ACIP

Vinemont Elementary School

Cullman County Board of Education

Mrs. Kim Brown
PO Box 39
105 High School Road
Vinemont, AL 35179-39

TABLE OF CONTENTS

Executive Summary

Improvement Plan Stakeholder Involvement

Student Performance Diagnostic

ACIP Assurances

Goals and Plans 2018 - 2019

Stakeholder Feedback Diagnostic

Title I Schoolwide Diagnostic

Coordination of Resources - Comprehensive Budget

Parent and Family Engagement

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 part of Cullman County in Alabama. South Vinemont is a rural community located between Huntsville, Alabama and Birmingham, Alabama. Many community members commute for employment opportunities to the cities of Cullman, Decatur, Huntsville, or Birmingham. The majority of the workers are employed in industrial fields, the medical fields, or office/administration support fields. The Vinemont community is made up of multi-generational residents which creates a close-knit familial environment. However, the past decade has brought an influx of more transient residents due to the wide availability of low-income housing and the community's proximity to Cullman and Interstate I-65.

The community is served by one Headstart classroom, one elementary school, one middle school, and one high school. Vinemont Elementary houses the Headstart classroom. The Cullman Area Technology Academy and the Child Development Center are also located in South Vinemont There are several daycares in the community . The community has a bank, gas stations, stores, and numerous churches that all help to serve the community. The local residents, churches, and small businesses are very supportive of the school and its students.

According to the most recent US Census data, South Vinemont has a population of 758 residents. The median household income is $26,141, and the median house value is $112,500. Approximately 32% of the residents of South Vinemont live in poverty. The percentage of people under twenty years old and under is 24.6%, and the percentage of residents older then seventy is 12.8%. The median age of South Vinemont residents is 35.2 years of age.   The average household size is 3.2 people, with 44% of those households identifying themselves as a husband and wife household. Seventy-nine percent of the residents have a high school diploma or higher. Roughly twenty-three% of the residents do not have any type of health insurance coverage. At the time of the last US Census the racial make-up of South Vinemont was 83% white; 13% Hispanic; 2 % Asian, and 2 % that classified themselves as other.

Vinemont Elementary's staff consists of 25 general education teachers, 2.75 special education teachers, 1 speech teacher, 1 physical education teacher, 1 music teacher, 1 MSLE intervention teacher, 1 math intervention teacher, 1 instructional coach, and 4 instructional aides. The school also employs a principal, a part-time assistant principal, a counselor, a library media specialist, one secretary/bookkeeper, and one custodian. The school shares a resource officer with Vinemont High School and Vinemont Middle School. The physical campus is composed of 41 classrooms, one library media center, one gymnasium, two playgrounds, one office, 4 sets of public restrooms, and a shared lunchroom. Eighty-seven percent of the school is handicapped accessible.   Vinemont Elementary School has a student population of 47% female and 53% male . The ethnic make-up of Vinemont Elementary is 86% white, 12% Hispanic, and less than one percent of each of the following ethnic groups American Indian/Native American, African American, and Native Hawaiian or Pacific Islander. At this time, 65.43% of the students participate in the free and/or reduced lunch program. At Vinemont Elementary School 15 % of the students receive special education services, 8% receive speech services, 3 % receive gifted services, and 2.45% receive services through Section 504. Tier II and Tier III interventions, through the RTI process, are provided for 8% of our students. Currently 7% of the students are receiving EL services, and 2% are being monitored by the EL teacher. Several students are served by a school sponsored after program that provides child care services, a healthy snack, homework assistance, and physical activity for a very affordable fee. Cullman Regional Medical Center and Premier Bank are Vinemont Elementary's Adopt-A-School partners. Through active partnerships with a vast array of parent and community sponsors, grants, local sales tax money, and Title I funds Vinemont Elementary has been able to purchase enough Chromebooks, to go with existing I-Pads, to be one to one in grades K - 5.

The school seeks to develop the whole child and that must include developing good citizenship, character, and good mental health. The school actively participates in the Super Citizen Program, that partners with Liberty's Legacy to teach citizenship, and partners with the local VFW to honor and financially assist our military veterans as well. Vinemont Elementary has a partnership with Capstone that provides on

campus mental health counseling for our students that qualify for this service. This allows the students to receive a service without missing school or causing the parents to miss work - it is right on campus for them. Vinemont Elementary School also provides a student advisory program for the students that meets monthly. This program allows students to be known by an adult that is not their classroom teacher. The program uses the REACH curriculum to address character education topics and topics related to the decisions that students must make as they progress through school. The school participates in NASP (National Archery in Schools Program) which provides archery instruction in the elementary physical education program in grades four and five. The school then sponsors an archery team that competes in local, regional, state, and national archery competitions. Students are also exposed to playing the ukulele and have the opportunity to take lessons in the summer, VES also has a very active Jr. Master Gardner Program that comes regularly and sponsors a week long camp in the summer. The school is in the planning stage of creating a fine arts program that will provide the opportunity for students to participate in art and dance lessons. after school. The dance classes will be held every Wednesday after school for an hour. Vinemont Elementary also partners with Wallace State Community College to introduce students in grades 3 - 5 to a plethora of careers offered through Wallace State Community College. Students in grades 3 - 5 visit the campus of Wallace State and tour the facilities and have a hands-on introduction to many of their programs from the culinary arts, to nursing, to robotics. The hope is that students will begin to think about the career path that they are interested in and focus on those curricular areas in high school. Our goal is for our elementary students to enter middle school as well-rounded, confident, and academically strong students.

School's Purpose

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

   The purpose of Vinemont Elementary School is to strengthen partnerships among staff, students, parents, and community members that support our students and teaching and learning. Vinemont Elementary School is striving to work together everyday to prepare students to be successful tomorrow. Vinemont Elementary will integrate a systematic learning supports system based on a unifying framework. The three component framework will consist of (1.) identifying barriers to teaching and learning, while promoting healthy development and improvement for all students; (2.) engaging all learners through high quality instruction that is aligned to the college and career ready standards, providing rigorous whole and small group instruction, and properly using formative and summative assessments; and (3.) improving/increasing stakeholder involvement and community engagement. It is our belief that all students can learn, and that they learn best when actively engages. Therefore, at VES we participate in a variety of programs and initiatives that facilitate hands-on learning and develop critical thinking skills. Vinemont Elementary was designated, in May 2018, as an Alabama Bicentennial School based our our application and our proposed project, "Live History with Vinemont Elementary." This hands-on, interactive, year-long history exploration will include students interviewing community members and publishing those interviews in video and written form. The project also has four separate parental/community involvement events the Super Citizen Program, Farm Day, the Veteran's Day Program, and Vinemont History Days. The goal of our special programs is to not only increase our students, parents, and community members' knowledge of South Vinemont, Cullman County, and Alabama history, but to increase our parental and community involvement by five percent. The students at VES also participate is the Jr. Master Gardner Program, and students in grades four and five participate in the 4-H program. Students also participate in programs involving the performing arts (chorale music, instrumental music, art, and dance). Students also have the opportunity to participate in the National Archery in Schools Program. We feel very strongly that is is our mission to serve the whole child and his/her family. We show our commitment to the child and his/her family through our participation in the Knapsack Food Program providing meals for children in need over the weekend when they do not have access to the school meal program. We also have a food drive in November and December to help our needy families during the holiday season. Our students participated in a boxed cereal drive this spring to help provide the Cullman County Food Bank with cereal for needy families. Our students raised over $3,000 for the American Cancer Society and over $2,500 for the needy Veterans of Cullman County. Our school also participates in the Christmas Love program which provides needy families with Christmas for their children. We host an adult education class on our campus two nights a week to help our parents and community members earn their GED because helping them succeed helps our children succeed. We partner with Cullman Area Mental Health to provide counseling services on our campus for students and their families. Through our partnership with Cullman Caring for Kids we provide our students with child abuse prevention education. All these things are ways that we intentionally plan to help our students and their families succeed.

   The participation in all of these programs and initiatives demonstrates our high expectations for students learning and our belief that our school must serve the whole child. We believe that all children without regard for background and income can learn and achieve, and it is our job as teachers to ensure that they do just that in the safest and most positive environment possible. Therefore, the goal of Vinemont Elementary School is to provide a safe, secure environment, filled with dignity and respect, and equal opportunities for success. We also believe that with these rights and privileges come great responsibilities - the responsibility to demonstrate good stewardship, excellent character, phenomenal achievement, and outstanding citizenship.

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.

The Vinemont Elementary School leadership team has met during the summer to analyze student data, testing data, and various other data sources to gain a clear picture of the past year at Vinemont Elementary School. The leadership team will continue to meet throughout the year to analyze data and develop plans for faculty and student growth. The faculty discussed and created a school calendar for the 2018 - 2019 school year. This enables all teachers, students, and families to plan for a successful school year. The school will continue to participate in early-release days, which will include student advocacy groups and professional development meetings. Our school is one to one in grades K - 5 with a combination of Chromebooks and IPads.   Teachers have had multiple professional development sessions over the past two years that focused on the implementation of technology into the classroom using programs such as See Saw, Google Classroom, Compass Learning, and many more. Several teachers and the library media specialist have attended training sessions on using coding in the classroom. All math teachers will attended training this summer on the Mathematical Practice Standards provided by AMSTI and Athens State University. First grade teachers have all participated in training provided by AMSTI in "Number Talks," and several teachers in various grades have completed a book study on the book "Number Talks." First grade teachers have implemented lessons involving "Number Talks," and the district plans to branch the training out to kindergarten and second grade teachers in the coming year. We are also seeking to develop our students' career pathways through a partnership with Wallace State Community College. Students in grades three through five visit Wallace State to tour several of their career and technical programs, The purpose of these visits is to stimulate the students' minds and to help them begin to plan their career pathways.

School safety is a faculty and a parental concern at Vinemont Elementary. We installed a twenty-four camera security system and a key swipe lock on the outer door to the office in the 2017 - 2018 school year. In the summer between the 2017 - 2018 and 2018 - 2019 school years we updated our intercom, the intercom wiring system, and adding a bell for state mandated safety drills. Students have practiced the mandated drills using the new intercom bell system.

The Vinemont Elementary School Archery team had numerous notable achievements during the 2017 - 2018 school year. The archery curriculum is taught in the fourth and fifth grades during physical education class. Archery in schools allows students to participate in a sport regardless of physical, mental, or economic status. It is truly open to all students, and they can learn to excel.   Students then participate in open tryouts for the archery team. The top thirty-nine archers became part of the competition archery team. The team represented our school's diversity in gender, ethnicity, and educational need. The thirty -nine member team competed in nine tournaments all over the North Alabama area. The team finished second in eight of those tournaments and third in the other tournament, The top twenty-four archers were given the opportunity to compete in the state and national archery tournament. The team finished fourth in the state archery tournament and 21 out of 171 teams (top 12%) shooting a team best at nationals of 3101. One archer finished second in the state 3-D tournament; another archer finished 3rd at nationals in the bull's eye event and third in the world competition in Centershot 3-D. That student finished 26th out of 762 elementary boy archers. The team also qualified to participate in the world archery tournament, but decided not to make the trip this year, and to make that their goal for next year. The success of the archery team this year was a source of pride for the school, the students, the community, the parents, and most of all the archers. Another phenomenal benefit from archery is parental involvement. Parents were willing to travel almost every weekend for two months to tournaments, then to Montgomery, Alabama for the state tournament, and to Louisville, Kentucky for the national and world tournaments. While they traveled alone to many tournaments, the families came together on multiple occasions to plan financial support for the program and to celebrate the successes of the team.

Another area of notable improvement for the 2017 - 2018 school year is our overall performance on the Scantron Performance Series Assessment. In the fall of 2017 we set a school wide goal to increase our performance in reading and mathematics by 5% as demonstrated on the Spring 2018 Scantron Assessment.   In mathematics we increased our overall school score from 35% to 43% a gain of 8 percentage

points. We met and exceeded our 5% gain goal. Individual grades demonstrated significant growth from the Fall 2017 Scantron administration to the Spring 2018 Scantron administration. Second grade had a math Scantron score of 64% at or above average. Third grade students scored 65% at or above average on the Spring 2018 Scantron Assessment .This is an increase of 15% points from their Fall 2017 Scantron performance. The students in second and third grade demonstrated growth on the Spring 2018 Scantron assessment. Second grade had 86% of its students meet their target growth goal in mathematics. Third grade had 71% of the students meet their targeted growth goal in mathematics. Both of these growth results were above the district averages. Third grade also had 96% of its students demonstrate cursive writing proficiency. There were 38% of the second graders at the core level on ORF- Accuracy in August and in May they had 68% at the core level in ORF-Accuracy. They also improved 21 percentage points from August 2017 to May 2018 in the ORF - WRC from 42% at core to 63% at the core level. Kindergarten also improved in the areas of LNF and NWF from 2016 - 2017 to 2017 -2018. When looking at the results from May 2017 and May 2018 there was a vast improvement. In May of 2017 38% were at core in LNF and 47 at core in NWF, but in May of 2018 there were 68% at core in LNF and 68% at core in NWF-CLS. These scores also represent gains over their own scores on the August 2017 Assessment (27% gain over August 2017 scores in LNF, and a 13% gain over their January 2018 scores in NWF-CLS.) We celebrated our achievements throughout the year, but we know that the job is not finished because we still have many areas in which we need to grow.

While all this growth is and improvement in encouraging, we still have many areas in which we need to make major improvements. Our kindergarten scores, while they showed drastic improvement, are still well below the district averages. Our first grade scores on the Scantron Math Assessment show only 23% of our students at average or above average, and this is 33 percentage points below the district average. On DIBELS the first grade students scored 45% at the core level on ORF which is 12 percentage points below the district average and was an 11% decline from their own Winter Scantron scores. Another huge area of concern is our mathematics performance in the upper grades specifically fourth and fifth. The fourth grade students scored 34% at or above average on the Spring Scantron Assessment which is 16 percentage points below the district average. The fifth grade students scored 34% at or above average on the Spring 2018 Scantron Assessment which is 10 percentage points lower than the district average. We had already noticed a sharp decline in mathematics performance from third grade through fourth and fifth grades. We observed skills that very few if any students had mastered when we did our winter data analysis based on the Winter Scantron Benchmark Assessment, and this pattern was repeated on the Spring Scantron Assessment. So, while there were high points is some of our data there were many low points that we must address. We have had more training in mathematics this summer; teachers are vertically teaming to address the skills needed at each level and discussing prerequisite skills needed at each grade level; teachers are breaking apart standards; and we have invested funds into a more cohesive approach to teaching mathematics. There are areas of concern, but we have a plan to address them and to eradicate them.

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 its students with the tools and materials that they need to be successful in our modern world. Grades K - 5 are one to one with a combination of IPads and Chromebooks. Students are being taught to use digital textbooks, See Saw, and Google Classroom. Teachers are using Google Classroom to submit lesson plans, testing data, reflections on practice, and to do their portions of the new Educator Effectiveness Program. Being one to one gives the teachers an extra tool to use in their instruction, in their small group instruction, as well as an independent learning center. However, our teachers are still a valuable resource to facilitate learning.

   The district has continued to use the Info Snap system as a paperless form for student enrollment and also added the free/reduced lunch applications to this platform. The district has also purchased Decision Ed software as our digital data management tool.   This system allows the tracking, in real time, of all relevant students data from attendance to grades, ad even specially created groups such as our RTI students.

   The instructional coach serves grades K - 3, with a greater focus on kindergarten and first grade and those critical early reading years. The instructional coach has and will continue to use the coaching cycle to assist teachers in the implementation of RH Discovery, higher order thinking skills in center activities, number talks for mathematics, ad how to use data to create more individualized and rigorous small group instruction. Edgenuity will be available to all Cullman County Students. Teachers use this resource to create individual learning pathways for their students as an intervention tool, for their higher students as an enrichment tool, and for all students as a reinforcing tool.

   The system has implemented the use of Scantron as an universal screener. Students scoring in the bottom ten percent will be screened for dyslexic tendencies using the TOWRE 3. VES has two staff members trained to screen for dyslexic tendencies and one staff member that is a MSLE certified teacher. She serves as an intervention teacher for students identified as having dyslexic tendencies and with any other student struggling with reading.

   We are also partnering again with Wallace State to expose our students in grades three - five to all the career opportunities they have and that the training for these careers is right here close to home. We also partner with local farmers to host a Farm Day as a peek in to the agrarian history of south Vinemont. This year we will be completing a Bicentennial grant, "Live History with Vinemont Elementary." The hope is to bring the community members into the school to share their unique knowledge of our community, while our students also teach them a little bit about the history of south Vinemont and Alabama, but more importantly we want to get them to become vested members of our school family.

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 and plans to address specific student needs during the Early Release Professional Development on August 07, 2018. Community partner, Melba Weigand, was asked to be a part of the process because of her connection to the community and the school. Lanza Willoughby school guidance counselor as our school liaison and 504 coordinator.   Melanie Sharpe the parent liaison and PTO President was also asked to be a stakeholder representing the parents.   Other parent representatives were chosen from a group of parents that work closely with the school on a regular basis. A group of students were also selected and asked for their input into the planning process. The students were asked to meet as a focus group to discuss their impressions of the school, goals, and learning activities. All stakeholders were informed of roles/responsibilities and helped organize meeting dates. Meetings were held outside the regular school day to accommodate the schedules of all those involved.

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, a K - 1 teacher representative, a 2 - 3 teacher representative, and a 4 -5 teacher representative from Vinemont Elementary met on July 23, 2018 to evaluate data and discuss possible goals and activities. Other committee members were Beverly Jenkins (assistant principal), Lanza Willoughby (counselor), Melanie Sharpe (parent member), and Melba Weigand (community member). The committee discovered commonalities among the data and presented it to the staff on August 07, 2018. Parent representatives, as well as, community partners provided insight and approves goals set for Vinemont Elementary based on stakeholders surveys/input and student data. The leadership team worked with the focus group of students and the stakeholders to schedule meeting dates for the 2018 - 2019 school 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.

All stakeholders were invited to a PTO meeting at which the CIP goals and strategies were presented and explained. Parents were also sent a "talking points' page of the CIP goals, strategies, and activities. Parents were allowed to ask questions and give input into the plan. The final plan is on the school's website. There are paper copies in the library media center, counselor's office, principal's office, and the main office. Stakeholders are provided quarterly updates on the progress of the school toward the goals set forth in the plan. A copy of the plan is also uploaded on all the staff communities.

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		Student Performance Data Comparison

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 acceptably analyzed and presented with reasonable clarity. In comparison to institutions functioning in a similar educational context, students' status, improvement, and/or growth evidence indicates that the level of student learning is at or above what would otherwise be expected.	Level 3

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

Areas of Notable Achievement

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

On the Spring 2018 DIBELS assessment the kindergarten students had 68% of the students score at the core level on LNF (letter naming fluency) which is a gain of 15 percentage points over the 2016 - 2017 spring DIBELS performance. Also, kindergarten students showed marked improvement on the 2018 spring DIBELS Assessment in NWF (non-sense word fluency) with a 16 percentage point improvement over the 2017 spring DIBELS performance.

Ninety-six percent of third grade students demonstrated proficiency in cursive writing. This rate of proficiency was the second highest proficiency rate in the district. Sixty-five percent of the third grade students were proficient at the above average and average high on the spring 2018 Scantron assessment. This level of performance was above the district level of performance. Seventy-one percent of the third grade students met their annual gains growth goal for 2017 - 2018 on the Scantron Math Assessment.

Second grade performance on the spring Scantron math assessment demonstrated a higher than expected performance level. Sixty-four percent of the second grade students were proficient (above average or average high) on the Scantron Math Assessment. This is a 31 percentage point increase over their first grade spring Scantron Math Assessment in 2016 -2017.   Eighty -six percent of the second grade students met their annual gains growth goal for the 2017 - 2018 Scantron Math Assessment.

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

Grades three, four, and five showed positive growth trends in different areas. Forty-seven percent of the third grade students were proficient in reading on the Scantron Assessmet which is a 7% rate of growth over the previous year.   Sixty-five percent of students were proficient on the Spring 2018 Math Scantron Assessment which is an increase of 5 percentage points over the results from the previous year. Fourth grade reading demonstrated an increase in reading proficiency of one percentage point from 2017 to 2018. Fifth grade had a 3 percentage points gain in reading proficiency from 2017 to 2018 on Scantron.

Which area(s) indicate the overall highest performance?

Second and third grade students demonstrated the highest levels of performance on the 2018 Spring Scantron Math Assessment. Sixty-five percent of the third grade students were proficient in mathematics, and sixty-four percent of the second graders were proficient in mathematics on the Scantron Mathematics performance. Both of these performances were above the district's level of performance.

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

Female students over all grades performed at a higher proficiency level than male students in reading. Forty-seven percent of females were proficient in reading, while only thirty-six percent of males were proficient in reading. Third grade girls had a proficiency rate of 77% in math, while third grade boys had a 58% proficiency rate in math.

Between which subgroups is the achievement gap closing?

The gap between fourth grade girls and boys in mathematics has closed. Thirty-four percent of the girls and boys are proficient in mathematics.

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

The overall female reading performance is consistent with their lack of representation in grades 3 - 5 on RTI for reading interventions. In third grade only 30% of the RTI participants were female.

Areas in Need of Improvement

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

There are several areas with performances below expectations. Fourth and fifth grade reading and math performance was below the district levels of performance. First grade's overall reading and math performance was below expectations and district levels. First grade DIBLES performance was lower than expected on the spring DIBELS Assessments. The first grade students scored 45% at the core level on ORF (oral reading fluency) which was 11 percentage points lower than the 56% of students that they had at the core level on the winter DIBELS Assessment. First grade also scored lower on the NWF-CLS (non-sense word fluency) on the spring DIBELS Assessment than they did on the previous two DIBELS Assessments (Fall - 57% core; Winter - 46% core; and Spring - 41% at core). They had a sixteen point decline on NWF-CLS from fall to spring. On the Scantron Math Assessment the first grade students were 23% proficient on the spring assessment. That is a ten point decline from the previous years spring Scantron Math Assessment performance. Fourth and fifth grade performance on the spring Scantron Assessment for mathematics demonstrated that only 34% of the students were mathematically proficient. This is below the district averages for mathematics proficiency.

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

First grade reading, as measured by DIBELS, and math, as measured by Scantron, both demonstrated a negative trend in performance. First grade had double digit declines in reading and mathematics performance.   Fourth grade and fifth grade math performance, as demonstrated by the spring Scantron Math Assessment, also showed a negative trend in performance.

Which area(s) indicate the overall lowest performance?

The areas of overall lowest performance are first grade reading and math. First grade students began the 2017 - 2018 school year with a NWF-CLS score of 57% at the core level as demonstrated on DIBELS. In the winter those NWF-CLS scores had dropped to 46% of the students at core. Then on the spring DIBELS assessment of NWF-CLS the first grade students scored 41% at core. There fore over the course of their first grade year the students NWF-CLS scores of number of students at core fell by 16 percentage points.

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

The fourth grade males show a trend of decreasing performance when compared to the third grade males (3rd - 58% proficient and 4th - 34% proficient.) Also, when you compare third grade females Scantron Assessment math performance (77% proficient) to third grade males math Scantron Assessment (58% proficient) you see a 19 percentage point discrepancy in the third grade Scantron mathematics scores between the males and females.

Between which subgroups is the achievement gap becoming greater?

The gap between males and females in reading in third grade is 20 percentage points with 60% of the females proficient in reading and

40% of the males proficient in reading.

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

When you look at the number of boys struggling that need RTI interventions for reading in third grade it is consistent with the lower performance of the third grade boys on the Scantron Reading Assessment.

Report Summary

Scores By Section

Section Score

	1	2	3	4

Evaluative Criteria and Rubrics — 3.25
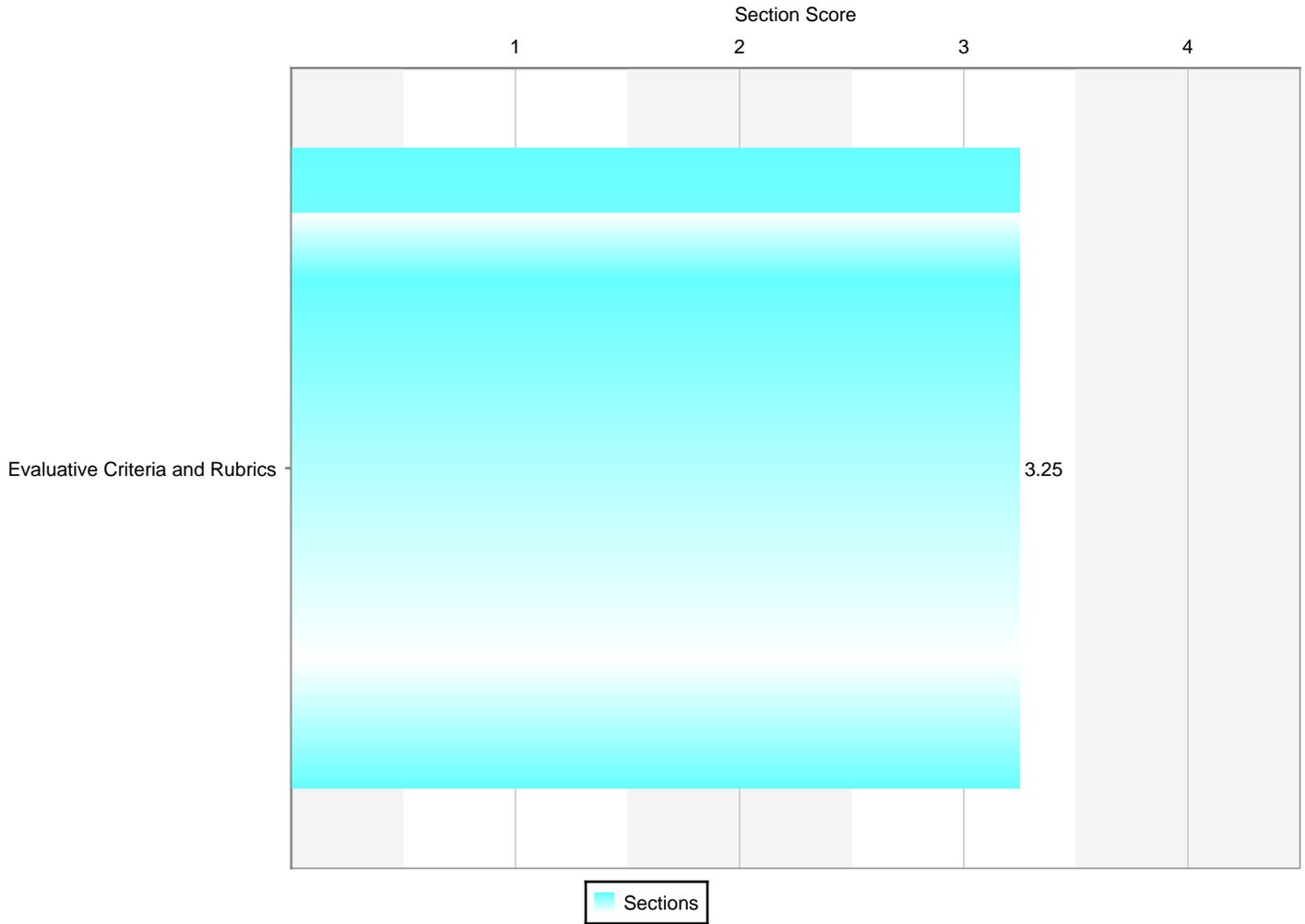
Sections

ACIP Assurances

Introduction

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

ACIP Assurances

Label	Assurance	Response	Comment	Attachment
1.	The Instructional Leadership Team members that should be present include the principal, guidance counselor, district school improvement specialist (or other designee), appropriate content-area teachers, parent representatives, and student representatives (as appropriate). Depending on the data, additional members may include special population representatives (Technology Coordinator, Special Education, EL, etc.), district federal programs coordinator, district chief school financial officer, community stakeholders, or any other member as appropriate. Documentation will be maintained on site.	Yes		ACIP Signatures 18-19

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

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	Kim Brown, Principal 105 High School Rd. Vinemont, AL 35179 256-734-0314	Assurance 3 with Signature

Label	Assurance	Response	Comment	Attachment
4.	The institution has a Parent and Family Engagement policy and plan as required in ESSA Section 1116, and ensures that all requirements in Section 1116 and 1112(e)(1)(A)(i)-(ii), Parents' Right-to-Know, are implemented systematically.	Yes		Family and Parent Engagement

Label	Assurance	Response	Comment	Attachment
5.	The institution has a School-Parent Compact. If a Title I school, the School-Parent Compact contains the required components (ESSA Section 1116 (d) and was jointly developed with parents of participating students.	Yes		Assurance 5 - Parent School Compact

Goals and Plans 2018 - 2019

Overview

Plan Name

Goals and Plans 2018 - 2019

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	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
2	Identify barriers to teaching and learning and align support systems to address barriers.	Objectives: 1 Strategies: 2 Activities: 11	Organizational	$38193
3	Effectively use our teachers, leaders, and staff to increase students achievement, stakeholder involvement, and satisfaction	Objectives: 1 Strategies: 1 Activities: 3	Organizational	$0
4	EL Goal: Progression of EL students toward language acquisition	Objectives: 1 Strategies: 1 Activities: 3	Organizational	$0

Goal 1: 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 by 05/24/2019 as measured by an increase in Scantron Math scores from 43% to 48% and Scantron Reading scores from 41% - 46%.

Strategy 1:

Effective Instruction - Vinemont Elementary School will focus on instruction, assessment, grading, and academic reporting that is based on the students demonstrating understanding or mastery of knowledge and skills they are expected to learn as they progress through their education. Teachers implement the instructional framework as they teach the College and Career Readiness Standards across all content areas.

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?

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 - Educator Effectiveness/Leadership Effectiveness	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continued training and implementation of Educator Effectiveness and Leadership Effectiveness. This program's purpose is to improve the practice of teachers and administrators in order to meet the instructional needs of the students and lead to continuous improvement of the school and its programs. Teachers will conduct self-assessments and develop their own unique professional development plan to aid in their individual growth as an educator. The administration will monitor the teacher's individual plans through classroom walk-throughs, formal observations, and observations using the Eleot tool.	Academic Support Program, Direct Instruction, Professional Learning	08/08/2018	05/24/2019	$0	No Funding Required	Administrators, Teachers, and District Staff

Activity - Technology Integration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
*Digital Curriculum Implementation - Teachers will to utilize MacBook Air computers to investigate and implement the various digital curriculum components with the students in their classrooms using Chromebooks and I Pads. Teachers will use Compass/Edgenuity, iCurio, Discovery Education, I21 Zone, Relex Math, Go Math On-line, and Studies Weekly On-line. Science instruction in grades 3 -5 will utilize the Discovery Education Science Techbook. These on-line curricula will be monitored and supported by the instructional coach, the district technology department, and the local administration. *K-2 teachers will continue to implement the use of Seesaw with their district provided IPads. The Seesaw program will allow teachers and students to create, collaborate, and share digital learning portfolios. This initiative is supported by the technology department and monitored by the technology department, the instructional coach and the local administration. *Technology Conference - Teachers will participate in and attend the CCETC in January of 2019. The CCETC will allow teacher to teach others and learn from other teacher about the best practices using technology in the classroom.	Academic Support Program, Direct Instruction, Professional Learning	08/08/2018	05/24/2019	$0	No Funding Required	District Technology Staff, Instructional Coach, Teachers, and Local Administrators

Activity - Reading Horizons/Discovery	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reading Horizons Discovery will be used in grades K-2 as the foundational phonological program for all students, and it will also be used with our special needs population, as applicable, in grades 3 - 5. Teachers will implement that program based on the district provided progression with assistance and support from the instructional coach. The continued implementation will be monitored by the local administration and the instructional coach through walk-throughs, classroom visits, formall observations, and the use of the coaching cycle.	Academic Support Program, Direct Instruction	08/08/2018	05/24/2019	$0	No Funding Required	Instructional Coach, Teachers, and Local Administration

Activity - Go Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in grades 1 - 5 will implement the Go Math curriculum in the classroom through the use of direct instruction, on-line instruction, and small group instruction. The Go Math curriculum will be monitored by the local administration through formal observations, walk-throughs, and classroom visits.	Academic Support Program, Direct Instruction	08/08/2018	05/24/2019	$0	No Funding Required	Teachers, Administration, and Instructional Coach

Activity - Standards Based and Small Group Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
*Teachers will utilized the 2018-2019 Revised Curriculum and Pacing Guides to plan their instruction and the implementation of the standards in their daily lessons. The Pacing guides will provide teachers with the progression to follow each nine weeks to ensure that students have been introduced to and mastered each required standard. *Small group instruction will be implemented in mathematics and reading classes and these classes will also implement learning stations in the classroom. *Grades K-1 will implement practices from the 2017-218 professional development "Number Talks." All of these activities will be fostered and monitored by the instructional coach and the local administration.	Academic Support Program, Direct Instruction	08/08/2018	05/24/2019	$0	No Funding Required	Teachers, Instructional Coach, and Local Administration

Activity - Bicentennial Grant Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Vinemont Elementary was awarded an Alabama Bicentennial Grant in the amount of $2000. The grant was awarded through a competitive application process. The grant seeks to develop an understanding of the history of the Vinemont community from its agricultural roots to its ties to industry and the railroad. The project seeks to develop on oral history account of Vinemont, its history, and its citizens created by students. The oral history interviews will be conducted by the students and video taped by teachers. The histories and stories collected will also be published in a bound history of Vinemont. The project also includes four different parental and community involvement events. *Super Citizen Celebration - Students present their super citizen and his/her story. *Farm Day - Community Celebration of our Agricultural Past *Veterans Day Celebration - School and community celebration of our veterans with patriotic music, poems, a veteran's walk, and a slide show of our veterans. *Vinemont History Days and Homecoming Celebration - Two days of celebrating the history of our community with a museum, bus tours of the community, exhibits and demonstrations, tours of the high school and its 50th year celebration, a car show, and a parade.	Academic Support Program, Technology, Direct Instruction, Community Engagement, Parent Involvement, Field Trip, Career Preparation/Orientation, Professional Learning	08/08/2018	05/24/2019	$0	No Funding Required	Bicentennial Committee, Local Administration, Parents, Teachers, and Community Members

Goal 2: Identify barriers to teaching and learning and align support systems to address barriers.

Measurable Objective 1:

collaborate to ensure that administrators, teachers, and counselors are provided the foundational documents, instructional materials, and training to teach academic, personal/social and college and career ready standards   by 05/24/2019 as measured by data collected during the implementation of specific activites.

Strategy 1:

Student Support - Vinemont Elementary will implement student support teams and teacher advisory groups to support our students in the development of not only

academic growth, as demonstrated by a gain of 5% in the Scantron growth analysis from 52% to 57% in reading and from 54% to 61% in math ,but also social and

personal needs. The learning supports will address barriers to learning to promote student growth and success.

Category: Develop/Implement Learning Supports

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

Activity - MSLE Interventionist	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Vinemont Elementary School has, Becky Nelson, a certified MSLE interventionist. Becky has completed a two year course on the use of MSLE strategies with dyslexic and other stuggling students, as well as, passed the certification test at the end of the course. Becky will work with multiple groups of students with dyslexia, dyslexic tendencies, and other reading interferences each day. The sessions will rage in length from 30 minutes to one hour.	Academic Support Program, Direct Instruction, Behavioral Support Program	08/08/2018	05/24/2019	$0	No Funding Required	MSLE Interventionist and PST Team Members

Activity - Math Interventionist	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Vinemont Elementary will provide students in grades 2 - 5 with access to a math interventionist. Students idenitified through the PST team will be recommended for participation in small group tutoring with the math intervention teacher. This tutoring conducted in a small group setting three days a week for thirty minutes.	Academic Support Program, Direct Instruction	10/01/2018	05/24/2019	$23950	Title I Schoolwide	Math Interventionist, Aministration, and PST Team

Activity - Adult Advisory Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Vinemont Elementary will continue the implementation of our Adult Advisory Program. Students will be placed into advisor groups and assigned to an adult advisor. The advisory groups will meet on the first Wednesday of each month. The advisors will use the Reach Curriculum to conduct their monthly advisory classes. These advisory classes will be monitored by the local administration and the counselor through classroom visits.	Academic Support Program, Direct Instruction, Behavioral Support Program, Career Preparation/Orientation	09/05/2018	05/24/2019	$0	No Funding Required	Counselor, Teachers, and Local Administration

Activity - Dyslexia Screening	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Vinemont Elementary will follow the Cullman County guidelines for screening students who meet the parameters for dyslexia. Students whose screening demonstrate those dyslexic tendencies will receive intervention provided by the classroom teacher and the MSLE Interventionist.	Academic Support Program, Tutoring, Direct Instruction	08/08/2018	05/24/2019	$0	No Funding Required	Teachers, PST Team, MSLE Interventionist, Instructional Coach, and Local Administration

Activity - Eagle Buck Club	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Student will have the opportunity to earn Eagle Bucks and participate in the Eagle Buck Club activities. The Eagle Bucks are given to students in recognition of appropriate behaviors, good works, model citizenship, and academic excellence. The students can use their Eagle Bucks to participate in special activities and /or to purchase special rewards.	Academic Support Program, Behavioral Support Program, Other - Reward System	08/08/2018	05/24/2019	$0	No Funding Required	Teachers and Local Administrators

Activity - Student Support Teams - RTI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School support was provided through the deployment of a school-wide RTI plan. The teachers will follow the district criteria for referring , monitoring, implementing, and documenting students on the RTI list. We will hold monthly RTI meetings where teachers present and discuss data with the committee and other teachers. During these meetings plans will be developed to help ensure individual student success toward RTI goals. Students can receive interventions through the use on Compass/Edgenuity, small group instruction, Reading Horizons, or a variety of other approved intervention tools.	Academic Support Program, Technology, Direct Instruction, Behavioral Support Program	08/08/2018	05/24/2019	$0	No Funding Required	Teachers PST Team, and Local Administration

Activity - Instructional Aide	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Vinemont Elementary School will employ a Spur aide to facilitate parental communication, special projects, records accuracy, and parental involvement. The aide will work with the administration to facilitate parental involvement in school activities, foster better school/home communication, assist parents in navigating the numerous programs and documents required for school, and create unique opportunities to foster whole family involvement in the school.	Academic Support Program, Extra Curricular, Community Engagement, Parent Involvement	08/08/2018	05/24/2019	$14243	Title I Schoolwide	Administration, counselor, and office aide

Activity - Transitional Services	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Incoming kindergarten students and their parents are given a tour of the campus by the elementary student council members on the Sunday afternoon prior to the first day of school. This allows the students and their parents to see the campus and ask questions without other students being present. Fifth grade students who are transitioning to the middle school setting tour the middle school in May. During this tour the students see the school's layout, meet the sixth grade teachers, learn about the rules, procedures, and expectations for incoming sixth graders.	Academic Support Program, Community Engagement, Behavioral Support Program, Parent Involvement	08/05/2018	05/24/2019	$0	No Funding Required	Kindergarten teachers, student council sponsors, and administration

Strategy 2:

Professional Learning - Teachers will attend training and collaborate to increase knowledge and understanding and improve their practice by participating in high quality professional learning. The use of Educator Effectiveness promotes and supports the effective preparation, development, and improvement of Vinemont's teachers and instructional leaders to ensure that through effective professional practice, all students graduate college and/or career ready. Evaluations will be used as a formative assessment to provide information about the evaluatee's current level of practice.

Category: Develop/Implement Professional Learning and Support

Research Cited:

effective teaching is essential to student achievement, and appropriate evaluation and coaching can increase teacher effectiveness. Marzano

Activity - Leadership Teams	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Vinemont Elementary selected a leadership team made up of teachers and support staff. The leadership team met in July 2018 and will meet monthly to analyze student data, stakeholder feedback, teacher feedback, student feedback, and information gathered in classroom visits and walk-throughs. The leadership team will help identify and address areas of need and areas of celebration. The leadership team will continue to collaborate with teachers throughout the year to create an atmosphere of learning and success.	Academic Support Program, Technology, Community Engagement, Behavioral Support Program, Parent Involvement, Career Preparation/Orientation, Professional Learning	07/23/2018	05/24/2019	$0	No Funding Required	Leadership Team and Local Administrators

Activity - CLAS Workshops	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Teachers will be selected to attend a variety of CLAS Workshops and return to school and complete turn around training with the remaining faculty members.
Topics:
*"Fostering Collective Efficacy to Ensure Improved Student Outcomes"
*Mental Health in Schools: The Hidden Crisis"
*"Improving Parental Involvement"
"Disrupting Poverty to Create High Performing Schools"
*Motivate and Manage the Differentiated Classroom" | Academic Support Program, Policy and Process, Extra Curricular, Technology, Community Engagement, Behavioral Support Program, Parent Involvement, Career Preparation/Orientation, Professional Learning | 08/08/2018 | 08/24/2018 | $0 | No Funding Required | Teacher and Local Administrators |

Activity - Early Release	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators will work with district leaders to determine the focus for each early release day during the 2018-2019 school year. Students will be dismissed at 12:00 on the Wednesdays of Early Release so that administrators and teachers can participate in professional learning and collaboration to implement district and school initiatives.	Academic Support Program, Technology, Direct Instruction, Behavioral Support Program, Professional Learning	08/08/2018	05/24/2019	$0	No Funding Required	District Leaders, Teachers, and Local Administration

Goal 3: Effectively use our teachers, leaders, and staff to increase students achievement, stakeholder involvement, and satisfaction

Measurable Objective 1:

collaborate to effectively collect, analyze, and use data to continuously improve teaching and learning experiences by 05/24/2019 as measured by agendas, sign-in sheets, student performance, and walk-throughs..

Strategy 1:

Collect and Utilize Data Sourcees - Vinemont Elementary will implement processes to collect, analyze, and apply findings from various data sources in order to

continuously improve student and teacher achievement.

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

Research Cited: 7 Step Cycle for Continuous Improvement, Learning Forward

Activity - Data Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school leadership team will have a designated time for the administrators and the classroom teachers to collaborate and analyze data to improve instruction and student achievement. The district staff will provide support in the preparation for these meetings. *Grade Level Meetings - Teachers will conduct weekly grade level meetings to discuss students data, standards, and to plan for instruction.	Academic Support Program, Direct Instruction, Behavioral Support Program	08/08/2018	05/24/2019	$0	No Funding Required	Administrators, Leadership Team, Teachers and District Staff

Activity - Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Administrators will monitor the implementation of district initiatives, the local CIP, and Educator Effectiveness. Administrators will use walk-throughs, formal observations, student interviews, classroom visits, and the Eleot tool to complete this monitoring. | Academic Support Program, Policy and Process, Direct Instruction, Behavioral Support Program, Professional Learning | 08/08/2018 | 05/24/2019 | $0 | No Funding Required | Local Administrators |

Activity - Aims Portal and Decision Ed.	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators will use the AIMS Portal and Decision Ed. to track various data points pertinent to student achievement, attendance, and accountability.	Academic Support Program, Technology, Direct Instruction, Professional Learning	08/08/2018	05/24/2019	$0	No Funding Required	Local Administrators

Goal 4: EL Goal: Progression of EL students toward language acquisition

Measurable Objective 1:

achieve college and career readiness of a 5% increase from 7% to 12% in EL students reaching a score of 4.8 or higher on the ACCESS for ELLs 2.0. Demonstrate a proficiency of 55% of EL students reaching their annual target growth by 05/24/2019 as measured by ACCESS for ELLs 2.0.

Strategy 1:

Core EL instruction - English as a Second Language (ESL) is the core program taught by regular education teachers. EL teachers collaborate with regular education teachers to use SDAIE (Specially Designed Academic Instruction in English) strategies, SI (Sheltered Instruction) model strategies, and ARI strategies to assure attainment of reading and math goals and English proficiency.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Markos & Himmel. Using sheltered instruction to support English learners. March 2016. Washington, DC.

Willner & Monroe. The WIDA Accessibility and Accommodations Framework. 2015. WIDA Consortium. Madison, WI.

Activity - Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
At the beginning of the school year, the EL teachers will review and analyze ACCESS reports showing comprehensive student data to monitor student language proficiency growth and to align I-ELPs to meet each student's needs. Each school EL committee will meet to discuss EL students' needs and accommodations to enhance student language proficiency growth.	Academic Support Program	08/08/2018	05/24/2019	$0	No Funding Required	Administrator, EL and Classroom Teachers

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
EL team will provide professional development for regular education teachers in the use of effective instructional strategies that can be used to meet needs of EL students in the classroom. These strategies are based on the SIOP model and are part of the Ellevation program used by Cullman County Schools to maintain EL student records. All teachers will have access to the instructional strategies, which focus on using the domains of speaking, listening, reading, and writing.	Academic Support Program, Direct Instruction, Professional Learning	08/08/2018	05/24/2019	$0	No Funding Required	District support, EL and Classroom Teachers

Activity - Overview of EL Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
An EL Program overview training video will be provided to all Cullman County teachers and administrators. The video will explain major components of the EL program and introduce the EL teachers and staff. Individual English Language Plans (i-ELPs), WIDA standards, green folders for documentation, accommodations, and interpreting ACCESS scores are some of the components to be discussed.	Academic Support Program, Direct Instruction, Professional Learning	08/08/2018	05/24/2019	$0	No Funding Required	District support, Administration, EL and Classroom 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
Data Analysis	At the beginning of the school year, the EL teachers will review and analyze ACCESS reports showing comprehensive student data to monitor student language proficiency growth and to align I-ELPs to meet each student's needs. Each school EL committee will meet to discuss EL students' needs and accommodations to enhance student language proficiency growth.	Academic Support Program	08/08/2018	05/24/2019	$0	Administrator, EL and Classroom Teachers
Student Support Teams - RTI	School support was provided through the deployment of a school-wide RTI plan. The teachers will follow the district criteria for referring , monitoring, implementing, and documenting students on the RTI list. We will hold monthly RTI meetings where teachers present and discuss data with the committee and other teachers. During these meetings plans will be developed to help ensure individual student success toward RTI goals. Students can receive interventions through the use on Compass/Edgenuity, small group instruction, Reading Horizons, or a variety of other approved intervention tools.	Academic Support Program, Technology, Direct Instruction, Behavioral Support Program	08/08/2018	05/24/2019	$0	Teachers PST Team, and Local Administration
Early Release	Administrators will work with district leaders to determine the focus for each early release day during the 2018-2019 school year. Students will be dismissed at 12:00 on the Wednesdays of Early Release so that administrators and teachers can participate in professional learning and collaboration to implement district and school initiatives.	Academic Support Program, Technology, Direct Instruction, Behavioral Support Program, Professional Learning	08/08/2018	05/24/2019	$0	District Leaders, Teachers, and Local Administration

CLAS Workshops	Teachers will be selected to attend a variety of CLAS Workshops and return to school and complete turn around training with the remaining faculty members. Topics: *"Fostering Collective Efficacy to Ensure Improved Student Outcomes" *Mental Health in Schools: The Hidden Crisis" *"Improving Parental Involvement" "Disrupting Poverty to Create High Performing Schools" *Motivate and Manage the Differentiated Classroom"	Academic Support Program, Policy and Process, Extra Curricular, Technology, Community Engagement, Behavioral Support Program, Parent Involvement, Career Preparation/Orientation, Professional Learning	08/08/2018	08/24/2018	$0	Teacher and Local Administrators
MSLE Interventionist	Vinemont Elementary School has, Becky Nelson, a certified MSLE interventionist. Becky has completed a two year course on the use of MSLE strategies with dyslexic and other stuggling students, as well as, passed the certification test at the end of the course. Becky will work with multiple groups of students with dyslexia, dyslexic tendencies, and other reading interferences each day. The sessions will rage in length from 30 minutes to one hour.	Academic Support Program, Direct Instruction, Behavioral Support Program	08/08/2018	05/24/2019	$0	MSLE Interventionist and PST Team Members
Monitoring	Administrators will monitor the implementation of district initiatives, the local CIP, and Educator Effectiveness. Administrators will use walk-throughs, formal observations, student interviews, classroom visits, and the Eleot tool to complete this monitoring.	Academic Support Program, Policy and Process, Direct Instruction, Behavioral Support Program, Professional Learning	08/08/2018	05/24/2019	$0	Local Administrators
Aims Portal and Decision Ed.	Administrators will use the AIMS Portal and Decision Ed. to track various data points pertinent to student achievement, attendance, and accountability.	Academic Support Program, Technology, Direct Instruction, Professional Learning	08/08/2018	05/24/2019	$0	Local Administrators

Adult Advisory Program	Vinemont Elementary will continue the implementation of our Adult Advisory Program. Students will be placed into advisor groups and assigned to an adult advisor. The advisory groups will meet on the first Wednesday of each month. The advisors will use the Reach Curriculum to conduct their monthly advisory classes. These advisory classes will be monitored by the local administration and the counselor through classroom visits.	Academic Support Program, Direct Instruction, Behavioral Support Program, Career Preparation/Orientation	09/05/2018	05/24/2019	$0	Counselor, Teachers, and Local Administration
Go Math	Teachers in grades 1 - 5 will implement the Go Math curriculum in the classroom through the use of direct instruction, on-line instruction, and small group instruction. The Go Math curriculum will be monitored by the local administration through formal observations, walk-throughs, and classroom visits.	Academic Support Program, Direct Instruction	08/08/2018	05/24/2019	$0	Teachers, Administration, and Instructional Coach
Technology Integration	*Digital Curriculum Implementation - Teachers will to utilize MacBook Air computers to investigate and implement the various digital curriculum components with the students in their classrooms using Chromebooks and I Pads. Teachers will use Compass/Edgenuity, iCurio, Discovery Education, I21 Zone, Relex Math, Go Math On-line, and Studies Weekly On-line. Science instruction in grades 3 -5 will utilize the Discovery Education Science Techbook. These on-line curricula will be monitored and supported by the instructional coach, the district technology department, and the local administration. *K-2 teachers will continue to implement the use of Seesaw with their district provided IPads. The Seesaw program will allow teachers and students to create, collaborate, and share digital learning portfolios. This initiative is supported by the technology department and monitored by the technology department, the instructional coach and the local administration. *Technology Conference - Teachers will participate in and attend the CCETC in January of 2019. The CCETC will allow teacher to teach others and learn from other teacher about the best practices using technology in the classroom.	Academic Support Program, Direct Instruction, Professional Learning	08/08/2018	05/24/2019	$0	District Technology Staff, Instructional Coach, Teachers, and Local Administrators
Transitional Services	Incoming kindergarten students and their parents are given a tour of the campus by the elementary student council members on the Sunday afternoon prior to the first day of school. This allows the students and their parents to see the campus and ask questions without other students being present. Fifth grade students who are transitioning to the middle school setting tour the middle school in May. During this tour the students see the school's layout, meet the sixth grade teachers, learn about the rules, procedures, and expectations for incoming sixth graders.	Academic Support Program, Community Engagement, Behavioral Support Program, Parent Involvement	08/05/2018	05/24/2019	$0	Kindergarten teachers, student council sponsors, and administration

Dyslexia Screening	Vinemont Elementary will follow the Cullman County guidelines for screening students who meet the parameters for dyslexia. Students whose screening demonstrate those dyslexic tendencies will receive intervention provided by the classroom teacher and the MSLE Interventionist.	Academic Support Program, Tutoring, Direct Instruction	08/08/2018	05/24/2019	$0	Teachers, PST Team, MSLE Interventionist, Instructional Coach, and Local Administration
Reading Horizons/Discovery	Reading Horizons Discovery will be used in grades K-2 as the foundational phonological program for all students, and it will also be used with our special needs population, as applicable, in grades 3 - 5. Teachers will implement that program based on the district provided progression with assistance and support from the instructional coach. The continued implementation will be monitored by the local administration and the instructional coach through walk-throughs, classroom visits, formall observations, and the use of the coaching cycle.	Academic Support Program, Direct Instruction	08/08/2018	05/24/2019	$0	Instructional Coach, Teachers, and Local Administration
Data Meetings	The school leadership team will have a designated time for the administrators and the classroom teachers to collaborate and analyze data to improve instruction and student achievement. The district staff will provide support in the preparation for these meetings. *Grade Level Meetings - Teachers will conduct weekly grade level meetings to discuss students data, standards, and to plan for instruction.	Academic Support Program, Direct Instruction, Behavioral Support Program	08/08/2018	05/24/2019	$0	Administrators, Leadership Team, Teachers and District Staff
Overview of EL Program	An EL Program overview training video will be provided to all Cullman County teachers and administrators. The video will explain major components of the EL program and introduce the EL teachers and staff. Individual English Language Plans (i-ELPs), WIDA standards, green folders for documentation, accommodations, and interpreting ACCESS scores are some of the components to be discussed.	Academic Support Program, Direct Instruction, Professional Learning	08/08/2018	05/24/2019	$0	District support, Administration, EL and Classroom Teachers
Professional Development	EL team will provide professional development for regular education teachers in the use of effective instructional strategies that can be used to meet needs of EL students in the classroom. These strategies are based on the SIOP model and are part of the Ellevation program used by Cullman County Schools to maintain EL student records. All teachers will have access to the instructional strategies, which focus on using the domains of speaking, listening, reading, and writing.	Academic Support Program, Direct Instruction, Professional Learning	08/08/2018	05/24/2019	$0	District support, EL and Classroom Teachers

Bicentennial Grant Program	Vinemont Elementary was awarded an Alabama Bicentennial Grant in the amount of $2000. The grant was awarded through a competitive application process. The grant seeks to develop an understanding of the history of the Vinemont community from its agricultural roots to its ties to industry and the railroad. The project seeks to develop on oral history account of Vinemont, its history, and its citizens created by students. The oral history interviews will be conducted by the students and video taped by teachers. The histories and stories collected will also be published in a bound history of Vinemont. The project also includes four different parental and community involvement events. *Super Citizen Celebration - Students present their super citizen and his/her story. *Farm Day - Community Celebration of our Agricultural Past *Veterans Day Celebration - School and community celebration of our veterans with patriotic music, poems, a veteran's walk, and a slide show of our veterans. *Vinemont History Days and Homecoming Celebration - Two days of celebrating the history of our community with a museum, bus tours of the community, exhibits and demonstrations, tours of the high school and its 50th year celebration, a car show, and a parade.	Academic Support Program, Technology, Direct Instruction, Community Engagement, Parent Involvement, Field Trip, Career Preparation/Orientation, Professional Learning	08/08/2018	05/24/2019	$0	Bicentennial Committee, Local Administration, Parents, Teachers, and Community Members
Eagle Buck Club	Student will have the opportunity to earn Eagle Bucks and participate in the Eagle Buck Club activities. The Eagle Bucks are given to students in recognition of appropriate behaviors, good works, model citizenship, and academic excellence. The students can use their Eagle Bucks to participate in special activities and /or to purchase special rewards.	Academic Support Program, Behavioral Support Program, Other - Reward System	08/08/2018	05/24/2019	$0	Teachers and Local Administrators
Standards Based and Small Group Instruction	*Teachers will utilized the 2018-2019 Revised Curriculum and Pacing Guides to plan their instruction and the implementation of the standards in their daily lessons. The Pacing guides will provide teachers with the progression to follow each nine weeks to ensure that students have been introduced to and mastered each required standard. *Small group instruction will be implemented in mathematics and reading classes and these classes will also implement learning stations in the classroom. *Grades K-1 will implement practices from the 2017-218 professional development "Number Talks." All of these activities will be fostered and monitored by the instructional coach and the local administration.	Academic Support Program, Direct Instruction	08/08/2018	05/24/2019	$0	Teachers, Instructional Coach, and Local Administration

Educator Effectiveness/Leadership Effectiveness	Continued training and implementation of Educator Effectiveness and Leadership Effectiveness. This program's purpose is to improve the practice of teachers and administrators in order to meet the instructional needs of the students and lead to continuous improvement of the school and its programs. Teachers will conduct self-assessments and develop their own unique professional development plan to aid in their individual growth as an educator. The administration will monitor the teacher's individual plans through classroom walk-throughs, formal observations, and observations using the Eleot tool.	Academic Support Program, Direct Instruction, Professional Learning	08/08/2018	05/24/2019	$0	Administrators, Teachers, and District Staff
Leadership Teams	Vinemont Elementary selected a leadership team made up of teachers and support staff. The leadership team met in July 2018 and will meet monthly to analyze student data, stakeholder feedback, teacher feedback, student feedback, and information gathered in classroom visits and walk-throughs. The leadership team will help identify and address areas of need and areas of celebration. The leadership team will continue to collaborate with teachers throughout the year to create an atmosphere of learning and success.	Academic Support Program, Technology, Community Engagement, Behavioral Support Program, Parent Involvement, Career Preparation/Orientation, Professional Learning	07/23/2018	05/24/2019	$0	Leadership Team and Local Administrators
				Total	$0	

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Math Interventionist	Vinemont Elementary will provide students in grades 2 - 5 with access to a math interventionist. Students idenitified through the PST team will be recommended for participation in small group tutoring with the math intervention teacher. This tutoring conducted in a small group setting three days a week for thirty minutes.	Academic Support Program, Direct Instruction	10/01/2018	05/24/2019	$23950	Math Interventionist, Aministration, and PST Team
Instructional Aide	Vinemont Elementary School will employ a Spur aide to facilitate parental communication, special projects, records accuracy, and parental involvement. The aide will work with the administration to facilitate parental involvement in school activities, foster better school/home communication, assist parents in navigating the numerous programs and documents required for school, and create unique opportunities to foster whole family involvement in the school.	Academic Support Program, Extra Curricular, Community Engagement, Parent Involvement	08/08/2018	05/24/2019	$14243	Administration, counselor, and office aide
				Total	$38193	

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	See attached Stakeholder Feedback Diagnostic.	VME stakeholder-feedback-worksheet

Evaluative Criteria and Rubrics

Overall Rating: 3.5

	Statement or Question	Response	Rating
1.	Questionnaire Administration	All required AdvancED questionnaires were used by the institution to receive stakeholder feedback. The minimum response rate for each population was met (parent questionnaire: equal to or greater than 20%, student questionnaire(s): equal to or greater than 40%, staff questionnaire: equal to or greater than 60%). Questionnaires were administered with complete fidelity to the appropriate administrative procedures. In every instance, the stakeholders to whom these questionnaires were administered fully represented the populations served by the institution. Appropriate accommodations were provided as necessary for all participants.	Level 4

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

Areas of Notable Achievement

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

When looking at our parental surveys the areas that show the greatest level of satisfaction were the interactions that our parents had with the school in general. Parents expressed that they felt that the administration, faculty, and staff were respectful when dealing with the parents. Parents also characterized their interactions with the administration and the staff as supportive, helpful, and supportive. This is an improvement over our last years data because parents had expressed dissatisfaction with the way that the school communicated with them. Teachers stated overwhelmingly that they base their lessons on high expectations for their students and students expressed that even if the classwork was hard that they, in a very large majority, do their very best to complete that work, reach those high expectations, and to make good grades.

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

Parents expressed a belief that teachers are increasingly explaining to their students what they are going to be learning each day, and students talked about how their teachers tell them what they are learning and how it will help them to think about new ways to do things. Parents also felt that teachers encourage students and let them know that they are doing good work and making the appropriate learning connections to gain the correct answer. Students also expressed an belief that what the teachers help them learn help them to make good grades. Teachers also say that they use student data to modify and adjust their lessons, so that they can encourage their students to do well. These areas are showing an increase in frequency.

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

Parents have expressed satisfaction with the progress their children have made, the programs that the school has provided, and the recognition that their children have received of their accomplishments. Students and teachers, through other surveys and questionnaires, that they are pleased with the progress the school has made in the 2017 - 2018 school year. It may be some small thing like recognition at Awards Day, a picture on the "We Are Vinemont Wall," or an invitation to a special event, all these things have made a difference for our parents, students, and teachers.

Areas in Need of Improvement

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

An area that shows a low level of parent and students satisfaction involves collaboration of students to complete projects based learning assignments and presentations of those projects. It appears that our students are doing worksheets, listening to lectures, and using technology, however they are not doing enough research, group projects, and presentations to prepare them for the rigors of the worlds of higher education and work. Teachers are not satisfied with the quality and amount of resources they have to teach the standards that they are expected to teach. There is a solution to these concerns if we use what we have to engage our students in more project-based learning and use all the language arts to make appropriate presentations.

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

There is a concern by parents that we may not be asking our students enough to explain their work. Teachers express that students are having a difficult time completing written expressions of their thinking, and students talk about not wanting to talk in front of their peers. These concerns tap into a trend that we know exists, kids can perform the task through wrote learned processes, but they cannot tell you how they got there. This is concerning because education research and educational trends tell us that students must be able to talk and write about their learning to develop a true understanding. This is a downward trend we must address.

What are the implications for these stakeholder perceptions?

The implications of these perceptions are the very academic and future work success of our students. We are hearing from industries and colleges all the time that we are producing workers and students that cannot think. They do not mean that they cannot perform task, but they cannot make key connections and decisions based on how those tasks are performed. We must have our students from kindergarten talking and demonstrating their learning. We must train our teachers how to approach teaching in a way that does not require rote memorization of facts, but that develops true understanding. With this in mid Vinemont Elementary School has participated in a book study on the book "Number Talks" visited classrooms that are implementing number talks, and teachers have been trained in how to dig deep in to the standards to develop understanding at higher DOK levels.

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

The inability of students to explain in writing and orally their understanding has been demonstrated in classroom instruction, and in testing situations or small group activities where students were asked to explain or defend their thinking. It is an area that we are addressing and working toward changing.

Report Summary

Scores By Section

Section Score

| 1 | 2 | 3 | 4 |

Evaluative Criteria and Rubrics

3.5
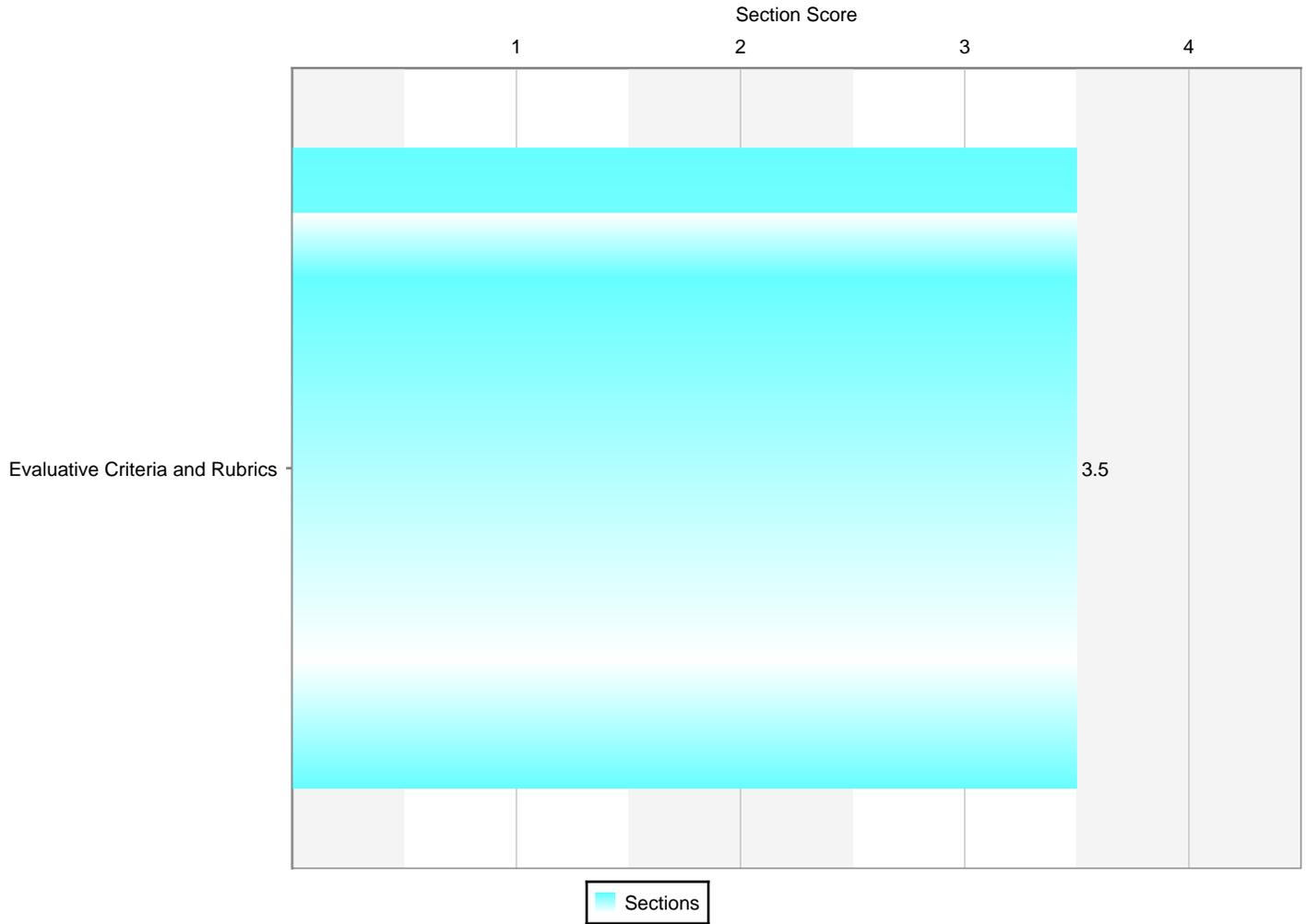
Sections

Title I Schoolwide Diagnostic

Introduction

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

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

How was the comprehensive needs assessment conducted?

The VES School Leadership Team met on July 23, 2018 and the staff met on August 7, 2018 to discuss and analyze data from the 2017-2018 school year and the spring 2018 Scantron Assessment. Strengths and weaknesses were documented on the Data Analysis and Reflection graphic organizer. This analysis helped teachers and staff members to identify students that might need interventions and to begin to place students in instructional groups. Reports from Chalkable and Decision Ed, such as teacher attendance, students attendance, retention statistics, and discipline infraction reports, along with district-supplied data were also analyzed and considered when determining goals and areas of achievement and areas of concern. The stakeholder feedback surveys were analyzed by the Leadership Team during the July 23, 2018 meeting. Areas of strength and weakness were noted from the parent, student, and staff surveys, as well as, the academic program data.

What were the results of the comprehensive needs assessment?

The faculty and staff analyzed the scores and other data sources and developed a school-wide focus for instruction and learning. The faculty and staff will focus on standards-based instruction, including standards-based grading in grades K-2., differentiated learning, student engagement, strategic teaching, and a variety of instructional strategies that encourage higher order thinking.

What conclusions were drawn from the results?

The overall conclusions from the needs assessment data were that the areas of reading and math need to be a key focus for all grades. All data points analyzed demonstrated a weakness in some aspect of the reading program. There were weaknesses in phonological awareness and letter naming skills. In lower grades phonological weaknesses can be directly impacted and changes by the use of Discovery Intensive Phonics/Reading Horizons Discovery. All teachers in grades K-2 are implementing this program to systematically teach phonics and phonological rules and concepts. Students in grades 3-5 also exhibited weakness in one or more reading comprehension skills.
*Fifth grade scored 38% proficient which is a 6 percentage point decrease from the 2016-2017 reading performance of 44% proficient.
*Fourth grade scored 37% proficient which is a one percentage point increase over the 2016-2017 reading performance of 36% proficient. However the 37% proficient is 9 percentage points below the district performance of 47% proficient.
*Third grade scored 47% proficient which is a 7 percentage point increase over their 2016-2017 reading performance of 40% proficient. However the 47% proficient is two percentage points below the district performance of 49% proficient.
*Second grade scored 63% proficient/core in ORF which is a 21% gain from their Fall 2017-2018 ORF of 42% proficient /core. However this is two percentage points below the district average of 65% proficient/core in ORF.
*First grade scored 45% proficient in ORF on the Spring DIBELS Assessment which is an 11 percentage point drop from the Fall 2017-2018 DIBELS ORF score of 56% proficient/core. The score of 45% proficient/core in ORF is 12 percentage points below the district performance of 57% at proficient/core in ORF.
*Kindergarten scored 68% at proficient/core on the Spring 2017-2018 Spring DIBELS Assessment in NWF which is a 21 percentage point gain from their Winter 2017-2018 DIBELS NWF performance. However this is a four percentage points below the district average of 72% proficient/core in NWF.
The data demonstrates that the reading program in grades 3 - 5 must be strengthened to develop higher order analytical thinking skills and

the ability to interpret complex text and then to write about those interpretations in a constructed response. Students in third grade need to work on the key ideas of craft and structure and the integration of knowledge and ideas. Fourth grade students need to work on key ideas and details and the integration of knowledge and ideas. Fifth grade students need to focus on craft and structure and the integration of knowledge and ideas. The reading program at VES must focus on developing the reading stamina and the ability to attend the the reading task at hand. We also need to focus on the ability to locate key points of information in the text and to interpret that information and communicate it. Students must develop the ability to locate and cite text evidence from both fiction and non-fiction works, as well as, be able to compare two texts whether they are fiction, informational, or a combination of both.

The data also indicated multiple areas of weakness in mathematics. However second and third grades were above the district levels of proficiency in mathematics in 2017 - 2018. Second grade students scored 64 % proficient in mathematics which is 11 percentage points above the district average proficient performance. Third grade students scored 65 % proficient in mathematics in 2017 - 2018. This performance is 8 percentage points above the district percentage of 57% proficient. Second and third grade also had larger percentages of their students meeting their annual target goals. Second grade had 86% of the students meet their annual target goal which is 23 percentage points higher than the district average of 65% meeting their target goal. Third grade had 71% of the students meet their annual target goal which is 6 percentage points higher than the district average of 65% meeting their target goal.

*Fifth grade scored 34% proficient in mathematics on the 201-2018 Spring Scantron Assessment which is a growth of 3 percentage points over their 2016-2017 performance. However this is 10 percentage point below the district average of 44% proficient.

*Fourth grade scored 34% proficient on the Spring 2017-2018 Scantron Assessment which is an 8 point regression from the 42% proficient in 2016-2017. The performance is also 16 percentage points below the district average of 50% proficient.

**First grade scored 23% proficient on the 2017-2018 Spring Scantron Math Assessment which is a 10 percentage point drop from the first grade 2016-2017 Spring Scantron Math Assessment performance of 33% proficient. The 23% proficient is 32 percentage points below the district average of 55% proficient.

Some common areas of weakness school wide in mathematics are place value, geometry, number sense, measurement , fractional parts and applications, number operations, and data analysis. As a school we must focus on the College and Career Readiness Standards and the Mathematical Practice Standards, so that our students can demonstrate their mathematical knowledge at higher levels of Bloom's Taxonomy. Teachers in grades K-1 are implementing the tenents of "Number Talks. All students in grades 1 - 5 are using the Go Math mathematics program to provide consistency of instruction, concepts, and academic language. Instruction must be direct, standards-based, include small group instruction, and include a variety of instructional strategies.

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/processes, 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 and Tier II Instruction

*Small group instruction

*Consistency in the measurement of student performance across grade levels and courses - grades must match skills mastery

*Family engagement, involvement, and communication

*Implementation of Mathematical Practice Standards

*Providing and coordinating individualized learning supports to all unique learners (EL, Special Education, 504, and Dyslexia)

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 references to place goals into the areas of instruction, learning supports, and management. Results from numerous forms of data drives goals for students performance in Tier I instruction, use of resources, professional development, and learning communities for teachers, communications and involvement of families.

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 needs and areas of concern. The Leadership Team, along with the staff, analyzed this data and made recommendations for goals.

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 Vinemont Elementary School will:
*Improve Tier I, Tier II, and small group instruction increasing the number of students proficient on Scantron, thereby increasing the number of students reaching college and career readiness.
*Reduce the number of students referred through RTI to the Problem Solving Team
*Reduce the number of students retained
*Provide reading and math intervention to students, as determined by the PST, demonstrating below proficient performance
*Monitor all students served by the PST through monthly meetings where individual student data is shared
*Provide students with disadvantages small group instruction and additional assistance to reach their goals.

Component 2: Schoolwide Reform Strategies (Sec. 1114(7)(A)(i)(ii)(iii)(I)(II)(III))

Identify the strategies in the schoolwide plan that provide opportunities for all children, including each of the subgroups of students (economically disadvantaged; students from major racial and ethnic groups; children with disabilities; and English Learners) as defined in section 1111(c)(2) to meet the challenging State academic standards.

Goal 1:

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: by 05/24/2018 as measured by Scantron Math from 36% to 41%, Scantron Reading from 33% to 38%.

Strategy1:

Increase Educator Effectiveness - Cullman County Schools and Vinemont Elementary School have adopted the Instructional Framework.

Teachers will implement the Instructional Framework as they teach the college and career readiness standards across all content areas.

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?

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 - Standards Based Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
- Teachers will utilize pacing guides as they plan daily lessons based on the standards for their grade level content. Pacing will be considered as well as individual student mastery of standards. - Grades K-2 will implement standards based grading and reporting during the 2017-18 school year. Training for teachers and communication with parents will be ongoing throughout the year. - Scantron Achievement Series will be utilized to create formative assessments to be used to monitor student progress of students mastery of standards in grades 2-5.	Professional Learning Academic Support Program Direct Instruction	08/09/2017	05/24/2018	$0 - No Funding Required	District Leadership, Administrators, Teachers, Reading Specialist

Activity - MSLE Interventionist	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Vinemont Elementary School has, Becky Nelson, in the 2nd year of a State Department of Education sponsored MLSE training program. Becky will work with at least three groups of students that have been diagnosed with dyslexia to provide instruction using specific MSLE strategies.	Academic Support Program Direct Instruction	08/09/2017	05/24/2018	$0 - No Funding Required	MLSE Interventionist, Becky Nelson

Activity - Educator Effectiveness/Leadership Effectiveness	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Training for and implementation of Educator Effectiveness and Leadership Effectiveness will occur throughout the 2017-18 school year. The basis of the program is to improve practice of teachers and administrators in order to better serve the instructional needs of students and lead to continuous improvement of the school. Self assessments will occur and teachers/leaders will receive ongoing feedback with targeted suggestions for personal growth. Results will differentiate performance into four effectiveness groups: exemplary, effective, developing, and ineffective level of practice. Plans for growth will be developed and implemented throughout the year through their professional learning plans in order to increase performance.	Academic Support Program Direct Instruction Professional Learning	08/09/2017	05/24/2018	$0 - No Funding Required	District Leadership, Administrators, and Teachers

Activity - Technology Integration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
-Technology Conference - Cullman County Technology Department has held the CCETC since 2010 as an optional training for teachers and administrators to attend during the summer months. The last two years, CCETC was held on a teacher preservice day for all teachers, administrators, counselors, and staff. Over 70 of the presenters at the conference were local classroom teachers which encouraged other teachers in the district to rise to the challenge of student engagement through the use of technology in the classroom. -i21Zone Implementation - i21Zone provided Professional learning for educators in grades 4-8 through modeled lessons and by working side-by side with teachers to develop and deliver engaging technology-based instruction to students during the 2016-17 school year. Job embedded professional learning occurred as feedback was 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 also begin this year for third grade teachers and will be supported by technology coaches. -Digital Curriculum Implementation - District will become a more performance based school system by increasing student engagement and rigorous classroom instruction through using digital resources in daily lessons. Implementation will be evaluated through the use of Instructional Framework and Educator Effectiveness walk throughs. Teachers will be utilizing MacBook Air computers as they investigate digital curriculum such as Compass/Edgenuity Learning, iCurio, and Discovery Education. Science teachers in grades 3 - 12 will utilize Discovery Education Science Techbook which will be supported by school technology coaches and District Instructional Technology Support Specialists. -K-2 Grade iPad Initiative - Six iPads were purchased for all teachers in grades K-2 to use for daily instruction. Technology coaches will support teacher training and the implementation of Seesaw. Seesaw is a student driven digital portfolio. Seesaw empowers students of any age to create, collaborate and share. It is also used as a parent communication tool to allow parents to be more involved in their students learning. IPads and other materials and supplies will be purchased.	Academic Support Program Direct Instruction Professional Learning	08/02/2017	05/24/2018	$32722 - Title I Schoolwide	District Support Staff, Administrators, Classroom Teachers, Technology Coaches, Reading Specialists

Activity - Reading Specialist	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading Specialist will provide job embedded PD/Coaching on standards based instruction and the instructional framework . Coaching support for teachers will focus on students in kindergarten through third grade. Focus will be provided for differentiating instruction to support student needs for all schools. Support will also be provided for data analysis in order to support small group and individual student needs, as well as implementing technology into lessons to support student achievement.	Direct Instruction Parent Involvement Academic Support Program Technology	08/09/2017	05/24/2018	$0 - No Funding Required	State/Regiona l Support Staff, District Support Staff, Reading Specialist, Administrator s, and Classroom Teachers

Activity - Implementing the Instructional Framework K-12	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	08/09/2017	05/24/2018	$0 - No Funding Required	District Leadership Team, Principals, Teachers

Activity - Reading Horizons Discovery	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading Horizons Discovery 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. Teachers received training during pre-service days and will receive coaching support throughout the school year from the Discovery coach on the daily implementation of phonics instruction and available software for students. Reading Specialist will also continue to support the implementation process. Elevate is also available for grades 4-12 as an online intervention resource for students with Dyslexic tendencies.	Professional Learning Direct Instruction Academic Support Program Technology	08/02/2017	05/24/2018	$0 - No Funding Required	Discovery Coach, Administrators, Teachers, and Reading Specialist

Goal 2:

Identify barriers to teaching and learning and align support systems to address barriers.

Measurable Objective 1:

collaborate to to ensure that administrators, teachers, and counselors are provided the foundational documents, instructional materials, and training to teach academic, personal/social and college and career ready standards by 05/24/2018 as measured by data collected during the implementation of specific activities.

Strategy1:

Professional Learning - Members will attend training and collaborate to increase knowledge and understanding and improve their practice by participating in high quality professional learning. Educator Effectiveness promotes and supports the effective preparation, development, and improvement of Alabama's teachers and instructional leaders to insure that through effective professional practice, all students graduate college and/or career ready. Employees are solicited and retained through SearchSoft. Evaluations will be used as a formative assessment to provide information about evaluatee's current level of practice.

Category: Develop/Implement Professional Learning and Support

Research Cited: Effective teaching is essential to student achievement, and appropriate evaluation and coaching can increase teacher

effectiveness. Teachers who set pedagogical growth goals and work to achieve them, either alone or with a coach or administrator, improve

their expertise and instructional skill. Marzano

Activity - Ongoing technology integration training/support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Cullman County Technology Department provides various professional learning opportunities for administrators, counselors, and teacher. This includes the CCETC held on a teacher preservice day for all teachers, administrators, counselors, and staff. Job embedded training is offered by the district Technology Integration Specialists which includes model lessons, co-teaching, and coaching. In addition, Local school technology coaches attend periodic meetings for training that is then turned around to the teachers at their local schools.	Behavioral Support Program Direct Instruction Professional Learning Academic Support Program Technology	08/09/2017	05/24/2018	$0 - No Funding Required	Cullman County Schools Technology Director, Cullman County Schools Technology Integration Specialist, Cullman County Schools Technology Department, Classroom Teachers

Activity - Leadership Teams	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District Support Staff will develop and lead School Leadership training in August for all schools. District Strategic Plan, and Continuous Improvement Plan. Accountability requirements will also be shared (A-F Report Card). Teams will analyze Needs Assessment Data for student performance and stakeholder feedback to begin determining the areas in need of improvement and the areas of notable achievement. Goals and activities will be determined to guide the school in continuously improving student achievement. Leadership teams will continue to collaborate in their schools throughout the year to guide the continuous improvement process.	Parent Involvement Community Engagement Career Preparation/ Orientation Academic Support Program Direct Instruction Technology Behavioral Support Program	08/01/2017	05/24/2018	$0 - No Funding Required	District Support Staff, Principals, School Leadership Teams

Activity - CLAS Workshops	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be selected (6 teachers per workshop) to participate in two different CLAS Workshops. The first workshop, "Family Engagement: Building Connections to Impact Student Success" which will be held on October 19, 2017. The second workshop in "Using Connectedness to Empower Learning" held on March 15, 2018. The teachers (one per grade level) will return from the two workshops and share the information that they learned at the workshops with the other teachers in their grade levels at grade level meetings.	Professional Learning Technology Direct Instruction Behavioral Support Program Academic Support Program	10/02/2017	05/24/2018	$835 - Title I Schoolwide	Administrators, Participating Grade Level Representatives

Activity - Reading Specialist Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading Specialists participate in monthly trainings to enhance their skills in effective lesson development, coaching cycle, technology integration, and data analysis.	Direct Instruction Professional Learning Academic Support Program	08/01/2017	05/24/2018	$0 - No Funding Required	State/Regional Support, Elementary Curriculum Coordinator, Reading Specialists

Activity - Early Release	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District Support Staff will work with administrators to determine monthly focus for early release days. Calendar of monthly topics will be provided to administrators in August. Students will be dismissed at 12:00 on one Wednesday of each month for administrators and teachers to participate in professional learning and collaboration in order to implement district/school initiatives.	Behavioral Support Program Direct Instruction Academic Support Program Professional Learning Technology	08/01/2017	05/24/2018	$0 - No Funding Required	District Support Staff, Administrators, School Staff

Strategy2:

Student Support - Cullman County Schools will implement student support teams and teacher advisory groups 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

Activity - Adult Advisory Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All schools in Cullman County will implement teacher advisory groups so that all students feel they are well-known by at least one adult at school. Adult Advisors will utilize the REACH curriculum for lessons and follow the calendar of topics provided to their school. A walk-through checklist is created and used to monitor the implementation of the Teacher Advisor Program by the District Leadership Team once each semester.	Direct Instruction Career Preparation/ Orientation Academic Support Program Behavioral Support Program	08/01/2017	05/24/2018	$0 - No Funding Required	Learning Supports Specialists, Administrators, Counselor, Classroom Teachers, School Staff

Activity - Transition Days	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in that will be entering kindergarten and fifth grade students entering sixth grade will be given the opportunity to tour their new campuses, meet their teachers, ask questions, and become to become familiar with the new school routine that the next year will hold. The fifth grad students will tour the middle school campus in May of 2018. The kindergarten students will be invited to tour the elementary campus in July of 2018.	Academic Support Program Tutoring Career Preparation/ Orientation Behavioral Support Program	08/01/2017	07/20/2018	$0 - No Funding Required	Administrators, classroom teachers, support staff

Activity - Student Support Teams - RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School support was provided through the deployment of a system-wide RtI plan, complete with criteria for referring, documentation required for referral, monitoring of student progress, interventions implemented, and behavior plan. Monthly RtI meetings will take place at each school to review student data including but not limited to Dibels, Scantron, classroom performance, discipline, progress monitoring data, attendance, and parental input. Students will have access to an individualized learning path through Compass Learning (k-5) or Edgenuity (6-12) for remediation lessons to improve student outcomes.	Technology Academic Support Program Direct Instruction Behavioral Support Program	08/01/2017	05/24/2018	$0 - No Funding Required	Curriculum Supervisors, Reading Specialists, Counselors, RTI Chairpersons, Classroom Teachers

Activity - Intervention Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Vinemont Elementary School will provide intervention support, by certified teachers, to individual students and small groups of 2 or 3 students in areas of deficit. There will be an interventional support teacher for grades kindergarten through second grade and an dinterventional support teacher for grades three through five. These teachers will be able to provide support in reading and mathematics to children identified by the Student Support Team.	Direct Instruction Behavioral Support Program Tutoring Academic Support Program Technology	10/01/2017	05/24/2018	$48231 - Title I Schoolwide	Administrator, SST members, Counselor, Classroom Teacher, MSLE Interventionist, Intervention Teachers

Activity - Parental Workshops	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Vinemont Elementary will hold hour-long after school parental workshops on a variety of topics that will help parents work with their children to improve academic skills, and to help the parents negotiate the variety of technological tools and digital textbooks in use by the district. Purchase calendars, and colored paper.	Career Preparation/ Orientation Community Engagement Technology Behavioral Support Program Academic Support Program Parent Involvement	10/02/2017	04/30/2018	$640 - Title I Schoolwide	Administrator, Leadership Team, Parental Workshop Teacher

Activity - Parent and Family Engagement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Throughout the school year, district leadership will conduct training for parental representatives from each school. Representatives will then carry this information to their schools for turn-around training with other parents. A calendar of dates and topics to be covered at each meeting was provided to school administrators at leadership team meetings in August. Training topics include iNOW from home, state assessment score reports, study skills, technology safety, etc.	Academic Support Program Tutoring Professional Learning Career Preparation/ Orientation Behavioral Support Program Parent Involvement Direct Instruction	08/01/2017	05/24/2018	$0 - No Funding Required	Leadership Team (District and Local), Administrators, Parent Representatives

Activity - After School Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Vinemont Elementary School will provide after school tutoring for students identified by SST/RTI team and classroom teachers as in need of tutorial support for reading and mathematics. The tutoring will be provides by three teachers for two afternoons a week (reading and math).	Behavioral Support Program Academic Support Program Tutoring Direct Instruction Technology	10/02/2017	05/11/2018	$7207 - Title I Schoolwide	Leadership Team, SST/RTI Team, Administrators, Tutors, Classroom Teachers

Activity - ABEP Behavior Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Vinemont Elementary School will purchase the ABEP Program to use for behavioral support. Students that are sent to the office for behavioral issues, in grades 3 - 5, will be assigned modules in the ABEP Program to complete based on their targeted behavioral improvement needs.	Technology Academic Support Program Behavioral Support Program	10/02/2017	05/24/2018	$2500 - Title I Schoolwide	Administrators, Classroom Teachers, Counselor

Activity - Dyslexia Screening and Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Local school RtI Coordinators 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	08/01/2017	05/24/2018	$0 - No Funding Required	Director of Curriculum, Elementary Curriculum Coordinator, RTI Chairpersons, MSLE Interventionist, Classroom Teachers

Activity - Intervention Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Appleton Aide will be hired to work with students to increase their academic achievement.	Technology Academic Support Program Direct Instruction	10/02/2017	05/24/2018	$22155 - Title I Schoolwide	Principal, Aide

Goal 3:

Identify barriers to teaching and learning and align support systems to address barriers.

Measurable Objective 1:

collaborate to ensure that administrators, teachers, and counselors are provided the foundational documents, instructional materials, and training to teach academic, personal/social and college and career ready standards   by 05/24/2019 as measured by data collected during the implementation of specific activites.

Strategy1:

Student Support - Vinemont Elementary will implement student support teams and teacher advisory groups 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

Activity - MSLE Interventionist	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Vinemont Elementary School has, Becky Nelson, a certified MSLE interventionist. Becky has completed a two year course on the use of MSLE strategies with dyslexic and other stuggling students, as well as, passed the certification test at the end of the course. Becky will work with multiple groups of students with dyslexia, dyslexic tendencies, and other reading interferences each day. The sessions will rage in length from 30 minutes to one hour.	Direct Instruction Academic Support Program Behavioral Support Program	08/08/2018	05/24/2019	$0 - No Funding Required	MSLE Interventionist and PST Team Members

Activity - Math Interventionist	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Vinemont Elementary will provide students in grades 2 - 5 with access to a math interventionist. Students idenitified through the PST team will be recommended for participation in small group tutoring with the math intervention teacher. This tutoring conducted in a small group setting three days a week for thirty minutes.	Academic Support Program Direct Instruction	10/01/2018	05/24/2019	$23950 - Title I Schoolwide	Math Interventionist, Aministration, and PST Team

Activity - Eagle Buck Club	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student will have the opportunity to earn Eagle Bucks and participate in the Eagle Buck Club activities. The Eagle Bucks are given to students in recognition of appropriate behaviors, good works, model citizenship, and academic excellence. The students can use their Eagle Bucks to participate in special activities and /or to purchase special rewards.	Behavioral Support Program Other - Reward System Academic Support Program	08/08/2018	05/24/2019	$0 - No Funding Required	Teachers and Local Administrators

Activity - Instructional Aide	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Vinemont Elementary School will employ a Spur aide to facilitate parental communication, special projects, records accuracy, and parental involvement. The aide will work with the administration to facilitate parental involvement in school activities, foster better school/home communication, assist parents in navigating the numerous programs and documents required for school, and create unique opportunities to foster whole family involvement in the school.	Extra Curricular Community Engagement Academic Support Program Parent Involvement	08/08/2018	05/24/2019	$14243 - Title I Schoolwide	Administration, counselor, and office aide

Activity - Adult Advisory Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Vinemont Elementary will continue the implementation of our Adult Advisory Program. Students will be placed into advisor groups and assigned to an adult advisor. The advisory groups will meet on the first Wednesday of each month. The advisors will use the Reach Curriculum to conduct their monthly advisory classes. These advisory classes will be monitored by the local administration and the counselor through classroom visits.	Career Preparation/ Orientation Behavioral Support Program Academic Support Program Direct Instruction	09/05/2018	05/24/2019	$0 - No Funding Required	Counselor, Teachers, and Local Administration

Activity - Dyslexia Screening	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Vinemont Elementary will follow the Cullman County guidelines for screening students who meet the parameters for dyslexia. Students whose screening demonstrate those dyslexic tendencies will receive intervention provided by the classroom teacher and the MSLE Interventionist.	Tutoring Direct Instruction Academic Support Program	08/08/2018	05/24/2019	$0 - No Funding Required	Teachers, PST Team, MSLE Interventionist, Instructional Coach, and Local Administration

Activity - Student Support Teams - RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School support was provided through the deployment of a school-wide RTI plan. The teachers will follow the district criteria for referring , monitoring, implementing, and documenting students on the RTI list. We will hold monthly RTI meetings where teachers present and discuss data with the committee and other teachers. During these meetings plans will be developed to help ensure individual student success toward RTI goals. Students can receive interventions through the use on Compass/Edgenuity, small group instruction, Reading Horizons, or a variety of other approved intervention tools.	Direct Instruction Behavioral Support Program Academic Support Program Technology	08/08/2018	05/24/2019	$0 - No Funding Required	Teachers PST Team, and Local Administration

Strategy2:

Professional Learning - Teachers will attend training and collaborate to increase knowledge and understanding and improve their practice by participating in high quality professional learning. The use of Educator Effectiveness promotes and supports the effective preparation, development, and improvement of Vinemont's teachers and instructional leaders to ensure that through effective professional practice, all students graduate college and/or career ready. Evaluations will be used as a formative assessment to provide information about the evaluatee's current level of practice.

Category: Develop/Implement Professional Learning and Support

Research Cited:

effective teaching is essential to student achievement, and appropriate evaluation and coaching can increase teacher effectiveness.

Marzano

Activity - CLAS Workshops	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be selected to attend a variety of CLAS Workshops and return to school and complete turn around training with the remaining faculty members. Topics: *"Fostering Collective Efficacy to Ensure Improved Student Outcomes" *Mental Health in Schools: The Hidden Crisis" *"Improving Parental Involvement" "Disrupting Poverty to Create High Performing Schools" *Motivate and Manage the Differentiated Classroom"	Academic Support Program Extra Curricular Technology Career Preparation/ Orientation Community Engagement Professional Learning Policy and Process Behavioral Support Program Parent Involvement	08/08/2018	08/24/2018	$0 - No Funding Required	Teacher and Local Administrators

Activity - Early Release	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators will work with district leaders to determine the focus for each early release day during the 2018-2019 school year. Students will be dismissed at 12:00 on the Wednesdays of Early Release so that administrators and teachers can participate in professional learning and collaboration to implement district and school initiatives.	Professional Learning Technology Behavioral Support Program Direct Instruction Academic Support Program	08/08/2018	05/24/2019	$0 - No Funding Required	District Leaders, Teachers, and Local Administration

Activity - Leadership Teams	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Vinemont Elementary selected a leadership team made up of teachers and support staff. The leadership team met in July 2018 and will meet monthly to analyze student data, stakeholder feedback, teacher feedback, student feedback, and information gathered in classroom visits and walk-throughs. The leadership team will help identify and address areas of need and areas of celebration. The leadership team will continue to collaborate with teachers throughout the year to create an atmosphere of learning and success.	Technology Behavioral Support Program Professional Learning Parent Involvement Community Engagement Career Preparation/ Orientation Academic Support Program	07/23/2018	05/24/2019	$0 - No Funding Required	Leadership Team and Local Administrators

Identify the instructional strategies and methods used that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

Goal 1:

EL Goal: Progression of EL students toward language acquisition

Measurable Objective 1:

achieve college and career readiness of a 5% increase from 7% to 12% in EL students reaching a score of 4.8 or higher on the ACCESS for ELLs 2.0. Demonstrate a proficiency of 55% of EL students reaching their annual target growth by 05/24/2019 as measured by ACCESS for ELLs 2.0.

Strategy1:

Core EL instruction - English as a Second Language (ESL) is the core program taught by regular education teachers. EL teachers collaborate with regular education teachers to use SDAIE (Specially Designed Academic Instruction in English) strategies, SI (Sheltered Instruction) model strategies, and ARI strategies to assure attainment of reading and math goals and English proficiency.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Markos & Himmel. Using sheltered instruction to support English learners. March 2016. Washington, DC.

Willner & Monroe. The WIDA Accessibility and Accommodations Framework. 2015. WIDA Consortium. Madison, WI.

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
EL team will provide professional development for regular education teachers in the use of effective instructional strategies that can be used to meet needs of EL students in the classroom. These strategies are based on the SIOP model and are part of the Ellevation program used by Cullman County Schools to maintain EL student records. All teachers will have access to the instructional strategies, which focus on using the domains of speaking, listening, reading, and writing.	Academic Support Program Professional Learning Direct Instruction	08/08/2018	05/24/2019	$0 - No Funding Required	District support, EL and Classroom Teachers

Activity - Overview of EL Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An EL Program overview training video will be provided to all Cullman County teachers and administrators. The video will explain major components of the EL program and introduce the EL teachers and staff. Individual English Language Plans (i-ELPs), WIDA standards, green folders for documentation, accommodations, and interpreting ACCESS scores are some of the components to be discussed.	Academic Support Program Direct Instruction Professional Learning	08/08/2018	05/24/2019	$0 - No Funding Required	District support, Administration, EL and Classroom Teachers

Activity - Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
At the beginning of the school year, the EL teachers will review and analyze ACCESS reports showing comprehensive student data to monitor student language proficiency growth and to align I-ELPs to meet each student's needs. Each school EL committee will meet to discuss EL students' needs and accommodations to enhance student language proficiency growth.	Academic Support Program	08/08/2018	05/24/2019	$0 - No Funding Required	Administrator, EL and Classroom Teachers

Goal 2:

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 by 05/24/2019 as measured by an increase in Scantron Math scores from 43% to 48% and Scantron Reading scores from 41% - 46%.

Strategy1:

Effective Instruction - Vinemont Elementary School will focus on instruction, assessment, grading, and academic reporting that is based on the students demonstrating understanding or mastery of knowledge and skills they are expected to learn as they progress through their education. Teachers implement the instructional framework as they teach the College and Career Readiness Standards across all content areas.

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?

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 - Standards Based and Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
*Teachers will utilized the 2018-2019 Revised Curriculum and Pacing Guides to plan their instruction and the implementation of the standards in their daily lessons. The Pacing guides will provide teachers with the progression to follow each nine weeks to ensure that students have been introduced to and mastered each required standard. *Small group instruction will be implemented in mathematics and reading classes and these classes will also implement learning stations in the classroom. *Grades K-1 will implement practices from the 2017-218 professional development "Number Talks." All of these activities will be fostered and monitored by the instructional coach and the local administration.	Direct Instruction Academic Support Program	08/08/2018	05/24/2019	$0 - No Funding Required	Teachers, Instructional Coach, and Local Administration

Activity - Technology Integration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
*Digital Curriculum Implementation - Teachers will to utilize MacBook Air computers to investigate and implement the various digital curriculum components with the students in their classrooms using Chromebooks and I Pads. Teachers will use Compass/Edgenuity, iCurio, Discovery Education, I21 Zone, Relex Math, Go Math On-line, and Studies Weekly On-line. Science instruction in grades 3 -5 will utilize the Discovery Education Science Techbook. These on-line curricula will be monitored and supported by the instructional coach, the district technology department, and the local administration. *K-2 teachers will continue to implement the use of Seesaw with their district provided IPads. The Seesaw program will allow teachers and students to create, collaborate, and share digital learning portfolios. This initiative is supported by the technology department and monitored by the technology department, the instructional coach and the local administration. *Technology Conference - Teachers will participate in and attend the CCETC in January of 2019. The CCETC will allow teacher to teach others and learn from other teacher about the best practices using technology in the classroom.	Academic Support Program Professional Learning Direct Instruction	08/08/2018	05/24/2019	$0 - No Funding Required	District Technology Staff, Instructional Coach, Teachers, and Local Administrators

Activity - Go Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in grades 1 - 5 will implement the Go Math curriculum in the classroom through the use of direct instruction, on-line instruction, and small group instruction. The Go Math curriculum will be monitored by the local administration through formal observations, walk-throughs, and classroom visits.	Academic Support Program Direct Instruction	08/08/2018	05/24/2019	$0 - No Funding Required	Teachers, Administration, and Instructional Coach

Activity - Bicentennial Grant Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Vinemont Elementary was awarded an Alabama Bicentennial Grant in the amount of $2000. The grant was awarded through a competitive application process. The grant seeks to develop an understanding of the history of the Vinemont community from its agricultural roots to its ties to industry and the railroad. The project seeks to develop on oral history account of Vinemont, its history, and its citizens created by students. The oral history interviews will be conducted by the students and video taped by teachers. The histories and stories collected will also be published in a bound history of Vinemont. The project also includes four different parental and community involvement events. *Super Citizen Celebration - Students present their super citizen and his/her story. *Farm Day - Community Celebration of our Agricultural Past *Veterans Day Celebration - School and community celebration of our veterans with patriotic music, poems, a veteran's walk, and a slide show of our veterans. *Vinemont History Days and Homecoming Celebration - Two days of celebrating the history of our community with a museum, bus tours of the community, exhibits and demonstrations, tours of the high school and its 50th year celebration, a car show, and a parade.	Field Trip Community Engagement Career Preparation/ Orientation Direct Instruction Technology Academic Support Program Professional Learning Parent Involvement	08/08/2018	05/24/2019	$0 - No Funding Required	Bicentennial Committee, Local Administration, Parents, Teachers, and Community Members

Activity - Reading Horizons/Discovery	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading Horizons Discovery will be used in grades K-2 as the foundational phonological program for all students, and it will also be used with our special needs population, as applicable, in grades 3 - 5. Teachers will implement that program based on the district provided progression with assistance and support from the instructional coach. The continued implementation will be monitored by the local administration and the instructional coach through walk-throughs, classroom visits, formall observations, and the use of the coaching cycle.	Direct Instruction Academic Support Program	08/08/2018	05/24/2019	$0 - No Funding Required	Instructional Coach, Teachers, and Local Administration

Activity - Educator Effectiveness/Leadership Effectiveness	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continued training and implementation of Educator Effectiveness and Leadership Effectiveness. This program's purpose is to improve the practice of teachers and administrators in order to meet the instructional needs of the students and lead to continuous improvement of the school and its programs. Teachers will conduct self-assessments and develop their own unique professional development plan to aid in their individual growth as an educator. The administration will monitor the teacher's individual plans through classroom walk-throughs, formal observations, and observations using the Eleot tool.	Professional Learning Academic Support Program Direct Instruction	08/08/2018	05/24/2019	$0 - No Funding Required	Administrators, Teachers, and District Staff

Goal 3:

Identify barriers to teaching and learning and align support systems to address barriers.

Measurable Objective 1:

collaborate to ensure that administrators, teachers, and counselors are provided the foundational documents, instructional materials, and training to teach academic, personal/social and college and career ready standards   by 05/24/2019 as measured by data collected during the implementation of specific activites.

Strategy1:

Professional Learning - Teachers will attend training and collaborate to increase knowledge and understanding and improve their practice by participating in high quality professional learning. The use of Educator Effectiveness promotes and supports the effective preparation, development, and improvement of Vinemont's teachers and instructional leaders to ensure that through effective professional practice, all students graduate college and/or career ready. Evaluations will be used as a formative assessment to provide information about the evaluatee's current level of practice.

Category: Develop/Implement Professional Learning and Support

Research Cited:

effective teaching is essential to student achievement, and appropriate evaluation and coaching can increase teacher effectiveness.

Marzano

Activity - CLAS Workshops	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be selected to attend a variety of CLAS Workshops and return to school and complete turn around training with the remaining faculty members. Topics: *"Fostering Collective Efficacy to Ensure Improved Student Outcomes" *Mental Health in Schools: The Hidden Crisis" *"Improving Parental Involvement" "Disrupting Poverty to Create High Performing Schools" *Motivate and Manage the Differentiated Classroom"	Community Engagement Behavioral Support Program Professional Learning Career Preparation/ Orientation Academic Support Program Technology Parent Involvement Policy and Process Extra Curricular	08/08/2018	08/24/2018	$0 - No Funding Required	Teacher and Local Administrators

Activity - Early Release	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators will work with district leaders to determine the focus for each early release day during the 2018-2019 school year. Students will be dismissed at 12:00 on the Wednesdays of Early Release so that administrators and teachers can participate in professional learning and collaboration to implement district and school initiatives.	Technology Professional Learning Behavioral Support Program Academic Support Program Direct Instruction	08/08/2018	05/24/2019	$0 - No Funding Required	District Leaders, Teachers, and Local Administration

Activity - Leadership Teams	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Vinemont Elementary selected a leadership team made up of teachers and support staff. The leadership team met in July 2018 and will meet monthly to analyze student data, stakeholder feedback, teacher feedback, student feedback, and information gathered in classroom visits and walk-throughs. The leadership team will help identify and address areas of need and areas of celebration. The leadership team will continue to collaborate with teachers throughout the year to create an atmosphere of learning and success.	Technology Professional Learning Behavioral Support Program Career Preparation/ Orientation Parent Involvement Academic Support Program Community Engagement	07/23/2018	05/24/2019	$0 - No Funding Required	Leadership Team and Local Administrators

Strategy2:

Student Support - Vinemont Elementary will implement student support teams and teacher advisory groups 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

Activity - Math Interventionist	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Vinemont Elementary will provide students in grades 2 - 5 with access to a math interventionist. Students idenitified through the PST team will be recommended for participation in small group tutoring with the math intervention teacher. This tutoring conducted in a small group setting three days a week for thirty minutes.	Academic Support Program Direct Instruction	10/01/2018	05/24/2019	$23950 - Title I Schoolwide	Math Interventionist, Aministration, and PST Team

Activity - Adult Advisory Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Vinemont Elementary will continue the implementation of our Adult Advisory Program. Students will be placed into advisor groups and assigned to an adult advisor. The advisory groups will meet on the first Wednesday of each month. The advisors will use the Reach Curriculum to conduct their monthly advisory classes. These advisory classes will be monitored by the local administration and the counselor through classroom visits.	Career Preparation/ Orientation Direct Instruction Behavioral Support Program Academic Support Program	09/05/2018	05/24/2019	$0 - No Funding Required	Counselor, Teachers, and Local Administration

Activity - MSLE Interventionist	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Vinemont Elementary School has, Becky Nelson, a certified MSLE interventionist. Becky has completed a two year course on the use of MSLE strategies with dyslexic and other stuggling students, as well as, passed the certification test at the end of the course. Becky will work with multiple groups of students with dyslexia, dyslexic tendencies, and other reading interferences each day. The sessions will rage in length from 30 minutes to one hour.	Behavioral Support Program Academic Support Program Direct Instruction	08/08/2018	05/24/2019	$0 - No Funding Required	MSLE Interventionist and PST Team Members

Activity - Eagle Buck Club	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student will have the opportunity to earn Eagle Bucks and participate in the Eagle Buck Club activities. The Eagle Bucks are given to students in recognition of appropriate behaviors, good works, model citizenship, and academic excellence. The students can use their Eagle Bucks to participate in special activities and /or to purchase special rewards.	Other - Reward System Academic Support Program Behavioral Support Program	08/08/2018	05/24/2019	$0 - No Funding Required	Teachers and Local Administrators

Activity - Student Support Teams - RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School support was provided through the deployment of a school-wide RTI plan. The teachers will follow the district criteria for referring , monitoring, implementing, and documenting students on the RTI list. We will hold monthly RTI meetings where teachers present and discuss data with the committee and other teachers. During these meetings plans will be developed to help ensure individual student success toward RTI goals. Students can receive interventions through the use on Compass/Edgenuity, small group instruction, Reading Horizons, or a variety of other approved intervention tools.	Technology Behavioral Support Program Academic Support Program Direct Instruction	08/08/2018	05/24/2019	$0 - No Funding Required	Teachers PST Team, and Local Administration

Activity - Dyslexia Screening	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Vinemont Elementary will follow the Cullman County guidelines for screening students who meet the parameters for dyslexia. Students whose screening demonstrate those dyslexic tendencies will receive intervention provided by the classroom teacher and the MSLE Interventionist.	Direct Instruction Academic Support Program Tutoring	08/08/2018	05/24/2019	$0 - No Funding Required	Teachers, PST Team, MSLE Interventionist, Instructional Coach, and Local Administration

Activity - Instructional Aide	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Vinemont Elementary School will employ a Spur aide to facilitate parental communication, special projects, records accuracy, and parental involvement. The aide will work with the administration to facilitate parental involvement in school activities, foster better school/home communication, assist parents in navigating the numerous programs and documents required for school, and create unique opportunities to foster whole family involvement in the school.	Extra Curricular Parent Involvement Community Engagement Academic Support Program	08/08/2018	05/24/2019	$14243 - Title I Schoolwide	Administration, counselor, and office aide

Goal 4:

Effectively use our teachers, leaders, and staff to increase students achievement, stakeholder involvement, and satisfaction

Measurable Objective 1:

collaborate to effectively collect, analyze, and use data to continuously improve teaching and learning experiences by 05/24/2019 as

measured by agendas, sign-in sheets, student performance, and walk-throughs..

Strategy1:

Collect and Utilize Data Sourcees - Vinemont Elementary will implement processes to collect, analyze, and apply findings from various data

sources in order to continuously improve student and teacher achievement.

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

Research Cited: 7 Step Cycle for Continuous Improvement, Learning Forward

Activity - Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school leadership team will have a designated time for the administrators and the classroom teachers to collaborate and analyze data to improve instruction and student achievement. The district staff will provide support in the preparation for these meetings. *Grade Level Meetings - Teachers will conduct weekly grade level meetings to discuss students data, standards, and to plan for instruction.	Behavioral Support Program Direct Instruction Academic Support Program	08/08/2018	05/24/2019	$0 - No Funding Required	Administrators, Leadership Team, Teachers and District Staff

Activity - Aims Portal and Decision Ed.	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators will use the AIMS Portal and Decision Ed. to track various data points pertinent to student achievement, attendance, and accountability.	Direct Instruction Technology Academic Support Program Professional Learning	08/08/2018	05/24/2019	$0 - No Funding Required	Local Administrators

Activity - Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators will monitor the implementation of district initiatives, the local CIP, and Educator Effectiveness. Administrators will use walk-throughs, formal observations, student interviews, classroom visits, and the Eleot tool to complete this monitoring.	Policy and Process Direct Instruction Professional Learning Behavioral Support Program Academic Support Program	08/08/2018	05/24/2019	$0 - No Funding Required	Local Administrators

Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, through activities which may include-

•counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas

•preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools

•implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.)

Goal 1:

EL Goal: Progression of EL students toward language acquisition

Measurable Objective 1:

achieve college and career readiness of a 5% increase from 7% to 12% in EL students reaching a score of 4.8 or higher on the ACCESS for ELLs 2.0. Demonstrate a proficiency of 55% of EL students reaching their annual target growth by 05/24/2019 as measured by ACCESS for ELLs 2.0.

Strategy1:

Core EL instruction - English as a Second Language (ESL) is the core program taught by regular education teachers. EL teachers collaborate with regular education teachers to use SDAIE (Specially Designed Academic Instruction in English) strategies, SI (Sheltered Instruction) model strategies, and ARI strategies to assure attainment of reading and math goals and English proficiency.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Markos & Himmel. Using sheltered instruction to support English learners. March 2016. Washington, DC.

Willner & Monroe. The WIDA Accessibility and Accommodations Framework. 2015. WIDA Consortium. Madison, WI.

Activity - Overview of EL Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An EL Program overview training video will be provided to all Cullman County teachers and administrators. The video will explain major components of the EL program and introduce the EL teachers and staff. Individual English Language Plans (i-ELPs), WIDA standards, green folders for documentation, accommodations, and interpreting ACCESS scores are some of the components to be discussed.	Direct Instruction Professional Learning Academic Support Program	08/08/2018	05/24/2019	$0 - No Funding Required	District support, Administration, EL and Classroom Teachers

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
EL team will provide professional development for regular education teachers in the use of effective instructional strategies that can be used to meet needs of EL students in the classroom. These strategies are based on the SIOP model and are part of the Ellevation program used by Cullman County Schools to maintain EL student records. All teachers will have access to the instructional strategies, which focus on using the domains of speaking, listening, reading, and writing.	Academic Support Program Professional Learning Direct Instruction	08/08/2018	05/24/2019	$0 - No Funding Required	District support, EL and Classroom Teachers

Activity - Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
At the beginning of the school year, the EL teachers will review and analyze ACCESS reports showing comprehensive student data to monitor student language proficiency growth and to align I-ELPs to meet each student's needs. Each school EL committee will meet to discuss EL students' needs and accommodations to enhance student language proficiency growth.	Academic Support Program	08/08/2018	05/24/2019	$0 - No Funding Required	Administrator, EL and Classroom Teachers

Goal 2:

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 by 05/24/2019 as measured by an increase in Scantron Math scores from 43% to 48% and Scantron Reading scores from 41% - 46%.

Strategy1:

Effective Instruction - Vinemont Elementary School will focus on instruction, assessment, grading, and academic reporting that is based on the students demonstrating understanding or mastery of knowledge and skills they are expected to learn as they progress through their education. Teachers implement the instructional framework as they teach the College and Career Readiness Standards across all content areas.

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?

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 - Educator Effectiveness/Leadership Effectiveness	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continued training and implementation of Educator Effectiveness and Leadership Effectiveness. This program's purpose is to improve the practice of teachers and administrators in order to meet the instructional needs of the students and lead to continuous improvement of the school and its programs. Teachers will conduct self-assessments and develop their own unique professional development plan to aid in their individual growth as an educator. The administration will monitor the teacher's individual plans through classroom walk-throughs, formal observations, and observations using the Eleot tool.	Academic Support Program Direct Instruction Professional Learning	08/08/2018	05/24/2019	$0 - No Funding Required	Administrators, Teachers, and District Staff

Activity - Reading Horizons/Discovery	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading Horizons Discovery will be used in grades K-2 as the foundational phonological program for all students, and it will also be used with our special needs population, as applicable, in grades 3 - 5. Teachers will implement that program based on the district provided progression with assistance and support from the instructional coach. The continued implementation will be monitored by the local administration and the instructional coach through walk-throughs, classroom visits, formall observations, and the use of the coaching cycle.	Academic Support Program Direct Instruction	08/08/2018	05/24/2019	$0 - No Funding Required	Instructional Coach, Teachers, and Local Administration

Activity - Go Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in grades 1 - 5 will implement the Go Math curriculum in the classroom through the use of direct instruction, on-line instruction, and small group instruction. The Go Math curriculum will be monitored by the local administration through formal observations, walk-throughs, and classroom visits.	Direct Instruction Academic Support Program	08/08/2018	05/24/2019	$0 - No Funding Required	Teachers, Administration, and Instructional Coach

Activity - Standards Based and Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
*Teachers will utilized the 2018-2019 Revised Curriculum and Pacing Guides to plan their instruction and the implementation of the standards in their daily lessons. The Pacing guides will provide teachers with the progression to follow each nine weeks to ensure that students have been introduced to and mastered each required standard. *Small group instruction will be implemented in mathematics and reading classes and these classes will also implement learning stations in the classroom. *Grades K-1 will implement practices from the 2017-218 professional development "Number Talks." All of these activities will be fostered and monitored by the instructional coach and the local administration.	Academic Support Program Direct Instruction	08/08/2018	05/24/2019	$0 - No Funding Required	Teachers, Instructional Coach, and Local Administration

Activity - Bicentennial Grant Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Vinemont Elementary was awarded an Alabama Bicentennial Grant in the amount of $2000. The grant was awarded through a competitive application process. The grant seeks to develop an understanding of the history of the Vinemont community from its agricultural roots to its ties to industry and the railroad. The project seeks to develop on oral history account of Vinemont, its history, and its citizens created by students. The oral history interviews will be conducted by the students and video taped by teachers. The histories and stories collected will also be published in a bound history of Vinemont. The project also includes four different parental and community involvement events. *Super Citizen Celebration - Students present their super citizen and his/her story. *Farm Day - Community Celebration of our Agricultural Past *Veterans Day Celebration - School and community celebration of our veterans with patriotic music, poems, a veteran's walk, and a slide show of our veterans. *Vinemont History Days and Homecoming Celebration - Two days of celebrating the history of our community with a museum, bus tours of the community, exhibits and demonstrations, tours of the high school and its 50th year celebration, a car show, and a parade.	Career Preparation/ Orientation Technology Professional Learning Academic Support Program Direct Instruction Field Trip Parent Involvement Community Engagement	08/08/2018	05/24/2019	$0 - No Funding Required	Bicentennial Committee, Local Administration, Parents, Teachers, and Community Members

Activity - Technology Integration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
*Digital Curriculum Implementation - Teachers will to utilize MacBook Air computers to investigate and implement the various digital curriculum components with the students in their classrooms using Chromebooks and I Pads. Teachers will use Compass/Edgenuity, iCurio, Discovery Education, I21 Zone, Relex Math, Go Math On-line, and Studies Weekly On-line. Science instruction in grades 3 -5 will utilize the Discovery Education Science Techbook. These on-line curricula will be monitored and supported by the instructional coach, the district technology department, and the local administration. *K-2 teachers will continue to implement the use of Seesaw with their district provided IPads. The Seesaw program will allow teachers and students to create, collaborate, and share digital learning portfolios. This initiative is supported by the technology department and monitored by the technology department, the instructional coach and the local administration. *Technology Conference - Teachers will participate in and attend the CCETC in January of 2019. The CCETC will allow teacher to teach others and learn from other teacher about the best practices using technology in the classroom.	Academic Support Program Direct Instruction Professional Learning	08/08/2018	05/24/2019	$0 - No Funding Required	District Technology Staff, Instructional Coach, Teachers, and Local Administrators

Goal 3:

Identify barriers to teaching and learning and align support systems to address barriers.

Measurable Objective 1:

collaborate to ensure that administrators, teachers, and counselors are provided the foundational documents, instructional materials, and training to teach academic, personal/social and college and career ready standards   by 05/24/2019 as measured by data collected during the implementation of specific activites.

Strategy1:

Student Support - Vinemont Elementary will implement student support teams and teacher advisory groups to support our students in the development of not only academic growth, as demonstrated by a gain of 5% in the Scantron growth analysis from 52% to 57% in reading and from 54% to 61% in math ,but also social and personal needs. The learning supports will address barriers to learning to promote student growth and success.

Category: Develop/Implement Learning Supports

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

Activity - Math Interventionist	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Vinemont Elementary will provide students in grades 2 - 5 with access to a math interventionist. Students idenitified through the PST team will be recommended for participation in small group tutoring with the math intervention teacher. This tutoring conducted in a small group setting three days a week for thirty minutes.	Academic Support Program Direct Instruction	10/01/2018	05/24/2019	$23950 - Title I Schoolwide	Math Interventionist, Aministration, and PST Team

Activity - Instructional Aide	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Vinemont Elementary School will employ a Spur aide to facilitate parental communication, special projects, records accuracy, and parental involvement. The aide will work with the administration to facilitate parental involvement in school activities, foster better school/home communication, assist parents in navigating the numerous programs and documents required for school, and create unique opportunities to foster whole family involvement in the school.	Extra Curricular Parent Involvement Academic Support Program Community Engagement	08/08/2018	05/24/2019	$14243 - Title I Schoolwide	Administration, counselor, and office aide

Activity - Eagle Buck Club	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student will have the opportunity to earn Eagle Bucks and participate in the Eagle Buck Club activities. The Eagle Bucks are given to students in recognition of appropriate behaviors, good works, model citizenship, and academic excellence. The students can use their Eagle Bucks to participate in special activities and /or to purchase special rewards.	Behavioral Support Program Other - Reward System Academic Support Program	08/08/2018	05/24/2019	$0 - No Funding Required	Teachers and Local Administrators

Activity - Dyslexia Screening	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Vinemont Elementary will follow the Cullman County guidelines for screening students who meet the parameters for dyslexia. Students whose screening demonstrate those dyslexic tendencies will receive intervention provided by the classroom teacher and the MSLE Interventionist.	Academic Support Program Tutoring Direct Instruction	08/08/2018	05/24/2019	$0 - No Funding Required	Teachers, PST Team, MSLE Interventionist, Instructional Coach, and Local Administration

Activity - MSLE Interventionist	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Vinemont Elementary School has, Becky Nelson, a certified MSLE interventionist. Becky has completed a two year course on the use of MSLE strategies with dyslexic and other stuggling students, as well as, passed the certification test at the end of the course. Becky will work with multiple groups of students with dyslexia, dyslexic tendencies, and other reading interferences each day. The sessions will rage in length from 30 minutes to one hour.	Direct Instruction Behavioral Support Program Academic Support Program	08/08/2018	05/24/2019	$0 - No Funding Required	MSLE Interventionist and PST Team Members

Activity - Student Support Teams - RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School support was provided through the deployment of a school-wide RTI plan. The teachers will follow the district criteria for referring , monitoring, implementing, and documenting students on the RTI list. We will hold monthly RTI meetings where teachers present and discuss data with the committee and other teachers. During these meetings plans will be developed to help ensure individual student success toward RTI goals. Students can receive interventions through the use on Compass/Edgenuity, small group instruction, Reading Horizons, or a variety of other approved intervention tools.	Behavioral Support Program Direct Instruction Technology Academic Support Program	08/08/2018	05/24/2019	$0 - No Funding Required	Teachers PST Team, and Local Administration

Activity - Adult Advisory Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Vinemont Elementary will continue the implementation of our Adult Advisory Program. Students will be placed into advisor groups and assigned to an adult advisor. The advisory groups will meet on the first Wednesday of each month. The advisors will use the Reach Curriculum to conduct their monthly advisory classes. These advisory classes will be monitored by the local administration and the counselor through classroom visits.	Academic Support Program Career Preparation/ Orientation Behavioral Support Program Direct Instruction	09/05/2018	05/24/2019	$0 - No Funding Required	Counselor, Teachers, and Local Administration

Strategy2:

Professional Learning - Teachers will attend training and collaborate to increase knowledge and understanding and improve their practice by

participating in high quality professional learning. The use of Educator Effectiveness promotes and supports the effective preparation,

development, and improvement of Vinemont's teachers and instructional leaders to ensure that through effective professional practice, all

students graduate college and/or career ready. Evaluations will be used as a formative assessment to provide information about the

evaluatee's current level of practice.

Category: Develop/Implement Professional Learning and Support

Research Cited:

effective teaching is essential to student achievement, and appropriate evaluation and coaching can increase teacher effectiveness.

Marzano

Activity - Early Release	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators will work with district leaders to determine the focus for each early release day during the 2018-2019 school year. Students will be dismissed at 12:00 on the Wednesdays of Early Release so that administrators and teachers can participate in professional learning and collaboration to implement district and school initiatives.	Direct Instruction Professional Learning Academic Support Program Technology Behavioral Support Program	08/08/2018	05/24/2019	$0 - No Funding Required	District Leaders, Teachers, and Local Administration

Activity - Leadership Teams	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Vinemont Elementary selected a leadership team made up of teachers and support staff. The leadership team met in July 2018 and will meet monthly to analyze student data, stakeholder feedback, teacher feedback, student feedback, and information gathered in classroom visits and walk-throughs. The leadership team will help identify and address areas of need and areas of celebration. The leadership team will continue to collaborate with teachers throughout the year to create an atmosphere of learning and success.	Community Engagement Parent Involvement Academic Support Program Professional Learning Career Preparation/ Orientation Behavioral Support Program Technology	07/23/2018	05/24/2019	$0 - No Funding Required	Leadership Team and Local Administrators

Activity - CLAS Workshops	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be selected to attend a variety of CLAS Workshops and return to school and complete turn around training with the remaining faculty members. Topics: *"Fostering Collective Efficacy to Ensure Improved Student Outcomes" *Mental Health in Schools: The Hidden Crisis" *"Improving Parental Involvement" "Disrupting Poverty to Create High Performing Schools" *Motivate and Manage the Differentiated Classroom"	Community Engagement Behavioral Support Program Policy and Process Parent Involvement Extra Curricular Technology Career Preparation/ Orientation Professional Learning Academic Support Program	08/08/2018	08/24/2018	$0 - No Funding Required	Teacher and Local Administrators

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

Goal 1:

EL Goal: Progression of EL students toward language acquisition

Measurable Objective 1:

achieve college and career readiness of a 5% increase from 7% to 12% in EL students reaching a score of 4.8 or higher on the ACCESS for

ELLs 2.0. Demonstrate a proficiency of 55% of EL students reaching their annual target growth by 05/24/2019 as measured by ACCESS for

ELLs 2.0.

Strategy1:

Core EL instruction - English as a Second Language (ESL) is the core program taught by regular education teachers. EL teachers

collaborate with regular education teachers to use SDAIE (Specially Designed Academic Instruction in English) strategies, SI (Sheltered

Instruction) model strategies, and ARI strategies to assure attainment of reading and math goals and English proficiency.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Markos & Himmel. Using sheltered instruction to support English learners. March 2016. Washington, DC.

Willner & Monroe. The WIDA Accessibility and Accommodations Framework. 2015. WIDA Consortium. Madison, WI.

Activity - Overview of EL Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An EL Program overview training video will be provided to all Cullman County teachers and administrators. The video will explain major components of the EL program and introduce the EL teachers and staff. Individual English Language Plans (i-ELPs), WIDA standards, green folders for documentation, accommodations, and interpreting ACCESS scores are some of the components to be discussed.	Academic Support Program Direct Instruction Professional Learning	08/08/2018	05/24/2019	$0 - No Funding Required	District support, Administration, EL and Classroom Teachers

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
EL team will provide professional development for regular education teachers in the use of effective instructional strategies that can be used to meet needs of EL students in the classroom. These strategies are based on the SIOP model and are part of the Ellevation program used by Cullman County Schools to maintain EL student records. All teachers will have access to the instructional strategies, which focus on using the domains of speaking, listening, reading, and writing.	Academic Support Program Professional Learning Direct Instruction	08/08/2018	05/24/2019	$0 - No Funding Required	District support, EL and Classroom Teachers

Activity - Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
At the beginning of the school year, the EL teachers will review and analyze ACCESS reports showing comprehensive student data to monitor student language proficiency growth and to align I-ELPs to meet each student's needs. Each school EL committee will meet to discuss EL students' needs and accommodations to enhance student language proficiency growth.	Academic Support Program	08/08/2018	05/24/2019	$0 - No Funding Required	Administrator, EL and Classroom Teachers

Describe how the school provides individual student academic achievement results and interpretation of the results to parents of English Learners in a language they can understand.

Student's achievement results and the interpretation of those results can be interpreted by the EL Liaison based at the Central Office. Conferences are scheduled at the convenience of the parent, so that the parent, teacher, and the EL Liaison can be present to read, discuss, and interpret those results. If a student is being referred for special education testing or services the EL Liaison will be present at all meetings to assist with the understanding of the parents rights, the students rights, the test results, the services provided, and what the IEP will provide. Also, for attendance and enrollment procedures and questions the secretary/bookkeeper/registrar at VES speaks Spanish and assists the parents with registration, attendance issues, and other day-today questions.

Component 3: Instruction by Qualified Staff (Sec.1112(c)(6))

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

Label	Assurance	Response	Comment	Attachment
2.	Do all of the teachers meet the state requirements and licensing criteria for the grade levels and subject areas in which the teachers provide instruction? If no, what is the number that has not met state requirements and licensing criteria, and what is being done to address this?	Yes		

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

The administration and the faculty-elected leadership team review applicants for all positions. The review includes making sure that all applicants considered for an interview are highly qualified by the standards set forth by the State of Alabama. The administration reviews the certifications , qualifications, and checks the references of those candidates to be interviewed by the committee. The administration and the leadership team interview the most highly qualified candidates using a predetermined set of questions that will demonstrate the candidates content knowledge, knowledge of the CCRS Standards, the use of a variety of teaching standards, and their knowledge of special education rules and procedures. This provides that all 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 subject and the grade level they are assigned. Teachers are hired following the Cullman County Board Policies.

Component 4: Strategies to Attract Qualified Teachers (Sec. 1114(7)(A)(iii)(IV))

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

We had a turn over rate of 8% for the 2017 - 2018 school year. We had two teachers transfer (one in system and one out of the district and area.) We also had a counselor to resign. We added a unit to our kindergarten and a part time math intervention teacher.

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

A majority of our teachers have seven or more years teaching experience. Thirty-seven out of forty-three staff members have a Master's Degree. Twelve teachers have over twenty years teaching experience. VES has one teacher with National Board Certification.

If there is a high turnover rate, list initiatives the school or school district has implemented to attempt to lower the turnover rate (recruitment and retention strategies).

N/A

Component 5: High Quality and Ongoing Professional Development (Sec. 1114(7)(A)(iii)(IV))

Describe how data is used from academic assessments to determine professional development.

The school leadership team and the faculty analyzed various academic data points from a variety of sources. The analysis was focused on identifying specific areas in which our students needed to grow academically. Once the areas of concern were identified grade level meetings were planned and held, so that teachers could complete reflective activities that focused on their practice. The teachers were asked to look at the professional and instructional practices to see if there were areas in which they could use professional development. These identified needs helped focus the plans for professional development and staff development activities. Teachers were also able to offer suggestions for professional development activities for the upcoming year, possible articles and/or books to read as a professional learning community, or possible seminars or workshops to attend based on our areas of greatest concern.

Identify the professional development opportunities for teachers, principals, paraprofessionals, and other school personnel to improve instruction.

Participation in Professional Learning Communities that may include the following:
*grade level meetings
*data meetings
*PST/RTI meetings
*District and School-led Early Release Days
*Discovery Education Training
*Dyslexic Simulation Training
*CLAS Workshops
*Cullman County Technology Conference
*Reading Specialist Meetings
*Green Folder Training
*Leadership Team Meetings
*Advisory Committee Meetings
*Alabama School Counseling Association Conference
*Classroom Visits for Best Practices
*Educator Effectiveness
*Librarians Conference
*ALC Conference
*CLAS Conference
MSLE Turn-Around Training
eLET Training and Turn-Around Training

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 Board of Education has a program in place for mentoring new teachers. Counselors with less than 3 years experience are required by the Alabama State Department of Education to attend the New Counselor Academy. Job shadowing and classroom observations are scheduled periodically.

Describe how all professional development is "sustained and ongoing."

Students will be released at 12:00 on selected Wednesdays so the faculty can receive professional development on a variety of subjects. The following activities are scheduled at the beginning of the year and placed on the school calendar Early Release(monthly), PST(monthly), Technology Conference, grade level meetings (weekly), and data meetings (four times a year.)

Component 6: Transition Strategies (Sec.1114(7)(A)(iii)(V))

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

Goal 1:

Identify barriers to teaching and learning and align support systems to address barriers.

Measurable Objective 1:

collaborate to ensure that administrators, teachers, and counselors are provided the foundational documents, instructional materials, and training to teach academic, personal/social and college and career ready standards   by 05/24/2019 as measured by data collected during the implementation of specific activites.

Strategy1:

Student Support - Vinemont Elementary will implement student support teams and teacher advisory groups to support our students in the development of not only academic growth, as demonstrated by a gain of 5% in the Scantron growth analysis from 52% to 57% in reading and from 54% to 61% in math ,but also social and personal needs. The learning supports will address barriers to learning to promote student growth and success.

Category: Develop/Implement Learning Supports

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

Activity - Transitional Services	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Incoming kindergarten students and their parents are given a tour of the campus by the elementary student council members on the Sunday afternoon prior to the first day of school. This allows the students and their parents to see the campus and ask questions without other students being present. Fifth grade students who are transitioning to the middle school setting tour the middle school in May. During this tour the students see the school's layout, meet the sixth grade teachers, learn about the rules, procedures, and expectations for incoming sixth graders.	Community Engagement Behavioral Support Program Parent Involvement Academic Support Program	08/05/2018	05/24/2019	$0 - No Funding Required	Kindergarten teachers, student council sponsors, and administration

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

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

Teachers are required to attend grade level meetings where data is shared and analyzed collaboratively. The Leadership Team consists of teachers from each grade level band, plus one representative from our classified staff, and the administration. Data is discussed and analyzed during the Leadership meetings. Teachers write individualized RTI plans for the students served by the PST based on their needs as demonstrated by the data collected and presented. The PST committee will use the Cullman County Schools RTI placement procedures to ensure that all students meet the necessary criteria to be served by the PST. The instructional coach will be present at these meetings.

Component 8: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards (Sec.1114 (7)(A))

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

The instructional coach, counselor, special education teachers, intervention teachers, classroom teachers, and the principal analyze Scantron data (proficiency reports, drill down reports, and gains analysis reports), DIBELS data, behavior, and grades monthly to determine the need for intervention for those experiencing difficulty mastering the standards, as well as adjusting strategies of students being served through the PST. Formative and summative assessments are used in the classroom on a daily basis to determine if students are meeting the standards. Students who are referred to the PST must meet four out of the qualifying criteria to be placed on a specific intervention plan. A plan is created for the student and monitored monthly to aid the student in becoming proficient and college and career ready.

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 school year as needing intervention are automatically placed on RTI for an intervention plan. These students begin Tier I or Tier II intervention with the classroom teacher. Each student is assessed using Scantron and/or DIBELS within the first two weeks of the new academic year. A PST/RTI meeting is held every month to discuss and determine proper instruction placement and remediation activities for the struggling students. Progress monitoring of those students receiving PST/RTI services is conducted every four weeks to determine the effectiveness of the intervention program.

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.

Tutoring will be offered two days a week for student identified by the PST team as in need of intervention. Also, 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, test preparation, and supplemental teaching from teachers and after-school aides. The currently adopted McGraw Hill Wonders program for reading provides students with the opportunity to go online and have auditory support of the week's assigned story, as well as, enrichment and practice activities. Passwords for certain research-based digital programs are sent home with students to provide access to digital standards-based content at home for practice. Each grade level has an Eagle Folder and/or a planner for parent communication and the organization of schoolwork and assignments. Students take the folder home each night and it includes activities provided by the teacher for extra help with reading and math fluency, homework for the night, behavior reports, study aides, classroom newsletters, school/activity information, graded papers, and any other relevant information. Homework is sent home to reinforce activities taught at school.

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, Wellstone, Capstone, Juvenile Probation, community churches, The Link, and various other community, business, and individual supporters to provide necessities needed by students and their families. All newly enrolled students will complete a Home Language Survey that will be used to determine if the students should be screened for EL services. Students qualifying for testing if the survey indicated that a language other than English is used by the student or in the student's home. All eligible students are tested to determine if a student is eligible to receive services through the English Learner Program. Parents or guardians have the right to waive all EL services. Parents are provided the opportunity to receive all updates and important school documents in English and Spanish. The EL committee reviews a student's progress annually. If the students are performing on grade level the student ma be eligible to exit the EL program and will then be monitored for two years to ensure continued success. The EL program consists of individual or small group instruction with the EL teacher. Classroom teachers in Cullman County base coursework on WIDA Consortium English Language Proficiency 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.

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 the free lunch program. Migrant students have access to all services and programs available to all students.

Special education services are provided as appropriate in accordance with federal and Alabama state laws and regulations. The referral coordinator tracks referrals and the notices to the parents concerning eligibility meetings. The evaluation is conducted to determine if the student is eligible for special education services. The 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. Al 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 three special education teachers, three special education instructional aides, a speech language pathologist, and contracted occupational therapy services.

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. Students identified as economically disadvantaged will have equal access to all programs and services available. Identified economically disadvantaged students also participate in a program called Knapsacks for Kids/Secret Meals. This program provides food for needy students for the weekend that is sent home each Friday for the weekend.

The administrator, counselor, and other staff identify students who are neglected and or delinquent. Available resources such as the Department of Resources and the Juvenile Probation Services are used to provide identified students with appropriate support and programs to meet their specific identified needs.

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 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 lunches, Title I, EL, special education, and at-risk services. Supplementary community resources are utilized to provide homeless students with necessary school supplies, clothes, and other items of necessity.

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 (Sec.1114(b)(V))

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

All programs (federal, state, and local) at Vinemont Elementary are coordinated to work together for the benefit of the student and achievement of stated goals. Programs such as Intervention, EL, gifted education, special education, and PST/RTI 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 resources for funding teacher units, purchase instructional materials, and provide research-based support, and remediation programs.
*EL classes
*Math and Reading Intervention Classes
*Parental Involvement Programs and Parental Liaison
*E.A.G.L.E. Club
*Child Nutrition Program
*504 Services
*Special Education Services
*Community and Outside Agency Resources
*Dyslexia Specific Interventions by certified MSLE teacher

How does the school coordinate and integrate the following Federal, State and local services in a manner applicable to the grade level to support achievement of the schoolwide goals: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d)?

*EL classes
*Math and Reading Intervention Classes
*Parental Involvement Programs and Parental Liaison
*E.A.G.L.E. Club
*Child Nutrition Program
*504 Services
*Special Education Services
*Community and Outside Agency Resources
*Dyslexia Specific Interventions by certified MSLE teacher
Each of the programs are used in a coordinated effort to vastly improve the performance of all students. Low income students are afforded free or reduced meals to satisfy physical needs so learning can take place. The use of School-wide Title 1 funded intervention, EL, 504, and Special Education give students who have a disadvantage in learning, support to be successful and achieve goals on both goals in both reading and math. The E.A.G.L.E. Club provides homework assistance for students who need care after school hours. The reading and

math interventionists will assist those students in Tier ii and Tier III students as identified by the PST/RTI committee. After school tutoring may be provided for students identified by the RTI/PST team. 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 m th and reading skills

The State of Alabama School Foundation Program funds the basic programming in form of teacher units based on student enrollment. Title 1 is used to supplement regularly funded programs. Title I funds are used for additional teacher units, a math intervention teacher (part-time) and a parental liaison .

Component 10: Evaluation (Sec.1114(b)(3)):

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

Vinemont Elementary School uses instructional walk-throughs, data collection, focus groups, and surveys to evaluate the implementation of the schoolwide continuous improvement plan annually. Scantron data, DIBELS data, retention rate, attendance, and other indicators of academic achievement will be used to determine the effectiveness of the CIP.

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 to look for academic achievement. The faculty analyzes weekly test data in McGraw Hill and Go Math to guide instruction. The Alabama Course of Study and Cullman County pacing guides and end of nine week tests are also used.

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 demonstrate the largest gap in actual learning and expected learning are identified as needing intervention assistance and receive at least 30 minutes of small group instruction in reading and/or math and possibly 20 extra minutes of instruction with the math and/or reading interventionist. 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 analyses Scantron and DIBELS data using program that created a simplified format to record and analyze that data.

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 leadership team meetings are held to revisit the CIP plan and to determine what progress is being made toward the goals and if the goals need to be revised. Central office staff assists the local school administration and the leadership team in evaluating the progress being made on each goal at least once per semester. They are also identifying areas of strength and areas of concern are identified and used to determine goals, strategies, and action steps for the current year.

Coordination of Resources - Comprehensive Budget

Introduction

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

FTE Teacher Units

Label	Question	Value
1.	Provide the number of Teachers assigned units.	30.07

Provide the number of classroom teachers.

30.07

Label	Question	Value
3.	Provide the total of all salaries for the FTE Teacher Units.	1548709.0

Total   1,548,709.00

Administrator Units

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

Provide the number of administrators.

1

Label	Question	Value
3.	Provide the total of all salaries for the FTE administrator units.	94104.0

Total   94,104.00

Assistant Principal

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

Provide the number of Assistant Principals.

0

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

Total   0.00

Counselor

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

Provide the number of Counselors.

.5

Label	Question	Value
3.	Provide the total of all salaries for the Counselor.	26778.0

Total   26,778.00

Librarian

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

Provide the number of Librarians.

1

Label	Question	Value
3.	Provide the total of all salaries for the Librarian.	53556.0

Total   53,556.00

Career and Technical Education Administrator

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

Provide the number of Career and Technical Education Adminstrators.

0

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

Total 0.00

Career and Technical Education Counselor

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

Provide the number of Career and Technical Education Counselors.

0

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

Total   0.00

Technology

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	0.0

Not applicable, please place a value of 0 in the box.

0

Label	Question	Value
3.	Provide the total of all funding for Technology.	9771.0

Total   9,771.00

Professional Development

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	0.0

Not applicable, please place a value of 0 in the box.

0

Label	Question	Value
3.	Provide the total of all funding for Professional Development.	2931.0

Total   2,931.00

EL Teachers

Label	Question	Value
1.	Provide the number of EL Teachers in FTEs.	0.0

Provide the number of EL Teachers.

0

Label	Question	Value
3.	Provide the total of all funding for EL Teachers.	0.0

Total 0.00

Instructional Supplies

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	0.0

Not applicable, please place a value of 0 in the box.

0

Label	Question	Value
3.	Provide the total of all funding for Instructional Supplies.	17460.0

Total   17,460.00

Library Enhancement

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	0.0

Not applicable, please place a value of 0 in the box.

0

Label	Question	Value
3.	Provide the total of all funding for Library Enhancement.	3131.0

Total   3,131.00

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	140556.0

Provide a brief explanation and breakdown of expenses.

T-1 (138,330.00)

P/I (2226.00)

1100 - Teacher = 2   FTE = 1.7   Salary and Benefits (010),(200 - 299) =   100,136.72

1100 - Part time Intervention Teacher (018),(200 - 299) = .36 = 23,950.48

1100 - Classroom Materials and Supplies - (400 - 499) = 0

1100 - SPUR Aide (319) = .15 =14,242.80

2190 - Tutoring, Parent Engagement , Folders, Planners, Colored Paper, etc (191), (200 - 299) = 0

(413) = 2226.00

2215 - Professional Development - Registration, Travel, & other Purchased Services (180 & 200 - 299) = 0

(300 - 399) = 0

Title II

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

Provide a brief explanation and a breakdown of expenses.

N/A

Title III

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

Provide a brief explanation and a breakdown of expenses.

N/A

Title IV

Label	Question	Value
1.	21st Century Schools. Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

N/A

Title V

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

Provide a brief explanation and a breakdown of expenses.

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

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	0.0

Provide a brief explanation and breakdown of expenses.

N/A

Parent and Family Engagement

Introduction

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

Parent and Family Engagement

Describe how the school will convene an annual meeting to inform parents of the school's participation in Title I and explain Title I requirements, including the 1% set-aside, and the right of parents involved. (Sec. 1116(c)(1))

Annually, Vinemont Elementary holds its required Title One Parent Meeting. This year there were two meetings held on August 28, 2018 one at 3:30 and one at 6:00 in the Vinemont Elementary School Library Media Center. Parents were notified of the meeting through (1) notices sent home in the red parent communication folders, (2) the calendar in the Student Handbook given to all parents at Open House, (3) flyers posted around the campus, (4) the school newsletter, and (5) through an advertisement provided by the Cullman County School Board. During the meeting parents were shown a slide show that explains: (1) What it means to be a Title I school; (2) the 1% set aside; (3) School-Parent Compacts: (4) Parent's right to know; (5) Parent's tight to be involved; (6) how VES spent Title I funds in 2017; and (7) plans for funding sources in 2018 - 2019.

Describe: 1) How there will be a flexible number and format of parent meetings offered, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement; 2) How parents will be involved in the planning, review and improvement of the Title I Program (Note: State the school's process for how all Title I parents have the opportunity for involvement in decision-making.); and 3) How funds allocated for parent involvement are being used in the school. (Sec. 1116(c)(2)(3))

We looked at the attendance at Title One Parent Night meetings and talked about which time would be best for them and a late afternoon meeting was the selection. We will hold our parent education classes and our PTO meetings in the afternoons between 5:00 and 5:30. There will a brief informative parent meeting in the morning once each semester. Having meetings in the morning and in the evenings will allow parents a greater opportunity to participate in their child's school and education. Parents will be given bullet/talking points regarding the CIP goals, strategies, and activities. The parents will be given the opportunity to ask questions and give feedback on the CIP goals, strategies, and activities. VES spends its Title I Parental Involvement funds in the following ways: (1) purchasing parental communication folders; (2) purchasing student planners for third grade; (3) printing the student handbook; and (4) possibly paying a teacher to conduct three parental workshops from October - April.

Describe how the school provides parents of participating children timely information in a uniform format and, to the extent practicable in a language they can understand, about programs under Title I, a description and explanation of the curriculum in use, forms of academic assessments, and achievement expectations used, and, if requested by parents, opportunities for regular meetings to formulate suggestions and participate as appropriate in decisions related to the education of their children. (Sec. 1116(c)(4)(A)(B)(C))

All parents are given the VES Student Handbook and have access to the Cullman County Student Handbook. These handbooks describe the school's curriculum, assessments, student achievement, board policies, and the local and system school calendar. When practical, documents are sent home in the home language of the students. Other methods the school uses to communicate with parents include a monthly newsletter, School Messenger calls, Remind 101, our digital school sign, the parent communication folders, and our school's website. Vinemont Elementary has an open door policy that encourages parents to come and take an active role in their child's education. Teachers are available to meet with parents during their daily planning time. Parent/Teacher conferences are held on October 22, 2018 from

12:00 - 7:00.This allows for a wide time frame for parents to attend meetings and interact with their child's teachers.

Describe how parents, the school staff, and students share responsibility for improved student academic achievement for participating students (How the School-Parent Compact is jointly developed with Title I parents; how it is used, reviewed, and updated). (Sec.1116(d))

Parents, teachers, and students of Vinemont Elementary School will develop and sign a compact each year to identify the responsibilities of each party in the educational process. This will show how the responsibility will be shared for improvement in all students' academic achievement. A partnership will be developed and fostered that is committed to helping participating students meet and/or exceed the state's academic content standards. The School -Parent Compacts are kept in each teacher's classroom and are used as a working document. This document is reviewed and updated annually. All parents are given a copy of the new compact at Open House in August, and if they enroll later in the year they are given the compact at the time of enrollment. The compacts will be explained to parents, and they will be asked to sign the compact signifying their commitment to working in partnership with the school in ensuring that their child is successful in school. The compacts will also be used during parent/teacher conferences as a beginning point for dialogue about educational practices and procedures.

Describe procedures to allow parents to submit comments of dissatisfaction with the Continuous Improvement Plan. (Sec. 1116(c)(5))

Any parent who disagrees with any aspect of the Continuous Improvement Plan can make his/her complaints known by sending them in writing to the Cullman County Board of Education's Central Office. Comments of dissatisfaction with the plan should be made directly to the Federal Programs Coordinator, April Tucker or the Superintendent of Education Shane Barnette. As a means of providing a prescribed course for parental comments, parents should contact the LEA Federal Programs Coordinator for assistance in contacting the appropriate person at the State Department of Education. Parents and the public school should follow this prescribed course to submit concerns or make it known that they disagree with any aspect of the components of the LEA's Consolidated Application for the ESSA funds.

Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See ESSA Sec. 1116, requirements for building capacity and parental and family engagement).

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

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

The Cullman County School System, in consultation with its parents and community stakeholders, chooses to undertake the following activities to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under Section 11 6 of the ESSA: -involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;

-providing necessary literacy training for them from Title I, Part A funds, if the school district has exhausted all other reasonably sources of

funding for that training;

-enable parents to participate in school-based meeting and training sessions

-training parents to enhance the involvement of other parents

-in order to maximize parental-involvement and participation in the child's education, arranging meetings at a variety of times, or conducting in-home conferences between teachers and/or other educators, who work directly with participating children, with [parents who are unable to attend those conferences at school;

-adopting and implementing model approaches for improving parental involvement -establishing a LEA parent advisory council to provide advice on all matters related to parental involvement Title I, Part A programs;

-developing appropriate roles for community-based organizations and businesses, including faith-based organization, in parental involvement activities; and

-providing other reasonable support for parental involvement activities under Section 1116 as parents may request.

Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See ESSA Sec. 1116, requirements for building capacity in parental involvement.)

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

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

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:

-will conduct three parent seminars October 2018 - April 2019

-will host a Title One Parent Night

-will provide monthly newsletters highlighting important school events and opportunities for parental involvement

-establish a Parental/Community Outreach committee that will survey all parents to find out ways they want to be volunteer in our school and then match up parents with opportunities for school involvement

-will designate and area in the office an area for parental involvement materials and information

-will offer a STEM Night for the parents of the grades involved in the UAH STEM Partnership

-will encourage parents to participate in our local Parent Teacher Organization

-will sent parent notes, calendars, school function notices, parent/teacher conference forms, parent letters, PTO communications, and progress reports home in the student's home language when possible

-will invite parents to participate in a variety of school functions such as Farm Day, Grandparent's Day, a Veteran's Celebration, Awards Day, Field Day, and Career Day.

Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See ESSA Sec 1116, requirements for building capacity in parental involvement.)

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

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

Vinemont Elementary School will:

-involve parents in the development of training for our teachers, principals, and educators to improve effectiveness of the training

-create and foster a parental program that affords parents the opportunity to work as equal partners in their child's education.

Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See ESSA Sec. 1116, requirements for building capacity in parental involvement.)

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

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

The faculty and staff of Vinemont Elementary School will:

-Designate an area in the office that provides numerous copies of parental resource materials on a variety of topics.

-Parents will be afforded the opportunity to attend Parent Seminars from October - April on a variety of topics.

-The Parental/Community Involvement Committee will send home a survey asking parents what types of activities they are interested in volunteering for at the school. The committee will then develop lists to match parents with the activities that best meet their skills and reported interests.

- Parents will be invited to participate in a STEM Day with their students.

Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See ESSA Sec. 1116, requirements for building capacity in parental involvement.)

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

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

Vinemont Elementary School will ensure that parents are informed of all school events, programs, and parental workshops through the use of parental notes/flyers, school calendars, school newsletters, Remind 101, School Messenger call-outs, the school's web site, and the school's

marquee sign. Information, when practical, will be translated into the child's home language.

Describe how the school will ensure the provision for participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language such parents understand. (See ESSA Sec. 1117(f))

Vinemont Elementary School provides opportunities of parents with limited English proficiency and parents with disabilities to fully participate in their child's education. With assistance and support from the LES, Vinemont Elementary School will provide full opportunities 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 possible, in a language that parents can understand. All parent notifications, student handbooks, lunch forms, and important school information are sent to the parents of non-English speaking students in Spanish. In addition, we have a parent liaison who is bilingual and who communicated with parents when necessary and is available to participate in all parent meetings. Forms and letters are translated through Trans-Act. Additional support for parental involvement will be developed at the request of the parents. Every effort is made to accommodate parents with disabilities. Handicapped parking is clearly marked in all areas, most all areas of the campus are handicapped accessible, and the library is handicapped accessible.