout the school year. Implementation will begin for 4th and 5th grade teachers and will continue to be supported and expanded for grades 6 - 8.	Direct Instruction, Academic Support Program, Professional Learning, Technology	08/10/2016	05/25/2017	\$0	No Funding Required	i21 Zone Coaches, District Support Staff, Classroom Teachers, Reading Specialist, Instructional Technology Specialist
Activity - Digital Curriculum Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Vinemont Elementary will become a more performance based school by increasing student engagement and rigorous classroom instruction through the use of digital resources in daily lessons. Implementation will be evaluated through the use of the Instructional Framework and ELEOT walkthroughs. Teachers will be utilizing MacBook Air computers as they investigate digital curriculum such as Compass Learning, iCurio, and Discovery Education. Science teachers will utilize the newly purchased Discovery Education Science Techbook which will be supported by school technology coaches and District Instructional Technology Support Specialists.	Direct Instruction, Academic Support Program, Technology	08/10/2016	05/25/2017	\$0	No Funding Required	District Support Staff, Administration, Classroom Teachers, Technology Support Specialist, Reading Specialist
Activity - Coaching Support for Tier II School	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A Reading Specialist will provide job embedded PD/Coaching on standards based instruction and the instructional framework. For Tier 2 Schools, coaching support for teachers will focus on students in third grade. Coaching support will be provided for differentiating instruction to support all student needs. The instructional coach will be in all five 3rd grade classrooms daily for 45 minutes to an hour each.	Direct Instruction, Academic Support Program, Behavioral Support Program, Professional Learning	08/10/2016	05/25/2017	\$0	No Funding Required	State/Regional Support Staff, District Support Staff, Instructional Coach, Administrator, Classroom Teachers

Activity - Reading Horizons (DIPs)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reading Horizons (DIPs) will be used in grades K - 2 to supplement phonics instruction in reading foundations. This multi-sensory instruction model will help meet the needs of all students including those with dyslexic tendencies. All teachers received training during pre-service days and will continue training throughout the school year on the daily implementation of phonics instruction and available software for students. The instructional coach will support the implementation process.	Direct Instruction, Academic Support Program, Professional Learning, Technology	08/10/2016	05/25/2017	\$0	No Funding Required	Elementary Curriculum Coordinator, Administrators, K-2 Classroom Teachers, Instructional Coach
Activity - A Pedagogy of Questioning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-5 teachers will participate in a workshop entitled "A Pedagogy of Questioning" led by Ivan Hannel in order to improve higher order questioning practices in the classroom.	Academic Support Program, Professional Learning	08/10/2016	05/25/2017	\$0	No Funding Required	Administrators, Counselor, Ivan Hannel, Classroom Teachers

Goal 5: Vinemont Elementary will engage families in meaningful ways.

Measurable Objective 1:

demonstrate a behavior of engaging families, creating a school climate in which they feel welcome, establishing effective communication, seeking volunteer opportunities, and offering support. by 05/25/2017 as measured by surveys.

Strategy 1:

Strategy 1: Parental Involvement Best Practices - Vinemont Elementary will work closely with the currently established PTO to increase parental involvement using Joyce L. Epstein's Framework of Six Types of Parent Involvement. These best practices include creating a welcoming environment, providing learning support services, establishing effective communication, strengthening knowledge and skills, engaging families in school planning, and connecting families to community resources.

Category: Develop/Implement Student and School Culture Program

Research Cited: National PTA's National Standards for Family-School Partnerships; Joyce L. Epstein's Framework of Six Types of Parent Involvement

Activity - Create a Welcoming School Climate	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Vinemont Elementary will provide a welcome packet for all parents of newly enrolled students. This will include community services directory, important school information and contacts, school calendar, and coupons to local businesses.	Community Engagement, Behavioral Support Program, Parent Involvement	08/10/2016	05/25/2017	\$0	No Funding Required	Administrators, Counselor, Secretary

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Activity - Establish Effective Communication	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Vinemont Elementary will provide printed information to parents on homework policies and supporting student work at home. They will send student work home in the Eagle Folder once a week. INOW access will be given to all guardians to monitor their child's progress. Administration will clearly communicate the school's policies. A suggestion or comment box for families to anonymously provide feedback will be displayed near the office entrance, as well as provided electronically.	Academic Support Program, Behavioral Support Program, Parent Involvement	08/10/2016	05/25/2017	\$0	No Funding Required	Administrator s, Counselor, Secretary, Classroom Teachers
Activity - Strengthen Knowledge and Skills	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Vinemont Elementary administrators and counselor will provide workshops for parents to strengthen their knowledge and skills in order to better help their child. Possible topics include: Improving study skills, how to ask high order questions at home when doing homework, to inform families of standards, grading policies, and attendance policies, and assist with technology education.	Community Engagement, Parent Involvement	08/10/2016	05/25/2017	\$0	No Funding Required	Administrator s, Counselor, Teachers
Activity - Provide Community Resources	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Through established school-community partnerships, Vinemont Elementary will facilitate families' access to community-based programs	Community Engagement, Parent Involvement	08/10/2016	05/25/2017	\$0	No Funding Required	Administrator s, Counselor, 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
Multisensory Structured Language Education (MSLE)	Vinemont Elementary will utilize the services of Becky Nelson, Multisensory Structured Language Education (MSLE) interventionist, to support our dyslexic students. Components include: phonological awareness, sound-symbol association, syllable instruction, morphology, syntax, and semantics. Identified dyslexic students will receive dyslexic-specific intervention for 45 minutes each day.	Direct Instruction, Academic Support Program, Tutoring	08/10/2016	05/25/2017	\$0	Administrators, Counselor, MSLE Interventionist
Coaching Support for Tier II School	A Reading Specialist will provide job embedded PD/Coaching on standards based instruction and the instructional framework. For Tier 2 Schools, coaching support for teachers will focus on students in third grade. Coaching support will be provided for differentiating instruction to support all student needs. The instructional coach will be in all five 3rd grade classrooms daily for 45 minutes to an hour each.	Direct Instruction, Academic Support Program, Behavioral Support Program, Professional Learning	08/10/2016	05/25/2017	\$0	State/Regional Support Staff, District Support Staff, Instructional Coach, Administrator, Classroom Teachers
Dyslexia Screening and Intervention	The RtI Coordinator will follow the Cullman County guidelines for screening students and providing intervention. Based on universal screening results, teacher recommendation, and/or parent requests further screening for dyslexic tendencies will take place and intervention will be provided by classroom teachers to meet the needs of the students.	Direct Instruction, Academic Support Program, Tutoring	08/10/2016	05/25/2017	\$0	Director of Elementary Curriculum, RTI Coordinator, Administrators, Counselor, Instructional Coach, Classroom Teachers, MSLE Interventionist
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	08/10/2016	05/25/2017	\$0	EL Teacher and Classroom Teachers with ELL students.

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Create a Welcoming School Climate	Vinemont Elementary will provide a welcome packet for all parents of newly enrolled students. This will include community services directory, important school information and contacts, school calendar, and coupons to local businesses.	Community Engagement, Behavioral Support Program, Parent Involvement	08/10/2016	05/25/2017	\$0	Administrators, Counselor, Secretary
Teacher Advisory Groups	Vinemont Elementary will implement teacher advisory groups so that all students feel they are well-known by at least one adult at school. A walk-through checklist is created and used to monitor the implementation of the Teacher Advisor Program by administration once each semester. This is a second year focus for our Local Indicator.	Direct Instruction, Academic Support Program, Career Preparation/Orientation, Behavioral Support Program	08/10/2016	05/25/2017	\$0	Learning Support Team, Administrators, Counselor, Classroom Teachers, Staff
i21 Zone Implementation	i21Zone will provide Professional learning for educators through modeled lessons and by working side-by-side with teachers to develop and deliver engaging technology-based instruction to students. Job embedded professional learning occurs as feedback is provided to include instructional design, delivery, content, standards and technology integration. District instructional and technology coaches will continue coaching teachers throughout the school year. Implementation will begin for 4th and 5th grade teachers and will continue to be supported and expanded for grades 6 - 8.	Direct Instruction, Academic Support Program, Professional Learning, Technology	08/10/2016	05/25/2017	\$0	i21 Zone Coaches, District Support Staff, Classroom Teachers, Reading Specialist, Instructional Technology Specialist
Implementing the Instructional Framework	District Lesson Plan Templates have been created to provide principals and teachers with a common tool for lesson development. Teachers have the option to use the daily or weekly template. Principals were also provided an electronic Walk Through Template correlated to the Instructional Framework for teacher observations.	Direct Instruction, Academic Support Program	08/10/2016	05/25/2017	\$0	Administration, Leadership Team, Teachers
Provide Community Resources	Through established school-community partnerships, Vinemont Elementary will facilitate families' access to community-based programs	Community Engagement, Parent Involvement	08/10/2016	05/25/2017	\$0	Administrators, Counselor, Teachers
Teacher Training on NETS Standards	Teachers will be trained on the NETS standards and how to enhance their instruction through technology.	Professional Learning	08/10/2016	05/25/2017	\$0	Library Media Specialist, Technology Coordinator, Administrators

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Student Support Teams - RTI	Student support is provided through the deployment of a system-wide RtI plan, complete with criteria for referring, documentation required for referral and monitoring of student progress, interventions implemented and behavior plan. Monthly RtI meetings will take place to review student data including but not limited to Dibels, Scantron, classroom performance, discipline, progress monitoring data, attendance, and parental input.	Direct Instruction, Academic Support Program, Behavioral Support Program, Tutoring	08/10/2016	05/25/2017	\$0	Administrators, Instructional Coach, Counselor, Classroom Teachers, Special Education Coordinator, District RTI Support Staff
Establish Effective Communication	Vinemont Elementary will provide printed information to parents on homework policies and supporting student work at home. They will send student work home in the Eagle Folder once a week. INOW access will be given to all guardians to monitor their child's progress. Administration will clearly communicate the school's policies. A suggestion or comment box for families to anonymously provide feedback will be displayed near the office entrance, as well as provided electronically.	Academic Support Program, Behavioral Support Program, Parent Involvement	08/10/2016	05/25/2017	\$0	Administrators, Counselor, Secretary, Classroom Teachers
Green Folder Training	EL teachers will facilitate training for all teachers to provide information about the core EL program, WIDA standards, ACCESS Reports, Individualized English Language Plan (IELP), and distribute green EL folders to share components of the EL Plan and to be used as a tool to collect information and accommodations.	Direct Instruction, Academic Support Program, Professional Learning	08/10/2016	05/25/2017	\$0	EL Teacher, Classroom Teachers, Administration
A Pedagogy of Questioning	K-5 teachers will participate in a workshop entitled "A Pedagogy of Questioning" led by Ivan Hannel in order to improve higher order questioning practices in the classroom.	Academic Support Program, Professional Learning	08/10/2016	05/25/2017	\$0	Administrators, Counselor, Ivan Hannel, Classroom Teachers
Reading Horizons (DIPs)	Reading Horizons (DIPs) will be used in grades K - 2 to supplement phonics instruction in reading foundations. This multi-sensory instruction model will help meet the needs of all students including those with dyslexic tendencies. All teachers received training during pre-service days and will continue training throughout the school year on the daily implementation of phonics instruction and available software for students. The instructional coach will support the implementation process.	Direct Instruction, Academic Support Program, Professional Learning, Technology	08/10/2016	05/25/2017	\$0	Elementary Curriculum Coordinator, Administrators, K-2 Classroom Teachers, Instructional Coach
Strengthen Knowledge and Skills	Vinemont Elementary administrators and counselor will provide workshops for parents to strengthen their knowledge and skills in order to better help their child. Possible topics include: Improving study skills, how to ask high order questions at home when doing homework, to inform families of standards, grading policies, and attendance policies, and assist with technology education.	Community Engagement, Parent Involvement	08/10/2016	05/25/2017	\$0	Administrators, Counselor, Teachers

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Monitor Implementation of NETS Standards	We will monitor the implementation of these standards through classroom observations and walk throughs	Direct Instruction, Policy and Process	08/10/2016	05/25/2017	\$0	Library Media Specialist, Instructional Coach, Administrators
Digital Curriculum Implementation	Vinemont Elementary will become a more performance based school by increasing student engagement and rigorous classroom instruction through the use of digital resources in daily lessons. Implementation will be evaluated through the use of the Instructional Framework and ELEOT walkthroughs. Teachers will be utilizing MacBook Air computers as they investigate digital curriculum such as Compass Learning, iCurio, and Discovery Education. Science teachers will utilize the newly purchased Discovery Education Science Techbook which will be supported by school technology coaches and District Instructional Technology Support Specialists.	Direct Instruction, Academic Support Program, Technology	08/10/2016	05/25/2017	\$0	District Support Staff, Administration, Classroom Teachers, Technology Support Specialist, Reading Specialist
Teacher Collaboration for Goal Setting	EL teacher, classroom teacher, and EL Committee 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. EL Teachers will monitor FLEP students throughout the year.	Direct Instruction, Academic Support Program, Behavioral Support Program	08/10/2016	05/25/2017	\$0	EL Teacher, Classroom Teachers, Administration
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 2016-17	2016-2017 Stakeholder Feedback Worksheet

Evaluative Criteria and Rubrics

Overall Rating: 4.0

	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	Two or more of the stakeholder questionnaires had average item values of 4.30 or higher (on a 5.0 scale). 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 well analyzed and clearly presented.	Level 4

Areas of Notable Achievement

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

On the staff survey, 100% of those surveyed agreed that our school's purpose statement is clearly focused on student success.

On the parent survey, 92% of those surveyed agreed that teachers report student progress in easy to understand language, 93% believe their child has at least one adult advocate in the school, and 93% believe their child is prepared for success in the next school year.

On the early elementary student survey, 100% of the students believe their teacher wants them to learn, 100% indicated they learn new things at school, and 100% agree the school have books that they can read.

On the elementary student survey, 97% of those surveyed believe their teachers want them to do their best and 96% agreed that the principal and teachers want every student to learn.

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

All surveys had an increase in overall scores from 2014-15, causing the performance level to increase from a Level III to a Level IV.

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?

On the staff survey, 20% of those surveyed believe the school does not provide sufficient material resources to meet student needs.

On the parent survey, only 78% of parents believe their child has up-to-date computers and technology.

On the early elementary survey, only 72% of those surveyed believe their family likes to come to the school.

On the elementary survey, 44% of those surveyed disagreed that their principal and teachers ask them what they think about school, 37% believe that they are not treated fairly, and only 65% believe students treat adults with respect.

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 technology infrastructure and available technology devices. There is also a need to provide and coordinate individualized learning support for those with unique learning needs.

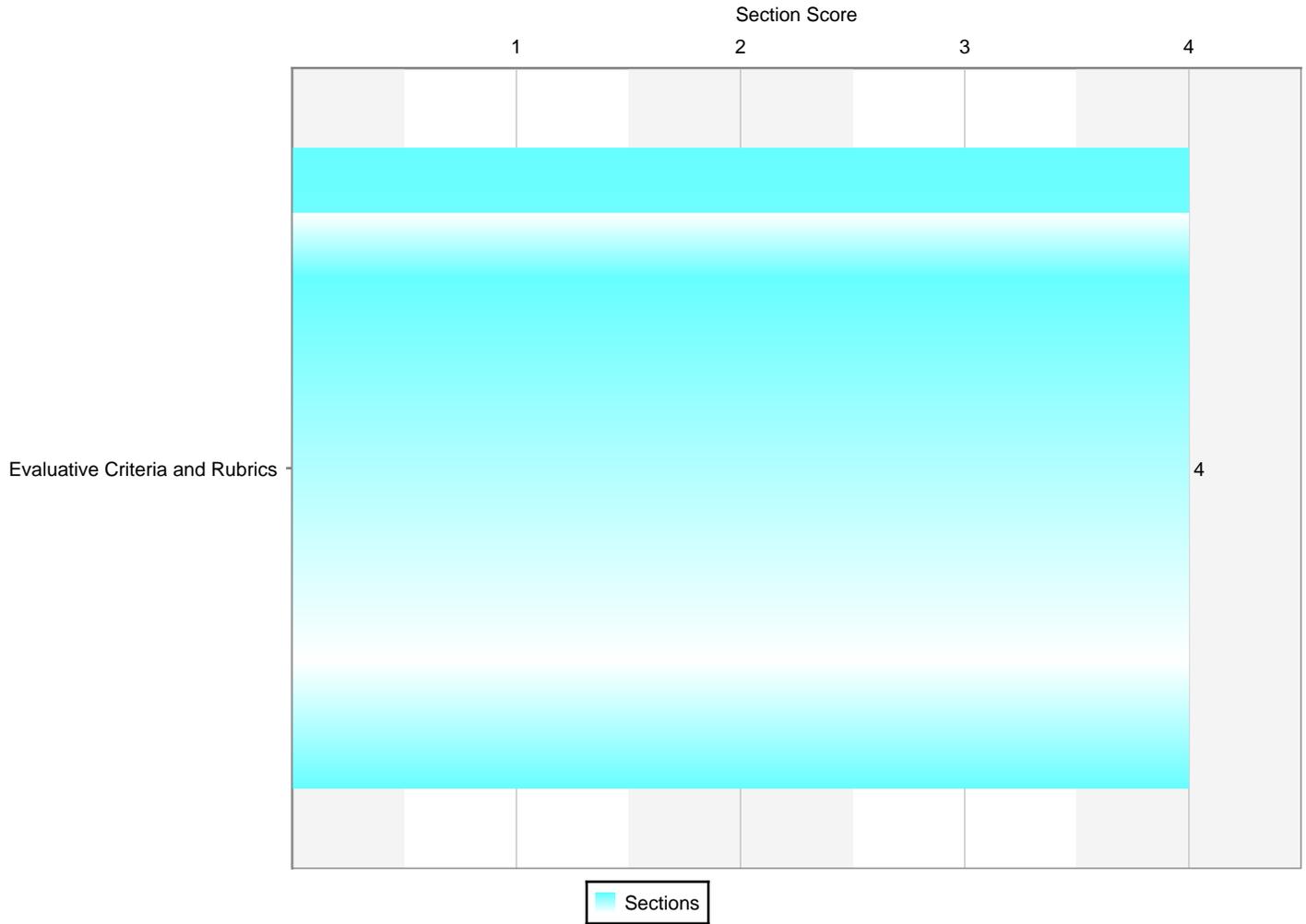
Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

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 SY 2016-2017

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 staff met on August 31, 2016 to discuss and analyze the 2016 ACT Aspire data. Strengths and weaknesses were documented on the Data Analysis and Reflection graphic organizer and instructional groups were formed based on performance levels. Trends from the summative assessment data were 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 achievement and weaknesses.

The stakeholder feedback surveys were analyzed by the Leadership Team during a meeting held on August 3, 2016. Areas of strengths and weaknesses were noted from parent surveys, student surveys, and staff surveys.

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

2016 ACT Aspire Reading data showed:

38% of 3rd grade students scored within the "Ready" range (an 11% baseline decrease since 2013-14)

46% of 4th grade students scored within the "Ready" range (a 10% baseline increase since 2013-14)

36% of 5th grade students scored within the "Ready" range (no baseline increase or decrease)

3rd and 5th grade Reading scores were the lowest across all subtests. There was no overall baseline change in Reading for Vinemont Elementary from 2013-14 to 2015-16.

2016 ACT Aspire Math data showed:

66% of 3rd grade students scored within the "Ready" range (5% baseline increase since 2013-14)

43% of 4th grade students scored within the "Ready" range (9% baseline decrease since 2013-14)

47% of 5th grade students scored within the "Ready" range (12% baseline increase since 2013-14)

There was an overall 5% baseline increase in Math for Vinemont Elementary from 2013-14 to 2015-16.

The ACT Aspire Science data showed:

46% of 3rd grade students scored within the "Ready" range (no data from 2013-14 or 2014-15)

40% of 4th grade students scored within the "Ready" range (13% baseline increase since 2013-14)

46% of 5th grade students scored within the "Ready" range (3% baseline increase since 2013-14)

At the school-level, scores in ACT Aspire Reading, Math, and Science all went up from 2015 to 2016.

Reading increased 7%

Math increased 5%

Science increased 9%

On all four surveys (Elementary student, Early Elementary student, parent, and staff) Standard 3.8, under Teaching and Assessing for Learning, was the overall lowest. Standard 3.8 states that the school engages families in meaningful ways in their children's education and
SY 2016-2017

keeps them informed of their children's learning progress.

Other areas of concern analyzed from survey results include:

Standard 3.12: The school provides and coordinates learning services to meet the unique learning needs of students.

Standard 3.7: Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.

The results from the Alabama Technology Transform 2020 Survey show 53% of teachers only "occasionally" plan and implement real-world learning experiences and promote self-assessing and exploration. This area received the lowest score at 0.76.

Another area of concern obtained from the Alabama Technology Transform Survey 2020 was in the area of teaching students responsibility of digital citizenship and using digital tools to communicate about/with people in other cultures. This area received the second lowest score at 0.82.

The Education Technology Profile shows the following data for Primary Learning Technology Tools:

No technology available for students decreased from 27.3% in 2015 to 14.3% in 2016

The number of desktop computers stayed the same.

Notebook computers made up 9.1%, while iPads made up 21.4%.

The Education Technology Profile shows the following data for Technology Available as One-to-One Device:

No technology available for students decreased from 27.3% in 2015 to 14.3% in 2016.

Yes: 36.4% in 2015 to 14.3% in 2016

No: 36.4% in 2015 to 71.4% in 2016

The majority of the VES faculty is ready for professional development at Level 1: Foundations.

16 out of 21 English Language Learners, or 76%, demonstrated APLA proficiency. Only 5 out of the same 21 students, or 24%, obtained English proficiency.

VES retentions make up 9% of the district's recommendations for retention. This is a 4% decrease from 2014-15. Kindergarten retentions increased throughout the district in 2016, making up 41% of students retained in grades K-12. Elementary schools in the district make up 86% of those retained.

Teacher attendance went from 93.9% in 2015 to 94.85% in 2016, decreasing the hours of instructional time missed from 3,246 in 2015 to 2,514 in 2016.

Student attendance went from 94.95% in 2015 to 95.58% in 2016, a difference of 308 absences.

In the 2015-16 administration of DIBELS, Kindergarten and 1st grade students needing "Core Support", or benchmarking, went down.

3. What conclusions were drawn from the results?

Overall, the results of the Comprehensive Needs Assessment show that Reading is an area of concern in 3rd, 4th, and 5th grades and Math

is a concern in 4th grade.

The overall lowest ranked standard on all 4 surveys was Standard 3: Teaching & Assessing Learning.

*The Parent Survey indicated a low-level performance score on providing and coordinating learning support services to meet the unique learning needs of students. A combined 40% of parents do not believe their child has access to support services based on his/her needs or the up-to-date technology or infrastructure to assist. (Standard 3.12; Standard 4.5)

*The Staff Survey indicated a low-level performance score on the school's curriculum providing equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills to add success to the next level. (Standard 3.1)

*The Student Surveys indicated the lowest performance score on the school engaging families in meaningful ways. (Standard 3.8) Only 66% of students in grades 3-5 believe that teachers ask their family to attend school activities, and only 72% of students in grades 1-2 believe that their family likes to come to school.

On the Parent Survey, 3 indicators fell below 80%.

On the Staff Survey, 2 indicators fell below 80%.

On the Student Surveys, 9 indicators fell below 80%.

After analyzing the parent, student, and staff surveys from above, the following are areas of focus:

- *family involvement and an increased feeling of community
- *provide and coordinate individualized learning support for unique learners - special education, ELL, dyslexics, etc.
- *personnel staying current on research related to learning styles, multiple intelligences, and personality type indicators
- *incorporate more real-world learning experiences and promote student self-assessment and self-exploration
- *teach digital citizenship/copyright laws in computer or general ed classes, as well as, explore other cultures using digital tools

Technology surveys indicate a high percentage of people interested in implementing one-to-one devices, but the survey also shows the lack of devices to be able to implement it. This is also evident in a low performance ranking on the staff survey, with 20% of the staff indicating that the school does not provide sufficient resources to meet student needs.

Other focus areas include:

- *ELL students obtaining English proficiency
- *standards based grading may be the reason for the increased number of Kindergarten retentions at VES, as well as throughout the district.
- *decreasing teacher and student absences increases student performance
- *a need for instructional changes in Kindergarten and 1st grade due to the number of students benchmarking decreasing from the beginning of the year to the end of the year

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

After analyzing perception, student achievement, school programs/process, and demographic data, it was concluded that the following areas need to be addressed through the development of goals and strategies:

- *Reading and Math Tier I instruction
- *consistent measurement of student performance across grade levels and courses - grades matching skill mastery

*increasing technology devices, as well as the infrastructure

*family engagement, involvement, and communication

*providing and coordinating individualized learning supports to unique learners (ELL, Special Education, 504, and Dyslexia)

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 I instruction, use of resources, professional development and learning communities for teachers, and communication and involvement of families.

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 explicit perception data, process data, and results data. Goals and strategies were created based on the actions that would best address identified weaknesses. The Leadership Team, along with the staff, analyzed this 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?

All homeless, migratory, special education, 504, dyslexic, and limited English proficiency students have equal access to the same free and appropriate public education, including the same state standards to which all students are held accountable.

To address the overall needs of the whole school population, VES will

*improve Tier I instruction, increasing the number of students obtaining a Level III or Level IV on Scantron, increasing the number of students reaching college and career readiness attainment, and improving ACT Aspire Reading and Math scores

*reducing the number of students referred to the Problem Solving Team (PST)

*reducing the number of students retained

*improve ACT Aspire Reading and Math scores

Students with disadvantages will be placed in small groups and receive additional assistance to reach goals. Students below proficiency will be monitored monthly at PST meetings where student data is analyzed.

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 will engage learners through high quality aligned college and career ready standards, instruction, and assessments in all content areas

Measurable Objective 1:

demonstrate a proficiency of a 5% increase in student achievement on Aspire: 3rd grade Reading from 38% to 43%, 3rd grade Math from 66% to 71%, 4th grade Reading from 46% to 51%, 4th grade Math from 43% to 48%, 5th grade Reading from 36% to 41%, and 5th grade Math from 47% to 52% by 05/25/2017 as measured by state assessments.

Strategy1:

Instructional Framework - Cullman County Schools adopted the instructional framework. Teachers will implement this framework as they teach the college and career readiness standards across all content areas. The framework is made up of the following questions:

1. What do I want my students to know and be able to do?
2. How will I know if they know it?
3. What will I do if they don't know?
4. What will I do if they already know it?

Category: Develop/Implement College and Career Ready Standards

Research Cited: "Whatever It Takes" by Richard Dufour

Activity - Coaching Support for Tier II School	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A Reading Specialist will provide job embedded PD/Coaching on standards based instruction and the instructional framework. For Tier 2 Schools, coaching support for teachers will focus on students in third grade. Coaching support will be provided for differentiating instruction to support all student needs. The instructional coach will be in all five 3rd grade classrooms daily for 45 minutes to an hour each.	Academic Support Program Professional Learning Direct Instruction Behavioral Support Program	08/10/2016	05/25/2017	\$0 - No Funding Required	State/Regional Support Staff, District Support Staff, Instructional Coach, Administrator, Classroom Teachers

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Activity - i21 Zone Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
i21Zone will provide Professional learning for educators through modeled lessons and by working side-by-side with teachers to develop and deliver engaging technology-based instruction to students. Job embedded professional learning occurs as feedback is provided to include instructional design, delivery, content, standards and technology integration. District instructional and technology coaches will continue coaching teachers throughout the school year. Implementation will begin for 4th and 5th grade teachers and will continue to be supported and expanded for grades 6 - 8.	Professional Learning Academic Support Program Technology Direct Instruction	08/10/2016	05/25/2017	\$0 - No Funding Required	i21 Zone Coaches, District Support Staff, Classroom Teachers, Reading Specialist, Instructional Technology Specialist

Activity - Implementing the Instructional Framework	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District Lesson Plan Templates have been created to provide principals and teachers with a common tool for lesson development. Teachers have the option to use the daily or weekly template. Principals were also provided an electronic Walk Through Template correlated to the Instructional Framework for teacher observations.	Direct Instruction Academic Support Program	08/10/2016	05/25/2017	\$0 - No Funding Required	Administration, Leadership Team, Teachers

Activity - Reading Horizons (DIPs)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading Horizons (DIPs) will be used in grades K - 2 to supplement phonics instruction in reading foundations. This multi-sensory instruction model will help meet the needs of all students including those with dyslexic tendencies. All teachers received training during pre-service days and will continue training throughout the school year on the daily implementation of phonics instruction and available software for students. The instructional coach will support the implementation process.	Academic Support Program Professional Learning Technology Direct Instruction	08/10/2016	05/25/2017	\$0 - No Funding Required	Elementary Curriculum Coordinator, Administrators, K-2 Classroom Teachers, Instructional Coach

Activity - A Pedagogy of Questioning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-5 teachers will participate in a workshop entitled "A Pedagogy of Questioning" led by Ivan Hannel in order to improve higher order questioning practices in the classroom.	Academic Support Program Professional Learning	08/10/2016	05/25/2017	\$0 - No Funding Required	Administrators, Counselor, Ivan Hannel, Classroom Teachers

Activity - Digital Curriculum Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Vinemont Elementary will become a more performance based school by increasing student engagement and rigorous classroom instruction through the use of digital resources in daily lessons. Implementation will be evaluated through the use of the Instructional Framework and ELEOT walkthroughs. Teachers will be utilizing MacBook Air computers as they investigate digital curriculum such as Compass Learning, iCurio, and Discovery Education. Science teachers will utilize the newly purchased Discovery Education Science Techbook which will be supported by school technology coaches and District Instructional Technology Support Specialists.	Academic Support Program Technology Direct Instruction	08/10/2016	05/25/2017	\$0 - No Funding Required	District Support Staff, Administration, Classroom Teachers, Technology Support Specialist, Reading Specialist

2. Identify the strategies in the schoolwide plan that increase the quality and quantity of instruction.

Goal 1:

Vinemont Elementary will provide and coordinate individualized learning support services to meet the unique learning needs of students.

Measurable Objective 1:

increase student growth by providing and coordinating individualized learning supports to meet the unique learning needs of students. by 05/25/2017 as measured by surveys, classroom performance, and state assessments.

Strategy1:

Student Support - Vinemont Elementary will implement student support teams the meet once a month and teacher advisory groups that meet twice a nine weeks grading period to support our students in the development of not only academic but also social and personal needs. The learning supports will address barriers to learning to promote student success.

Category: Develop/Implement Learning Supports

Research Cited: Unified and Comprehensive System of Learning Supports for Alabama Students, Alabama State Department of Education, 2013

Activity - Teacher Advisory Groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Vinemont Elementary will implement teacher advisory groups so that all students feel they are well-known by at least one adult at school. A walk-through checklist is created and used to monitor the implementation of the Teacher Advisor Program by administration once each semester. This is a second year focus for our Local Indicator.	Academic Support Program Career Preparation/ Orientation Direct Instruction Behavioral Support Program	08/10/2016	05/25/2017	\$0 - No Funding Required	Learning Support Team, Administrators, Counselor, Classroom Teachers, Staff

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Activity - Dyslexia Screening and Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The RtI Coordinator will follow the Cullman County guidelines for screening students and providing intervention. Based on universal screening results, teacher recommendation, and/or parent requests further screening for dyslexic tendencies will take place and intervention will be provided by classroom teachers to meet the needs of the students.	Academic Support Program Direct Instruction Tutoring	08/10/2016	05/25/2017	\$0 - No Funding Required	Director of Elementary Curriculum, RTI Coordinator, Administrators, Counselor, Instructional Coach, Classroom Teachers, MSLE Interventionist

Activity - Multisensory Structured Language Education (MSLE)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Vinemont Elementary will utilize the services of Becky Nelson, Multisensory Structured Language Education (MSLE) interventionist, to support our dyslexic students. Components include: phonological awareness, sound-symbol association, syllable instruction, morphology, syntax, and semantics. Identified dyslexic students will receive dyslexic-specific intervention for 45 minutes each day.	Direct Instruction Academic Support Program Tutoring	08/10/2016	05/25/2017	\$0 - No Funding Required	Administrators, Counselor, MSLE Interventionist

Activity - Student Support Teams - RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student support is provided through the deployment of a system-wide RtI plan, complete with criteria for referring, documentation required for referral and monitoring of student progress, interventions implemented and behavior plan. Monthly RtI meetings will take place to review student data including but not limited to Dibels, Scantron, classroom performance, discipline, progress monitoring data, attendance, and parental input.	Academic Support Program Behavioral Support Program Direct Instruction Tutoring	08/10/2016	05/25/2017	\$0 - No Funding Required	Administrators, Instructional Coach, Counselor, Classroom Teachers, Special Education Coordinator, District RTI Support Staff

Goal 2:

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

Measurable Objective 1:

demonstrate a proficiency of a 5% increase in student achievement on Aspire: 3rd grade Reading from 38% to 43%, 3rd grade Math from 66% to 71%, 4th grade Reading from 46% to 51%, 4th grade Math from 43% to 48%, 5th grade Reading from 36% to 41%, and 5th grade Math from 47% to 52% by 05/25/2017 as measured by state assessments.

Strategy1:

Instructional Framework - Cullman County Schools adopted the instructional framework. Teachers will implement this framework as they teach the college and career readiness standards across all content areas. The framework is made up of the following questions:

1. What do I want my students to know and be able to do?
2. How will I know if they know it?
3. What will I do if they don't know?
4. What will I do if they already know it?

Category: Develop/Implement College and Career Ready Standards

Research Cited: "Whatever It Takes" by Richard Dufour

Activity - A Pedagogy of Questioning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-5 teachers will participate in a workshop entitled "A Pedagogy of Questioning" led by Ivan Hannel in order to improve higher order questioning practices in the classroom.	Professional Learning Academic Support Program	08/10/2016	05/25/2017	\$0 - No Funding Required	Administrators, Counselor, Ivan Hannel, Classroom Teachers

Activity - Digital Curriculum Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Vinemont Elementary will become a more performance based school by increasing student engagement and rigorous classroom instruction through the use of digital resources in daily lessons. Implementation will be evaluated through the use of the Instructional Framework and ELEOT walkthroughs. Teachers will be utilizing MacBook Air computers as they investigate digital curriculum such as Compass Learning, iCurio, and Discovery Education. Science teachers will utilize the newly purchased Discovery Education Science Techbook which will be supported by school technology coaches and District Instructional Technology Support Specialists.	Technology Direct Instruction Academic Support Program	08/10/2016	05/25/2017	\$0 - No Funding Required	District Support Staff, Administration, Classroom Teachers, Technology Support Specialist, Reading Specialist

Activity - i21 Zone Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
i21Zone will provide Professional learning for educators through modeled lessons and by working side-by-side with teachers to develop and deliver engaging technology-based instruction to students. Job embedded professional learning occurs as feedback is provided to include instructional design, delivery, content, standards and technology integration. District instructional and technology coaches will continue coaching teachers throughout the school year. Implementation will begin for 4th and 5th grade teachers and will continue to be supported and expanded for grades 6 - 8.	Professional Learning Direct Instruction Academic Support Program Technology	08/10/2016	05/25/2017	\$0 - No Funding Required	i21 Zone Coaches, District Support Staff, Classroom Teachers, Reading Specialist, Instructional Technology Specialist

Activity - Coaching Support for Tier II School	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A Reading Specialist will provide job embedded PD/Coaching on standards based instruction and the instructional framework. For Tier 2 Schools, coaching support for teachers will focus on students in third grade. Coaching support will be provided for differentiating instruction to support all student needs. The instructional coach will be in all five 3rd grade classrooms daily for 45 minutes to an hour each.	Behavioral Support Program Professional Learning Academic Support Program Direct Instruction	08/10/2016	05/25/2017	\$0 - No Funding Required	State/Regional Support Staff, District Support Staff, Instructional Coach, Administrator, Classroom Teachers

Activity - Implementing the Instructional Framework	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District Lesson Plan Templates have been created to provide principals and teachers with a common tool for lesson development. Teachers have the option to use the daily or weekly template. Principals were also provided an electronic Walk Through Template correlated to the Instructional Framework for teacher observations.	Direct Instruction Academic Support Program	08/10/2016	05/25/2017	\$0 - No Funding Required	Administration, Leadership Team, Teachers

Activity - Reading Horizons (DIPs)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading Horizons (DIPs) will be used in grades K - 2 to supplement phonics instruction in reading foundations. This multi-sensory instruction model will help meet the needs of all students including those with dyslexic tendencies. All teachers received training during pre-service days and will continue training throughout the school year on the daily implementation of phonics instruction and available software for students. The instructional coach will support the implementation process.	Professional Learning Technology Direct Instruction Academic Support Program	08/10/2016	05/25/2017	\$0 - No Funding Required	Elementary Curriculum Coordinator, Administrators, K-2 Classroom Teachers, Instructional Coach

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

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.

Measurable Objective 1:

demonstrate a proficiency in planning instruction using the National Education Technology Standards by 05/25/2017 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. We will also utilize the addition of a half day technology teacher to serve as a resource and team teacher to 5th grade.

Category: Develop/Implement College and Career Ready Standards

Research Cited: www.iste.org

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Activity - Teacher Training on NETS Standards	Activity Type	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	08/10/2016	05/25/2017	\$0 - No Funding Required	Library Media Specialist, Technology Coordinator, Administrators

Activity - Monitor Implementation of NETS Standards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will monitor the implementation of these standards through classroom observations and walk throughs	Policy and Process Direct Instruction	08/10/2016	05/25/2017	\$0 - No Funding Required	Library Media Specialist, Instructional Coach, Administrators

Goal 2:

Progression of EL students toward language acquisition

Measurable Objective 1:

demonstrate a proficiency Of 57% of English Learner Students in achieving adequate progress language acquisition (APLA). The number of ELL students district wide attaining English Proficiency will be at least 22% in English Language Arts by 05/25/2017 as measured by ACCESS for ELLs 2.0.

Strategy1:

Core EL Instruction - EL Teachers will engage in student goal setting for ELLs who did not show adequate progress during the school year. EL and classroom teachers will collaborate to determine an instructional plan for ELL students. 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 Reading and Math goals.

Category: Develop/Implement College and Career Ready Standards

Research Cited: ACCESS for ELLs 2.0 score reports, SDAIE Research

Activity - Green Folder Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
EL teachers will facilitate training for all teachers to provide information about the core EL program, WIDA standards, ACCESS Reports, Individualized English Language Plan (IELP), and distribute green EL folders to share components of the EL Plan and to be used as a tool to collect information and accommodations.	Professional Learning Academic Support Program Direct Instruction	08/10/2016	05/25/2017	\$0 - No Funding Required	EL Teacher, Classroom Teachers, Administration

Activity - Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
At the beginning of school, the EL Teachers will review and analyze comprehensive data for identified Limited English Proficient (LEP) students who have not shown adequate progress and will collaborate these findings with the EL committee.	Academic Support Program	08/10/2016	05/25/2017	\$0 - No Funding Required	EL Teacher, Classroom teachers with ELL students

Activity - Teacher Collaboration for Goal Setting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
EL teacher, classroom teacher, and EL Committee will determine accommodations for LEP students, monitor progress for LEP students, and adjust IELP as needed throughout the year. EL Teacher will document IELP using Ellevation, EL Teachers will monitor FLEP students throughout the year.	Direct Instruction Behavioral Support Program Academic Support Program	08/10/2016	05/25/2017	\$0 - No Funding Required	EL Teacher, Classroom Teachers, and Administration

Goal 3:

Vinemont Elementary will engage families in meaningful ways.

Measurable Objective 1:

demonstrate a behavior of engaging families, creating a school climate in which they feel welcome, establishing effective communication, seeking volunteer opportunities, and offering support. by 05/25/2017 as measured by surveys.

Strategy1:

Parental Involvement Best Practices - Vinemont Elementary will work closely with the currently established PTO to increase parental involvement using Joyce L. Epstein's Framework of Six Types of Parent Involvement. These best practices include creating a welcoming environment, providing learning support services, establishing effective communication, strengthening knowledge and skills, engaging families in school planning, and connecting families to community resources.

Category: Develop/Implement Student and School Culture Program

Research Cited: National PTA's National Standards for Family-School Partnerships; Joyce L. Epstein's Framework of Six Types of Parent Involvement

Activity - Provide Community Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Through established school-community partnerships, Vinemont Elementary will facilitate families' access to community-based programs	Community Engagement Parent Involvement	08/10/2016	05/25/2017	\$0 - No Funding Required	Administrators, Counselor, Teachers

Activity - Establish Effective Communication	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Vinemont Elementary will provide printed information to parents on homework policies and supporting student work at home. They will send student work home in the Eagle Folder once a week. INOW access will be given to all guardians to monitor their child's progress. Administration will clearly communicate the school's policies. A suggestion or comment box for families to anonymously provide feedback will be displayed near the office entrance, as well as provided electronically.	Behavioral Support Program Academic Support Program Parent Involvement	08/10/2016	05/25/2017	\$0 - No Funding Required	Administrators, Counselor, Secretary, Classroom Teachers

Activity - Strengthen Knowledge and Skills	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Vinemont Elementary administrators and counselor will provide workshops for parents to strengthen their knowledge and skills in order to better help their child. Possible topics include: Improving study skills, how to ask high order questions at home when doing homework, to inform families of standards, grading policies, and attendance policies, and assist with technology education.	Parent Involvement Community Engagement	08/10/2016	05/25/2017	\$0 - No Funding Required	Administrators, Counselor, Teachers

Activity - Create a Welcoming School Climate	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Vinemont Elementary will provide a welcome packet for all parents of newly enrolled students. This will include community services directory, important school information and contacts, school calendar, and coupons to local businesses.	Community Engagement Behavioral Support Program Parent Involvement	08/10/2016	05/25/2017	\$0 - No Funding Required	Administrators, Counselor, Secretary

Goal 4:

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

Measurable Objective 1:

demonstrate a proficiency of a 5% increase in student achievement on Aspire: 3rd grade Reading from 38% to 43%, 3rd grade Math from 66% to 71%, 4th grade Reading from 46% to 51%, 4th grade Math from 43% to 48%, 5th grade Reading from 36% to 41%, and 5th grade Math from 47% to 52% by 05/25/2017 as measured by state assessments.

Strategy1:

Instructional Framework - Cullman County Schools adopted the instructional framework. Teachers will implement this framework as they teach the college and career readiness standards across all content areas. The framework is made up of the following questions:

1. What do I want my students to know and be able to do?
2. How will I know if they know it?
3. What will I do if they don't know?
4. What will I do if they already know it?

Category: Develop/Implement College and Career Ready Standards

Research Cited: "Whatever It Takes" by Richard Dufour

Activity - Reading Horizons (DIPs)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading Horizons (DIPs) will be used in grades K - 2 to supplement phonics instruction in reading foundations. This multi-sensory instruction model will help meet the needs of all students including those with dyslexic tendencies. All teachers received training during pre-service days and will continue training throughout the school year on the daily implementation of phonics instruction and available software for students. The instructional coach will support the implementation process.	Academic Support Program Direct Instruction Professional Learning Technology	08/10/2016	05/25/2017	\$0 - No Funding Required	Elementary Curriculum Coordinator, Administrators, K-2 Classroom Teachers, Instructional Coach

Activity - i21 Zone Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
i21Zone will provide Professional learning for educators through modeled lessons and by working side-by-side with teachers to develop and deliver engaging technology-based instruction to students. Job embedded professional learning occurs as feedback is provided to include instructional design, delivery, content, standards and technology integration. District instructional and technology coaches will continue coaching teachers throughout the school year. Implementation will begin for 4th and 5th grade teachers and will continue to be supported and expanded for grades 6 - 8.	Academic Support Program Direct Instruction Technology Professional Learning	08/10/2016	05/25/2017	\$0 - No Funding Required	i21 Zone Coaches, District Support Staff, Classroom Teachers, Reading Specialist, Instructional Technology Specialist

Activity - Implementing the Instructional Framework	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District Lesson Plan Templates have been created to provide principals and teachers with a common tool for lesson development. Teachers have the option to use the daily or weekly template. Principals were also provided an electronic Walk Through Template correlated to the Instructional Framework for teacher observations.	Direct Instruction Academic Support Program	08/10/2016	05/25/2017	\$0 - No Funding Required	Administration, Leadership Team, Teachers

Activity - Coaching Support for Tier II School	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A Reading Specialist will provide job embedded PD/Coaching on standards based instruction and the instructional framework. For Tier 2 Schools, coaching support for teachers will focus on students in third grade. Coaching support will be provided for differentiating instruction to support all student needs. The instructional coach will be in all five 3rd grade classrooms daily for 45 minutes to an hour each.	Academic Support Program Behavioral Support Program Direct Instruction Professional Learning	08/10/2016	05/25/2017	\$0 - No Funding Required	State/Regional Support Staff, District Support Staff, Instructional Coach, Administrator, Classroom Teachers

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Activity - Digital Curriculum Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Vinemont Elementary will become a more performance based school by increasing student engagement and rigorous classroom instruction through the use of digital resources in daily lessons. Implementation will be evaluated through the use of the Instructional Framework and ELEOT walkthroughs. Teachers will be utilizing MacBook Air computers as they investigate digital curriculum such as Compass Learning, iCurio, and Discovery Education. Science teachers will utilize the newly purchased Discovery Education Science Techbook which will be supported by school technology coaches and District Instructional Technology Support Specialists.	Technology Academic Support Program Direct Instruction	08/10/2016	05/25/2017	\$0 - No Funding Required	District Support Staff, Administration, Classroom Teachers, Technology Support Specialist, Reading Specialist

Activity - A Pedagogy of Questioning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-5 teachers will participate in a workshop entitled "A Pedagogy of Questioning" led by Ivan Hannel in order to improve higher order questioning practices in the classroom.	Academic Support Program Professional Learning	08/10/2016	05/25/2017	\$0 - No Funding Required	Administrators, Counselor, Ivan Hannel, Classroom Teachers

Goal 5:

Vinemont Elementary will provide and coordinate individualized learning support services to meet the unique learning needs of students.

Measurable Objective 1:

increase student growth by providing and coordinating individualized learning supports to meet the unique learning needs of students. by 05/25/2017 as measured by surveys, classroom performance, and state assessments.

Strategy1:

Student Support - Vinemont Elementary will implement student support teams the meet once a month and teacher advisory groups that meet twice a nine weeks grading period to support our students in the development of not only academic but also social and personal needs. The learning supports will address barriers to learning to promote student success.

Category: Develop/Implement Learning Supports

Research Cited: Unified and Comprehensive System of Learning Supports for Alabama Students, Alabama State Department of Education, 2013

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Activity - Student Support Teams - RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student support is provided through the deployment of a system-wide RtI plan, complete with criteria for referring, documentation required for referral and monitoring of student progress, interventions implemented and behavior plan. Monthly RtI meetings will take place to review student data including but not limited to Dibels, Scantron, classroom performance, discipline, progress monitoring data, attendance, and parental input.	Academic Support Program Behavioral Support Program Direct Instruction Tutoring	08/10/2016	05/25/2017	\$0 - No Funding Required	Administrators, Instructional Coach, Counselor, Classroom Teachers, Special Education Coordinator, District RTI Support Staff

Activity - Teacher Advisory Groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Vinemont Elementary will implement teacher advisory groups so that all students feel they are well-known by at least one adult at school. A walk-through checklist is created and used to monitor the implementation of the Teacher Advisor Program by administration once each semester. This is a second year focus for our Local Indicator.	Academic Support Program Career Preparation/ Orientation Behavioral Support Program Direct Instruction	08/10/2016	05/25/2017	\$0 - No Funding Required	Learning Support Team, Administrators, Counselor, Classroom Teachers, Staff

Activity - Dyslexia Screening and Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The RtI Coordinator will follow the Cullman County guidelines for screening students and providing intervention. Based on universal screening results, teacher recommendation, and/or parent requests further screening for dyslexic tendencies will take place and intervention will be provided by classroom teachers to meet the needs of the students.	Tutoring Academic Support Program Direct Instruction	08/10/2016	05/25/2017	\$0 - No Funding Required	Director of Elementary Curriculum, RTI Coordinator, Administrators, Counselor, Instructional Coach, Classroom Teachers, MSLE Interventionist

Activity - Multisensory Structured Language Education (MSLE)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Vinemont Elementary will utilize the services of Becky Nelson, Multisensory Structured Language Education (MSLE) interventionist, to support our dyslexic students. Components include: phonological awareness, sound-symbol association, syllable instruction, morphology, syntax, and semantics. Identified dyslexic students will receive dyslexic-specific intervention for 45 minutes each day.	Direct Instruction Tutoring Academic Support Program	08/10/2016	05/25/2017	\$0 - No Funding Required	Administrators, Counselor, MSLE Interventionist

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

Goal 1:

Progression of EL students toward language acquisition

Measurable Objective 1:

demonstrate a proficiency Of 57% of English Learner Students in achieving adequate progress language acquisition (APLA). The number of ELL students district wide attaining English Proficiency will be at least 22% in English Language Arts by 05/25/2017 as measured by ACCESS for ELLs 2.0.

Strategy1:

Core EL Instruction - EL Teachers will engage in student goal setting for ELLs who did not show adequate progress during the school year. EL and classroom teachers will collaborate to determine an instructional plan for ELL students. 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 Reading and Math goals.

Category: Develop/Implement College and Career Ready Standards

Research Cited: ACCESS for ELLs 2.0 score reports, SDAIE Research

Activity - Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
At the beginning of school, the EL Teachers will review and analyze comprehensive data for identified Limited English Proficient (LEP) students who have not shown adequate progress and will collaborate these findings with the EL committee.	Academic Support Program	08/10/2016	05/25/2017	\$0 - No Funding Required	EL Teacher, Classroom teachers with ELL students

Activity - Green Folder Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
EL teachers will facilitate training for all teachers to provide information about the core EL program, WIDA standards, ACCESS Reports, Individualized English Language Plan (IELP), and distribute green EL folders to share components of the EL Plan and to be used as a tool to collect information and accommodations.	Academic Support Program Professional Learning Direct Instruction	08/10/2016	05/25/2017	\$0 - No Funding Required	EL Teacher, Classroom Teachers, Administration

Activity - Teacher Collaboration for Goal Setting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
EL teacher, classroom teacher, and EL Committee will determine accommodations for LEP students, monitor progress for LEP students, and adjust IELP as needed throughout the year. EL Teacher will document IELP using Ellevation, EL Teachers will monitor FLEP students throughout the year.	Direct Instruction Academic Support Program Behavioral Support Program	08/10/2016	05/25/2017	\$0 - No Funding Required	EL Teacher, Classroom Teachers, and Administration

Goal 2:

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

Measurable Objective 1:

demonstrate a proficiency of a 5% increase in student achievement on Aspire: 3rd grade Reading from 38% to 43%, 3rd grade Math from SY 2016-2017

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66% to 71%, 4th grade Reading from 46% to 51%, 4th grade Math from 43% to 48%, 5th grade Reading from 36% to 41%, and 5th grade Math from 47% to 52% by 05/25/2017 as measured by state assessments.

Strategy1:

Instructional Framework - Cullman County Schools adopted the instructional framework. Teachers will implement this framework as they teach the college and career readiness standards across all content areas. The framework is made up of the following questions:

1. What do I want my students to know and be able to do?
2. How will I know if they know it?
3. What will I do if they don't know?
4. What will I do if they already know it?

Category: Develop/Implement College and Career Ready Standards

Research Cited: "Whatever It Takes" by Richard Dufour

Activity - A Pedagogy of Questioning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-5 teachers will participate in a workshop entitled "A Pedagogy of Questioning" led by Ivan Hannel in order to improve higher order questioning practices in the classroom.	Academic Support Program Professional Learning	08/10/2016	05/25/2017	\$0 - No Funding Required	Administrators, Counselor, Ivan Hannel, Classroom Teachers

Activity - Reading Horizons (DIPs)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading Horizons (DIPs) will be used in grades K - 2 to supplement phonics instruction in reading foundations. This multi-sensory instruction model will help meet the needs of all students including those with dyslexic tendencies. All teachers received training during pre-service days and will continue training throughout the school year on the daily implementation of phonics instruction and available software for students. The instructional coach will support the implementation process.	Academic Support Program Professional Learning Direct Instruction Technology	08/10/2016	05/25/2017	\$0 - No Funding Required	Elementary Curriculum Coordinator, Administrators, K-2 Classroom Teachers, Instructional Coach

Activity - Digital Curriculum Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Vinemont Elementary will become a more performance based school by increasing student engagement and rigorous classroom instruction through the use of digital resources in daily lessons. Implementation will be evaluated through the use of the Instructional Framework and ELEOT walkthroughs. Teachers will be utilizing MacBook Air computers as they investigate digital curriculum such as Compass Learning, iCurio, and Discovery Education. Science teachers will utilize the newly purchased Discovery Education Science Techbook which will be supported by school technology coaches and District Instructional Technology Support Specialists.	Academic Support Program Direct Instruction Technology	08/10/2016	05/25/2017	\$0 - No Funding Required	District Support Staff, Administration, Classroom Teachers, Technology Support Specialist, Reading Specialist

Activity - Coaching Support for Tier II School	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A Reading Specialist will provide job embedded PD/Coaching on standards based instruction and the instructional framework. For Tier 2 Schools, coaching support for teachers will focus on students in third grade. Coaching support will be provided for differentiating instruction to support all student needs. The instructional coach will be in all five 3rd grade classrooms daily for 45 minutes to an hour each.	Academic Support Program Professional Learning Behavioral Support Program Direct Instruction	08/10/2016	05/25/2017	\$0 - No Funding Required	State/Regional Support Staff, District Support Staff, Instructional Coach, Administrator, Classroom Teachers

Activity - Implementing the Instructional Framework	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District Lesson Plan Templates have been created to provide principals and teachers with a common tool for lesson development. Teachers have the option to use the daily or weekly template. Principals were also provided an electronic Walk Through Template correlated to the Instructional Framework for teacher observations.	Direct Instruction Academic Support Program	08/10/2016	05/25/2017	\$0 - No Funding Required	Administration, Leadership Team, Teachers

Activity - i21 Zone Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
i21Zone will provide Professional learning for educators through modeled lessons and by working side-by-side with teachers to develop and deliver engaging technology-based instruction to students. Job embedded professional learning occurs as feedback is provided to include instructional design, delivery, content, standards and technology integration. District instructional and technology coaches will continue coaching teachers throughout the school year. Implementation will begin for 4th and 5th grade teachers and will continue to be supported and expanded for grades 6 - 8.	Technology Academic Support Program Professional Learning Direct Instruction	08/10/2016	05/25/2017	\$0 - No Funding Required	i21 Zone Coaches, District Support Staff, Classroom Teachers, Reading Specialist, Instructional Technology Specialist

Goal 3:

Vinemont Elementary will engage families in meaningful ways.

Measurable Objective 1:

demonstrate a behavior of engaging families, creating a school climate in which they feel welcome, establishing effective communication, seeking volunteer opportunities, and offering support. by 05/25/2017 as measured by surveys.

Strategy1:

Parental Involvement Best Practices - Vinemont Elementary will work closely with the currently established PTO to increase parental involvement using Joyce L. Epstein's Framework of Six Types of Parent Involvement. These best practices include creating a welcoming environment, providing learning support services, establishing effective communication, strengthening knowledge and skills, engaging

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families in school planning, and connecting families to community resources.

Category: Develop/Implement Student and School Culture Program

Research Cited: National PTA's National Standards for Family-School Partnerships; Joyce L. Epstein's Framework of Six Types of Parent Involvement

Activity - Strengthen Knowledge and Skills	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Vinemont Elementary administrators and counselor will provide workshops for parents to strengthen their knowledge and skills in order to better help their child. Possible topics include: Improving study skills, how to ask high order questions at home when doing homework, to inform families of standards, grading policies, and attendance policies, and assist with technology education.	Parent Involvement Community Engagement	08/10/2016	05/25/2017	\$0 - No Funding Required	Administrators, Counselor, Teachers

Activity - Establish Effective Communication	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Vinemont Elementary will provide printed information to parents on homework policies and supporting student work at home. They will send student work home in the Eagle Folder once a week. INOW access will be given to all guardians to monitor their child's progress. Administration will clearly communicate the school's policies. A suggestion or comment box for families to anonymously provide feedback will be displayed near the office entrance, as well as provided electronically.	Behavioral Support Program Parent Involvement Academic Support Program	08/10/2016	05/25/2017	\$0 - No Funding Required	Administrators, Counselor, Secretary, Classroom Teachers

Activity - Create a Welcoming School Climate	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Vinemont Elementary will provide a welcome packet for all parents of newly enrolled students. This will include community services directory, important school information and contacts, school calendar, and coupons to local businesses.	Behavioral Support Program Community Engagement Parent Involvement	08/10/2016	05/25/2017	\$0 - No Funding Required	Administrators, Counselor, Secretary

Activity - Provide Community Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Through established school-community partnerships, Vinemont Elementary will facilitate families' access to community-based programs	Community Engagement Parent Involvement	08/10/2016	05/25/2017	\$0 - No Funding Required	Administrators, Counselor, Teachers

Goal 4:

Vinemont Elementary will provide and coordinate individualized learning support services to meet the unique learning needs of students.

Measurable Objective 1:

increase student growth by providing and coordinating individualized learning supports to meet the unique learning needs of students. by

05/25/2017 as measured by surveys, classroom performance, and state assessments.

Strategy1:

Student Support - Vinemont Elementary will implement student support teams the meet once a month and teacher advisory groups that meet twice a nine weeks grading period to support our students in the development of not only academic but also social and personal needs. The learning supports will address barriers to learning to promote student success.

Category: Develop/Implement Learning Supports

Research Cited: Unified and Comprehensive System of Learning Supports for Alabama Students, Alabama State Department of Education, 2013

Activity - Teacher Advisory Groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Vinemont Elementary will implement teacher advisory groups so that all students feel they are well-known by at least one adult at school. A walk-through checklist is created and used to monitor the implementation of the Teacher Advisor Program by administration once each semester. This is a second year focus for our Local Indicator.	Behavioral Support Program Direct Instruction Academic Support Program Career Preparation/Orientation	08/10/2016	05/25/2017	\$0 - No Funding Required	Learning Support Team, Administrators, Counselor, Classroom Teachers, Staff

Activity - Dyslexia Screening and Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The RtI Coordinator will follow the Cullman County guidelines for screening students and providing intervention. Based on universal screening results, teacher recommendation, and/or parent requests further screening for dyslexic tendencies will take place and intervention will be provided by classroom teachers to meet the needs of the students.	Tutoring Direct Instruction Academic Support Program	08/10/2016	05/25/2017	\$0 - No Funding Required	Director of Elementary Curriculum, RTI Coordinator, Administrators, Counselor, Instructional Coach, Classroom Teachers, MSLE Interventionist

Activity - Student Support Teams - RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student support is provided through the deployment of a system-wide RtI plan, complete with criteria for referring, documentation required for referral and monitoring of student progress, interventions implemented and behavior plan. Monthly RtI meetings will take place to review student data including but not limited to Dibels, Scantron, classroom performance, discipline, progress monitoring data, attendance, and parental input.	Direct Instruction Behavioral Support Program Academic Support Program Tutoring	08/10/2016	05/25/2017	\$0 - No Funding Required	Administrators, Instructional Coach, Counselor, Classroom Teachers, Special Education Coordinator, District RTI Support Staff

Activity - Multisensory Structured Language Education (MSLE)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Vinemont Elementary will utilize the services of Becky Nelson, Multisensory Structured Language Education (MSLE) interventionist, to support our dyslexic students. Components include: phonological awareness, sound-symbol association, syllable instruction, morphology, syntax, and semantics. Identified dyslexic students will receive dyslexic-specific intervention for 45 minutes each day.	Academic Support Program Direct Instruction Tutoring	08/10/2016	05/25/2017	\$0 - No Funding Required	Administrators, Counselor, MSLE Interventionist

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 will provide and coordinate individualized learning support services to meet the unique learning needs of students.

Measurable Objective 1:

increase student growth by providing and coordinating individualized learning supports to meet the unique learning needs of students. by 05/25/2017 as measured by surveys, classroom performance, and state assessments.

Strategy1:

Student Support - Vinemont Elementary will implement student support teams the meet once a month and teacher advisory groups that meet twice a nine weeks grading period to support our students in the development of not only academic but also social and personal needs. The learning supports will address barriers to learning to promote student success.

Category: Develop/Implement Learning Supports

Research Cited: Unified and Comprehensive System of Learning Supports for Alabama Students, Alabama State Department of Education, 2013

Activity - Multisensory Structured Language Education (MSLE)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Vinemont Elementary will utilize the services of Becky Nelson, Multisensory Structured Language Education (MSLE) interventionist, to support our dyslexic students. Components include: phonological awareness, sound-symbol association, syllable instruction, morphology, syntax, and semantics. Identified dyslexic students will receive dyslexic-specific intervention for 45 minutes each day.	Direct Instruction Academic Support Program Tutoring	08/10/2016	05/25/2017	\$0 - No Funding Required	Administrators, Counselor, MSLE Interventionist

Activity - Teacher Advisory Groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Vinemont Elementary will implement teacher advisory groups so that all students feel they are well-known by at least one adult at school. A walk-through checklist is created and used to monitor the implementation of the Teacher Advisor Program by administration once each semester. This is a second year focus for our Local Indicator.	Career Preparation/ Orientation Academic Support Program Direct Instruction Behavioral Support Program	08/10/2016	05/25/2017	\$0 - No Funding Required	Learning Support Team, Administrators, Counselor, Classroom Teachers, Staff

Activity - Dyslexia Screening and Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The RtI Coordinator will follow the Cullman County guidelines for screening students and providing intervention. Based on universal screening results, teacher recommendation, and/or parent requests further screening for dyslexic tendencies will take place and intervention will be provided by classroom teachers to meet the needs of the students.	Tutoring Academic Support Program Direct Instruction	08/10/2016	05/25/2017	\$0 - No Funding Required	Director of Elementary Curriculum, RTI Coordinator, Administrators, Counselor, Instructional Coach, Classroom Teachers, MSLE Interventionist

Activity - Student Support Teams - RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student support is provided through the deployment of a system-wide RtI plan, complete with criteria for referring, documentation required for referral and monitoring of student progress, interventions implemented and behavior plan. Monthly RtI meetings will take place to review student data including but not limited to Dibels, Scantron, classroom performance, discipline, progress monitoring data, attendance, and parental input.	Academic Support Program Tutoring Direct Instruction Behavioral Support Program	08/10/2016	05/25/2017	\$0 - No Funding Required	Administrators, Instructional Coach, Counselor, Classroom Teachers, Special Education Coordinator, District RTI Support Staff

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

Goal 1:

Progression of EL students toward language acquisition

Measurable Objective 1:

demonstrate a proficiency Of 57% of English Learner Students in achieving adequate progress language acquisition (APLA). The number of ELL students district wide attaining English Proficiency will be at least 22% in English Language Arts by 05/25/2017 as measured by ACCESS for ELLs 2.0.

Strategy1:

Core EL Instruction - EL Teachers will engage in student goal setting for ELLs who did not show adequate progress during the school year.

EL and classroom teachers will collaborate to determine an instructional plan for ELL students. 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 Reading and Math goals.

Category: Develop/Implement College and Career Ready Standards

Research Cited: ACCESS for ELLs 2.0 score reports, SDAIE Research

Activity - Green Folder Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
EL teachers will facilitate training for all teachers to provide information about the core EL program, WIDA standards, ACCESS Reports, Individualized English Language Plan (IELP), and distribute green EL folders to share components of the EL Plan and to be used as a tool to collect information and accommodations.	Professional Learning Direct Instruction Academic Support Program	08/10/2016	05/25/2017	\$0 - No Funding Required	EL Teacher, Classroom Teachers, Administration

Activity - Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
At the beginning of school, the EL Teachers will review and analyze comprehensive data for identified Limited English Proficient (LEP) students who have not shown adequate progress and will collaborate these findings with the EL committee.	Academic Support Program	08/10/2016	05/25/2017	\$0 - No Funding Required	EL Teacher, Classroom teachers with ELL students

Activity - Teacher Collaboration for Goal Setting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
EL teacher, classroom teacher, and EL Committee will determine accommodations for LEP students, monitor progress for LEP students, and adjust IELP as needed throughout the year. EL Teacher will document IELP using Ellevation, EL Teachers will monitor FLEP students throughout the year.	Academic Support Program Behavioral Support Program Direct Instruction	08/10/2016	05/25/2017	\$0 - No Funding Required	EL Teacher, Classroom Teachers, and Administration

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:

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

Measurable Objective 1:

demonstrate a proficiency of a 5% increase in student achievement on Aspire: 3rd grade Reading from 38% to 43%, 3rd grade Math from 66% to 71%, 4th grade Reading from 46% to 51%, 4th grade Math from 43% to 48%, 5th grade Reading from 36% to 41%, and 5th grade Math from 47% to 52% by 05/25/2017 as measured by state assessments.

Strategy1:

Instructional Framework - Cullman County Schools adopted the instructional framework. Teachers will implement this framework as they teach the college and career readiness standards across all content areas. The framework is made up of the following questions:

1. What do I want my students to know and be able to do?
2. How will I know if they know it?
3. What will I do if they don't know?
4. What will I do if they already know it?

Category: Develop/Implement College and Career Ready Standards

Research Cited: "Whatever It Takes" by Richard Dufour

Activity - Coaching Support for Tier II School	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A Reading Specialist will provide job embedded PD/Coaching on standards based instruction and the instructional framework. For Tier 2 Schools, coaching support for teachers will focus on students in third grade. Coaching support will be provided for differentiating instruction to support all student needs. The instructional coach will be in all five 3rd grade classrooms daily for 45 minutes to an hour each.	Direct Instruction Professional Learning Behavioral Support Program Academic Support Program	08/10/2016	05/25/2017	\$0 - No Funding Required	State/Regional Support Staff, District Support Staff, Instructional Coach, Administrator, Classroom Teachers

Activity - Implementing the Instructional Framework	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District Lesson Plan Templates have been created to provide principals and teachers with a common tool for lesson development. Teachers have the option to use the daily or weekly template. Principals were also provided an electronic Walk Through Template correlated to the Instructional Framework for teacher observations.	Academic Support Program Direct Instruction	08/10/2016	05/25/2017	\$0 - No Funding Required	Administration, Leadership Team, Teachers

Activity - Reading Horizons (DIPs)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading Horizons (DIPs) will be used in grades K - 2 to supplement phonics instruction in reading foundations. This multi-sensory instruction model will help meet the needs of all students including those with dyslexic tendencies. All teachers received training during pre-service days and will continue training throughout the school year on the daily implementation of phonics instruction and available software for students. The instructional coach will support the implementation process.	Technology Professional Learning Academic Support Program Direct Instruction	08/10/2016	05/25/2017	\$0 - No Funding Required	Elementary Curriculum Coordinator, Administrators, K-2 Classroom Teachers, Instructional Coach

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Activity - i21 Zone Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
i21Zone will provide Professional learning for educators through modeled lessons and by working side-by-side with teachers to develop and deliver engaging technology-based instruction to students. Job embedded professional learning occurs as feedback is provided to include instructional design, delivery, content, standards and technology integration. District instructional and technology coaches will continue coaching teachers throughout the school year. Implementation will begin for 4th and 5th grade teachers and will continue to be supported and expanded for grades 6 - 8.	Technology Direct Instruction Academic Support Program Professional Learning	08/10/2016	05/25/2017	\$0 - No Funding Required	i21 Zone Coaches, District Support Staff, Classroom Teachers, Reading Specialist, Instructional Technology Specialist

Activity - A Pedagogy of Questioning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-5 teachers will participate in a workshop entitled "A Pedagogy of Questioning" led by Ivan Hannel in order to improve higher order questioning practices in the classroom.	Academic Support Program Professional Learning	08/10/2016	05/25/2017	\$0 - No Funding Required	Administrators, Counselor, Ivan Hannel, Classroom Teachers

Activity - Digital Curriculum Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Vinemont Elementary will become a more performance based school by increasing student engagement and rigorous classroom instruction through the use of digital resources in daily lessons. Implementation will be evaluated through the use of the Instructional Framework and ELEOT walkthroughs. Teachers will be utilizing MacBook Air computers as they investigate digital curriculum such as Compass Learning, iCurio, and Discovery Education. Science teachers will utilize the newly purchased Discovery Education Science Techbook which will be supported by school technology coaches and District Instructional Technology Support Specialists.	Academic Support Program Direct Instruction Technology	08/10/2016	05/25/2017	\$0 - No Funding Required	District Support Staff, Administration, Classroom Teachers, Technology Support Specialist, Reading Specialist

Component 3: Instruction by Qualified Staff

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

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

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

Staffing decisions are made to ensure that instruction is provided by highly effective teachers who are certified to address the academic needs of their students. All teachers are certified in the the subject and grade level they are assigned. Teachers are hired following the Cullman County School Board Policies.

Component 4: Strategies to Attract Qualified Teachers

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

Vinemont Elementary had two teachers retire in May of 2016. To fill these vacancies, a new 3rd grade teacher and 4th grade Reading teacher was hired. One resource teacher was transferred and the preschool teacher was moved into that position. A new preschool teacher was hired in her place. VES also had the addition of a half day assistant principal and half day 5th grade Technology teacher.

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

30/33 certified academic staff members have a minimum of 7 years experience. 35 out of 41 staff members have a Master's Degree or higher. Eleven teachers have 20+ years of experience in education.

3. If there is a high turnover rate, what initiatives has the school implemented to attempt to lower the turnover rate?

Applications are accepted statewide for vacant positions through SoftServe, a computer-based program. The decision of hiring highly effective 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 student data management system - Chalkable, district policies and procedures, and the code of ethics. New teachers are also supported by a district managed mentoring program. All teachers are provided professional development opportunities through district-wide early release days that are built into the academic schedule.

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 certified faculty will participate in Professional Learning Communities. Teachers will review the framework of strategic teaching and learn how to implement digital curriculum to improve the effectiveness of lessons and student learning. They will participate in i21zone training and DIPs training, "A Pedagogy of Questioning" workshop, the Cullman County Technology Conference, and Early Release Days scheduled at the district level.

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

Participation in Professional Learning Communities that include:

- *grade level meetings
- *data meetings
- *Problem Solving Team (PST) meetings
- *District-led Early Release days
- *DIPs training
- *i21 Zone training
- *Scantron training
- *Dyslexia simulation training
- *"A Pedagogy of Question" workshop
- *Cullman County Technology Conference
- *Reading Specialist meetings
- *Advisory Committees
- *Leadership Team
- *Green Folder training
- *Principal Academy
- *International Dyslexia Conference
- *Alabama School Counseling Association Conference

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.

The Cullman County Commission on Education has a program in place for mentoring new teachers. Counselor's with less than 3 years experience are required by the Alabama State Department of Education to attend New Counselor Academy. Job shadowing and walkthroughs are scheduled periodically.

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

Once a month, students will be released at 12:00 so faculty can receive professional development on PLTs, PST process/documentation, classroom management, technology, strategic teaching, ethics, mandatory reporting, policies and procedures, and various other need identified at the district level.

The following are scheduled at the beginning of the year and placed on the school calendar:

- *Early Release (once a month)
- *PST (once a month)
- *PLT (quarterly)
- *Technology Conference (once a year)
- *grade level / data meetings (once a month)

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 2016-17 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 school-wide 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 Rtl plans for students based on their needs noted in the analysis of data. The PST committee will use the Cullman County Schools Rtl placement procedures to ensure that all students complete the necessary requirements to be serviced by Rtl. The instructional coach 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 Scantron, 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. Formative and summative 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 student 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 and placed on an RtI plan. These students begin Tier II or Tier III intervention with the classroom teacher. Each student is assessed using Scantron within the first two weeks of the new academic year. A Problem Solving Team (PST) meeting is held 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. 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 assigned story, as well as enrichment/practice activities. Passwords for research-based digit programs such as Head Sprout, SumDog, and iSpire are sent home with students so they can access online learning games.

The INOW Home Portal is also offered to parents/guardians 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

Dyslexia Specific Intervention through MSLE interventionist

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 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. Scantron data, ACT Aspire data, retention rate, attendance, 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 Scantron 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. Scantron 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 Scantron Reading and Scantron 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 offered by instructional coaches. Vinemont Elementary will also continue focusing on the adequate progress in language acquisition (APLA) of EL
SY 2016-2017

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 Scantron 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 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.

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	30.76	30.76	1,587,964.00
Administrator Units	1.00	1	86,532.00
Assistant Principal	0.00	0	0.00
Counselor	0.50	.5	24,666.00
Librarian	1.00	1	50,232.00
Career and Technical Education Administrator	0.00	0	0.00
Career and Technical Education Counselor	0.00	0	0.00
Technology	0.00	0	5,632.00
Professional Development	0.00	0	2,122.00
State ELL Funds	0.00	0	0.00
Instructional Supplies	0.00	0	13,485.00
Library Enhancement	0.00	0	707.00
Totals			1,771,340.00

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	88067.45

Provide a brief explanation and breakdown of expenses.

T-1 (\$86388.00)

P/I (\$1679.45)

Teacher = 2 FTE =1.35 Salary and Benefits = \$75449.60

Classroom Materials and Supplies - (400 - 499) = 0

Parental Involvement - (413) Folders and Planners = \$1679.45

Professional Development - (180 & 200-299) = 0

Professional Development - (300 - 399) Registration and Travel = 0

Appleton Aide = .5 - \$10938.40

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

Provide a brief explanation and a breakdown of expenses.

N/A

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	12988.8

Provide a brief explanation and breakdown of expenses

.24 FTE

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 the district parent liaison 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.

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.

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.

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
- *Problem Solving Team (PST) communications
- *school calendar and newsletter
- *Scantron 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 counselor's office, and the administration office. Comments of dissatisfaction, questions, and/or concerns may be made directly to:

April Tucker, Federal Programs Director

or

Shane Barnette, Superintendent of Cullman County Schools.

Complaints may also be presented in writing to:

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, Scantron 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.

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 school counselor has resources available to parents with information available on academic and emotional nurturing of children. The Cullman County 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. Parent's 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 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.

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 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, and remind 101.