



ACIP

Owens Cross Roads School

Madison County Board of Education

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Executive Summary

Introduction

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

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

Description of the School

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

Owens Cross Roads School, located just outside of the technology-driven Huntsville area, in Owens Cross Roads, Alabama, first opened its doors in 1949. We are a rural community and the town of Owens Cross Roads has a population of approximately 1,300 people. The town of Owens Cross Roads is located next to a nature preserve and is intersected by the Flint River.

Currently, we serve 366 students in grades Pre-K through sixth grade. Owens Cross Roads School is a Title I school with approximately 57% of our students qualifying for free or reduced lunch. Additionally, our school population is approximately 78% Caucasian, 12% American Indian or Alaska Native, 6% Black or African American, 2% Hispanic or Latino, and 2% Other. We serve a small number, less than 1%, of students in our English Language program. The ethnic makeup of our community is similar to that of the students. Our staff's ethnic makeup is approximately 6% American Indian, 6% African American, and 88% Caucasian. Our Staff of 55 is predominantly white with 3 members of American-Indian Heritage and two of African-American Heritage.

Owens Cross Roads School has faced challenges over the past few years. We are experiencing an increase in student mobility. On any given day students may enroll or withdraw. This poses a challenge for our teachers as they strive to ensure that all students are achieving high standards. Equipping our school building to support our technology initiatives has been another challenge recently faced. We continue to work to build the infrastructure to support all of our technology integration. Two other challenges faced by the community that the school serves are the number of students that have special needs (currently 17% of the population) as well as the limited resources that are accessible to our parents.

Owens Cross Roads School is the center of the community. We offer a variety of services to support our community members from birth, through our Imagination Library program that puts books into the homes of children in our community to our Family Conference that provides information and networking opportunities to the parents and caregivers in our community to our parent library that is stocked with books on topics of parenting, finance, nutrition, and more. At Owens Cross Roads School, we continually strive to meet high expectations and to prepare our students to be successful in an ever-changing, technology-driven world.

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.

Owens Cross Roads School is a wonderful school where the faculty, staff, and administration value each child. It has been our reputation that our school is a place where every adult, from the bus drivers to the administration, know the name of each child. We believe that every child deserves to be treated with dignity and respect. This attitude carries over to our instructional programs. Student achievement is always a priority and we have instituted student data notebooks, are in the beginning implementation of multi-sensory learning strategies, and literacy centers to increase our students' performance in learning and on assessments. We expect great accomplishments from our students and they consistently meet those expectations.

Owens Cross Roads School believes that all students can learn. With the addition of dyslexia to the Alabama Administrative Code and the expectations set forth by this law, Owens Cross Roads School implemented a 55-minute daily enrichment block. This time allows students who have dyslexic tendencies to receive 55 minutes a day of a dyslexic specific intervention by a teacher trained in the program. Other students are receiving Tier 2 math or reading instruction, writing instruction, a member of a book club, and/or engaged in literacy centers. All classroom teachers, the reading coach, counselor, PE teacher and aide and other staff members have groups during this time. It truly is "all hands on deck!"

Mission

Owens Cross Roads School will join with the community to produce students who are academically and socially prepared to become life-long learners.

Vision

Together, students, staff, and parents create a positive, challenging, and supportive learning community. We teach and model respect for our self, others, and our environment. A strong foundation in the academics is highly valued. Students have the ability to problem solve and work independently and cooperatively within a social or academic group. Learning is viewed as a lifelong journey that is joyful. It prepares students to become responsible and productive citizens of our world.

We believe:

- Everyone deserves to be treated with respect and dignity.
- Everyone deserves an environment conducive to learning.
- Everyone needs love, acceptance, support, and guidance.
- Everyone needs to be responsible for his/her actions.
- The purpose of education is to develop productive citizens.
- All students can learn.

School Motto:

A Crossroads of Excellence... A Community of Learners!

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.

Owens Cross Roads School celebrates many accomplishments each year. We are currently recognized as a Blue Ribbon Lighthouse School after undergoing the strenuous application and evaluation process for the second time during the 2015/2016 school year. One hundred percent of our homerooms have 21st Century Technology including Interactive Whiteboards, computers, digital & document cameras, iPads, as well as additional devices used for student learning. Over the past several years, Owens Cross Roads has made many improvements with our infrastructure to support our 1:1 iPad initiative in our third through sixth grades by installing wireless access points in each classroom. We will focus on both maintaining and improving our 1:1 initiative in the coming years in order to offer the most up to date, 21st Century learning possible.

We are also proud to say that our technology/math coach was the recipient of the 2013 Chiquita Marbury Technology Award. Students at Owens Cross Roads School also have won the State iChallenge Student Category for 2014. Additionally, we have a teacher on staff that is SMART Certified and another teacher who is a trainer for ALEX (Alabama Learning Exchange).

We have a certified Outdoor Classroom with areas maintained by individual grade levels. This Outdoor Classroom provides unique learning opportunities for our students and features a bog, a pond, a vegetable garden, a songbird and butterfly habitat, an orchard, a musical exploration area, and more!

Other awards and accolades include a teacher winning the University of Alabama Excellence in Teaching Award (2013) and an administrator winning the Learning Forward Professional Developer of the Year award (2013). Owens Cross Roads School has also been featured nationally, regionally, and locally by the following:

- Huffington Post
- The National Blue Ribbon Conference
- The State MEGA Conference
- Alabama Learning Exchange
- NRCS (Natural Resources Conservation Services)
- The Huntsville Times/AL.com
- NBC Channel 48
- ABC Channel 31
- CBS Channel 19
- The Communicator

Each year it is our goal to improve our test score by at least 2%. We plan to do this by implementing multi-sensory strategies, providing a 55 minute rigorous intervention block, having students take ownership of their own learning by keeping data notebooks, and spending extra time at focused literacy centers. We have sent teachers to the Ron Clark Academy each year for professional development and have done book studies each year on books such as Ron Clark's The Essential 55, Ron Clark's The End of Molasses Classes, and Ron Berger's Leaders of Their Own Learning. Additionally, our teachers, parents, and students are working on character and study skills using Ron Clark's The Essential 55 Workbook.

Finally, we will continue to focus on our community outreach programs. Our Family Conference scheduled for January will continue to focus
SY 2016-2017

on topics that will benefit the families in our community providing resources for financial literacy, health services, and home/school partnerships. With our mentoring program, we will provide positive male and female role models for the at-risk students in our school. The hope for this program is to ensure that these young men and women grow to be the leaders of tomorrow. Owens Cross Roads also has other partnerships that ensure we are educating the whole child. The CARE Center and local churches have provided food every Friday for students who are on free and reduced lunch so that they can eat nutritious meals over the weekend. Nova Mental Health Center counsels students and parents on campus three days a week. The CARE Center provides tutors, volunteers, and support for underprivileged families in the form of GED assistance, micro loans, and a food bank. Churches provide labor for beautification and maintenance projects. The Southeastern Madison County Business Association provides support from business partners. Our legislators and Commissioner also provide infrastructure, technology, and maintenance support.

Additional Information

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

Owens Cross Roads School has been the site of a Camp Invention program for the last four years. Camp Invention gives students the opportunity to imagine, create, and problem-solve using Science, Technology, Engineering and Math.

Owens Cross Roads School has a fitness lab containing exercise machines, Wii gaming systems, and other fitness equipment. The fitness lab is used in conjunction with our PE program to ensure students are continually active.

Owens Cross Roads School was just awarded the 21st Century Grant, which will provide tutors and clubs for students during and after school hours. This grant will be run through a partnership with The CARE Center, and will provide summer and after school programs that our students might not normally be able to participate in.

Our school was awarded a three-year grant from the Office of School Readiness that will provide a Pre-K program and will serve 18 students annually. As part of the OSR program, we have a designated Pre-K playground in addition to our regular playground for older students. We also offer a readiness program for four-year-olds and three-year-olds.

Owens Cross Roads is the only school in North Alabama that features a miniature Natural History Museum. Artifacts in the museum were donated by the community and are rotated on a regular basis. Our students in the gifted program give daily tours to younger students and cover topics such as habitats, life cycles, and interesting facts about nature.

We would like to thank our community for their on-going support of our school. At Owens Cross Roads School, we look forward to continually partnering with organizations that will support our efforts to prepare our students to be of great character and able to compete in a global economy.

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.

Parents are given the following Title 1 documents: Parent's rights to know, School to home compacts, LEA Title 1 Plan, Owens Cross Roads Parent Involvement Plan, and the District-Wide Parent Involvement Plan and how they can become involved in the process. Parents are also invited to Title 1 Meetings at the beginning of the school year to hear the school's Continuous Improvement Plan and to hear how they can become involved in the process. These meetings are held at different times to allow for flexibility in scheduling. To accommodate the parent schedules, meetings are held before, during and after school or in the evenings. Stakeholders including community members (Cindy Markshewski), parents (Selina Ellis, Jacinta Barnette, Sandra Fischer), ELL teacher (Mary Audra Sharp), Instructional Coaches (Davina Mann- Math and Tech Coach, Deanna Powers- Reading Coach), selected classroom teachers (Jenny Stone- PreK, Emily Sadler- Kindergarten, Dejuana Wilbourn- 2nd Grade, Lynn Parker- 4th Grade, Tony Haynes- 6th Grade) and administration (Scott Weeks and Kim Haynes) are invited to sit on the Instructional Leadership Team in order to plan and give feedback for the Continuous Improvement Plan. Stakeholders are selected based on either interest, involvement, or both and are informed of their roles on a voluntary basis based on their willingness to participate on the Title 1 committee. Stakeholders are asked in person or by phone call if they would be willing to participate. Feedback from all stakeholders is taken and acted upon through surveys as well as verbal or written concerns. This Title 1 Committee also reviews the parental improvement plan.

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

Owens Cross Roads School utilizes and implements the Title I School-wide Planning Template/Checklist for continuous improvement as adopted and mandated by the Alabama State Department of Education. This School-wide Plan also meets guidelines for completing the Southern Association of Colleges and Schools (SACS) Quality Assurance Review and Self-Study. Parents can participate in the compiling of the school-wide plan by contacting the Principal. If parents are dissatisfied with the contents of this plan, they are encouraged to contact the school principal. The system set-aside meeting is conducted each summer. The Title I Planning Committee is also known as the literacy leadership and improvement planning committee. Each grade level has a representative who is responsible for communicating with grade level members. In addition, grade level representatives are responsible for gathering data and information from other faculty members. A community representative and parents are also asked to be on the committee in order to gather their input for the plan. The principal serves as the internal facilitator and chairperson of the committee. Stakeholders including community members (Cindy Markshewski), parents (Selina Ellis, Jacinta Barnette, Sandra Fischer), ELL teacher (Mary Audra Sharp), Instructional Coaches (Davina Mann- Math and Tech Coach, Deanna Powers- Reading Coach), selected classroom teachers (Jenny Stone- PreK, Emily Sadler- Kindergarten, Dejuana Wilbourn- 2nd Grade, Lynn Parker- 4th Grade, Tony Haynes- 6th Grade) and administration (Scott Weeks and Kim Haynes) are invited to sit on the Instructional Leadership Team in order to plan and give feedback for the Continuous Improvement Plan. Policy allows the leadership team to implement policies and procedures without interference as led by the principal.

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

After the ACIP is approved by the Title 1 Planning committee and district leaders, the principal of the school ensures that the process is continual so that the curriculum is enacted, supported, and assessed. The school-wide plan will be made available to all parents. Copies of the plan will be placed in the school office and the school library. A copy of the plan will also be located in the Title I Coordinator's office as well as on the school web page. Owens Cross Roads School utilizes and implements the Title I School-wide Planning Template/Checklist for continuous improvement as adopted and mandated by the Alabama State Department of Education. This School-wide Plan also meets guidelines for completing the Southern Association of Colleges and Schools (SACS) Quality Assurance Review and Self-Study. Parents can participate in the compiling of the school-wide plan by contacting the Principal. Stakeholders are notified of the completed plan via a school newsletter, which is sent out at least four times a year. Suggestions for reforms and improvements are taken throughout the year and are reported on during Title 1 meetings.

Student Performance Diagnostic

Introduction

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

Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes		2016

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?

In 2016, a composite of 67% of students in grades K-3 at OCRS met the benchmark for DIBELS Next. This was an increase from the 61% that reached benchmark on the DIBELS 6th Ed in 2015. The system average was 79%. Kindergarten had 78% of their students benchmark and 79% of first graders benchmarked.

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

This year our system moved from DIBELS 6th Ed to DIBELS Next which included a shift in some of the goals. We noted that the scores for Kindergarten students increased by 2% going from 65% to 67%, first grade students increased by 9% going from 60% to 69%, and second grade students also increased by 9% going from 51% to 60%. On the ACT ASPIRE assessment we have seen a positive trend in the percent of students that benchmark on the science portion of the assessment. In 2014 40% of students benchmarked, in 2015 41% of students benchmarked, and in 2016 46% of students benchmarked; this in an overall increase of 6% over the past three years.

Which area(s) indicate the overall highest performance?

ACT ASPIRE English 79% in 4th grade, 6th Grade Aspire Math had 68% of students benchmark.

Students went from 54% Benchmarking on STAR Math in 4th grade to 84% as fifth graders

On the 2016 DIBELS Next 79% of first graders and 78% of kindergarteners benchmarked on their composite score. On the 2016 ACT ASPIRE English 69% of OCRS students scored benchmark, with 79% of fourth graders scoring benchmark. On the STAR Math 88.5% of fifth grade students scored benchmark and 86% of fourth graders scored benchmark. On the STAR Reading 85.5% of fifth graders scored benchmark.

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

We noted that males in the third grade had narrowed the achievement gap trailing the females from 44% benchmarking in 2014 to surpassing the females in 2016 with 70% of males benchmarking on the ACT ASPIRE Math.

Economically disadvantaged students increased in percentage of students who benchmarked in math in 2014 from 46% to 53% in 2016.

Between which subgroups is the achievement gap closing?

Having only two years of data makes it difficult to identify trends. However, we noted that males in the third and sixth grades had a narrower achievement gap than the previous year. The percent of third grade males meeting benchmark on ACT ASPIRE Math increased from 65% in 2015 to 70% in 2016.

We noted that males in the third grade had narrowed the achievement gap trailing the females from 44% benchmarking in 2014 to surpassing the females in 2016 with 70% of males benchmarking on the ACT ASPIRE Math.

Economically disadvantaged students increased in percentage of students who benchmarked in math in 2014 from 46% to 53% in 2016.

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

STAR Math data reflects similar results except for 2nd and 4th grade, showing an increase in the number of students meeting benchmark as tracked by looking at the same students over a 3 year period. Additionally, we saw an increase in the same group of students meeting benchmark on STAR Reading in grades two, three, and four.

67% of students in grades K-3 met benchmark on DIBELS Next. The only other data available to show consistent findings is that from regularly conducted progress monitoring that took place in the classroom. While we maintained and did not show growth on the 2016 ACT ASPIRE Math assessment, 2016 STAR Math assessments show that 81% of students in grades one through six met benchmark.

Areas in Need of Improvement

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

Writing has remained the lowest portion of the ACT ASPIRE for OCRS with 18% of students meeting benchmark. The percent of students meeting benchmark on ACT ASPIRE English dropped from 71% in 2015 to 69% in 2016. Reading also is an area of concern as we have dropped from 47% of 3-6 students meeting benchmark in 2015 to only 41% of 3-6 students meeting benchmark in 2016.

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

Beginning in 2010 DIBELS data has shown a negative trend in performance. OCRS is currently at 67% of students in kindergarten through third grade meeting benchmark on DIBELS.

When looking at ACT ASPIRE data, we are concerned to see a 11% drop in the percent of students meeting benchmark on ACT ASPIRE English since 2014. In 2014 80% of students met benchmark on ACT ASPIRE English and in 2016 that percent dropped to 69%. Reading also dropped from 47% in 2014 to 41% overall in 2016. Writing dropped from 24% in 2014 to 18% overall in 2016.

Which area(s) indicate the overall lowest performance?

When looking at ACT ASPIRE data, we are concerned to see a 11% drop in the percent of students meeting benchmark on ACT ASPIRE English since 2014. In 2014 80% of students met benchmark on ACT ASPIRE English and in 2016 that percent dropped to 69%. Reading also dropped from 47% in 2014 to 41% overall in 2016. Writing dropped from 24% in 2014 to 18% overall in 2016.

On the 2016 DIBELS spring assessment, 56% of third grade students met benchmark and second grade was only slightly behind them with 58% of students meeting benchmark. This is well below what is expected as outlined the RTI model for tiered instruction.

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

It should be noted that females at OCRS outperformed males on all portions of the 2016 ACT ASPIRE in grades 4-6th except for fourth grade reading.

Low socio-economic students continue to trail higher socio-economic students, most significantly in grades 5 in math with a 27% difference and in 5th grade reading with a 25% difference.

Between which subgroups is the achievement gap becoming greater?

We continue to monitor subgroups for achievement gaps as additional years of ACT ASPIRE data becomes available. However, we have seen the achievement gap becoming greater between females and males in selected grade levels. In 2014 43% of sixth grade males and 56% of sixth grade females met benchmark on the ACT ASPIRE Reading and in 2015 30% of sixth grade males met benchmark and 56% of sixth grade females met benchmark. In 2016, 61% of females benchmarked while only 36% of males did. The gap increased from a 13% difference in 2014 to a 26% difference in 2015 to a 25% difference in 2016. In 2014 46% of fourth grade males and 56% of fourth grade females met benchmark on ACT ASPIRE Math and in 2015 35% of fourth grade males and 80% of females met benchmark on ACT ASPIRE Math. In 2016, 73% of females benchmarked while only 42% of males did. The achievement gap in fourth grade math increased from a 10% difference in 2014 to a 21% difference in 2016.

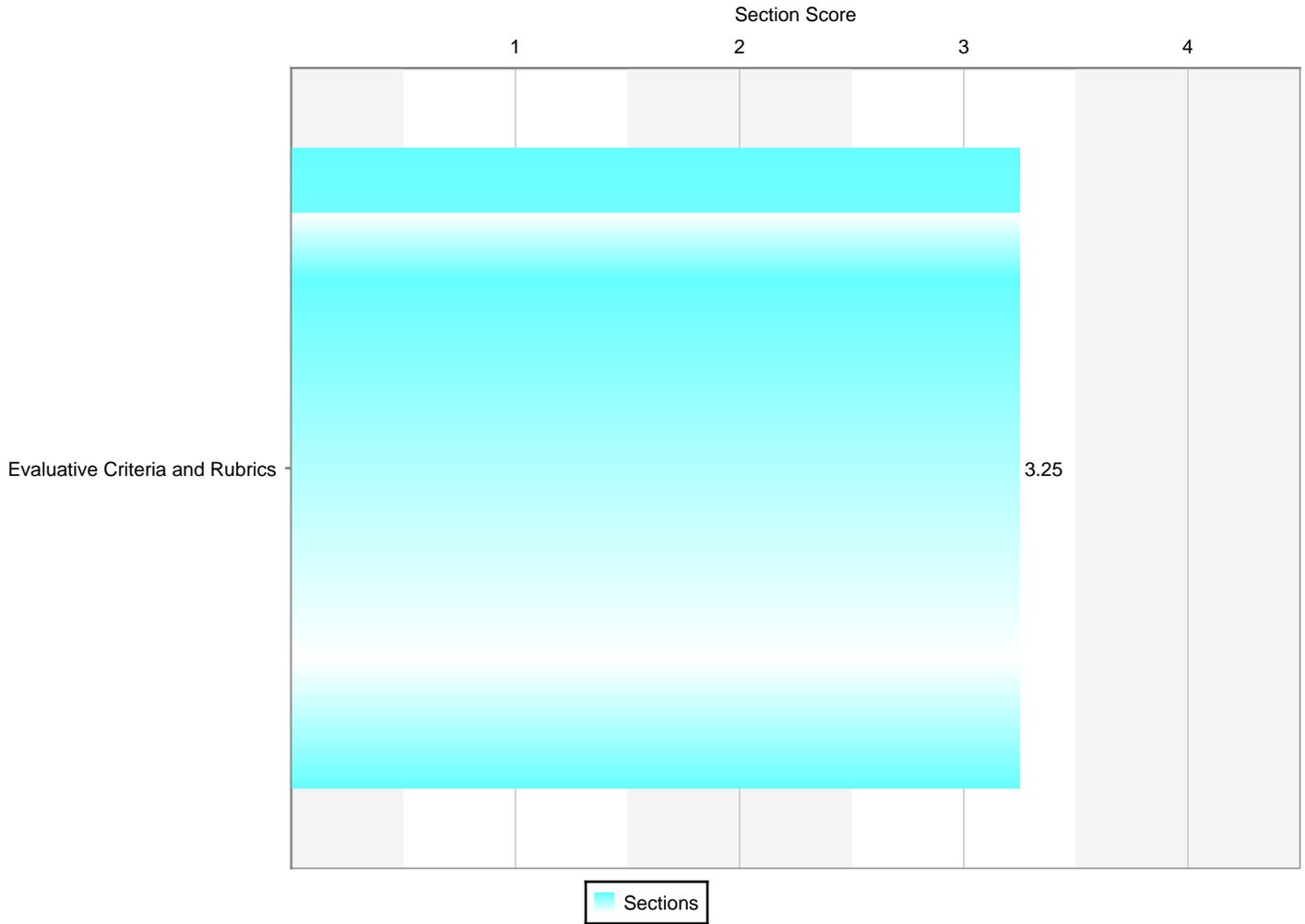
In 2016, the gap between low-socioeconomic (33%) and high socio-economic (51%) students increased from 13% benchmarking on the Aspire Reading assessment in 2015 to 18%. In 2015, ASPIRE Reading scores for low-socioeconomic students was 40%, while high socio-economic students were at 53% benchmark.

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

Our goals are based primarily on the ACT ASPIRE and DIBELS data from 2015-2016, but we also looked at data from STAR Reading and STAR Math when assessing our needs. The findings on STAR Reading and STAR Math reflect that a lower than expected number of students are achieving benchmark scores, but ASPIRE and DIBELS scores are lower than other assessments.

Report Summary

Scores By Section



ACIP Assurances

Introduction

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

ACIP Assurances

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

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		Non Discrimination

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		Non Discrimination

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

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

Plan for ACIP 2016-2017

Overview

Plan Name

Plan for ACIP 2016-2017

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	Students in grades 3-6 will increase proficiency by at least 2% in reading as measured by the ACT ASPIRE. Last year's high proficiency composite rate in grades 3-6 in reading was 41%.	Objectives: 1 Strategies: 5 Activities: 8	Organizational	\$11918
2	Students in Grades 3-6 will increase proficiency in math by 2% as measured by the ACT Aspire. Last's year's high proficiency rate composite in grades 3-6 was 62%.	Objectives: 1 Strategies: 5 Activities: 9	Organizational	\$89139
3	Students in grades K-3 will obtain at least a 70 percent Benchmark rate on DIBELS at the end of the year. Last year's proficiency composite was 67%.	Objectives: 1 Strategies: 5 Activities: 9	Organizational	\$52668

Goal 1: Students in grades 3-6 will increase proficiency by at least 2% in reading as measured by the ACT ASPIRE. Last year's high proficiency composite rate in grades 3-6 in reading was 41%.

Measurable Objective 1:

increase student growth by 2% to 43% by 05/19/2017 as measured by the percentage of students benchmarking on the Reading portion of the ACT Aspire.

Strategy 1:

Intervention Block - Intervention Block - Teachers will use the intervention block to work on multi-sensory small group instruction, literacy centers, and other fluency and comprehension skills. Students will work in groups according to ability level.

Category: Develop/Implement Learning Supports

Research Cited: Helping Struggling Learners in the Elementary and Middle Grades, Educational Research Service; The Fluent Reader, Tim Rasinski; Hall, S. (2012). I've DIBEL'd, Now What? Next Edition. Longmont, CO: Cambium Learning Sopris. Helping Struggling Learners and I've DIBEL'd both offer numerous strategies we are using in our intervention block to assist strugglers such as fluency centers and timed reading.

Activity - Literacy Focus	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be spending enrichment time working on literacy fluency and comprehension 55 minutes a day. Student resources and technology will be purchased as needed to supplement learning and instruction.	Academic Support Program	09/05/2016	05/19/2017	\$2980	Title I Part A	Teachers, Instructional Coaches, Counselor, Media Specialist

Strategy 2:

Multi-sensory Instruction - Teachers will be trained to use multi-sensory instruction in all subjects for high, medium, and low performing students.

Category: Develop/Implement Learning Supports

Research Cited: Baines, L. (2008). A Teacher's Guide to Multisensory Learning. Alexandria, VA: ASCD.

Birsh, J. (2011). Multisensory Teaching of Basic Language Skills, 3rd ed. Baltimore, MD: Brookes

These books show how multi-sensory instruction engages multiple parts of the brain at once and gives suggestions on how to implement multi-sensory instruction across the curriculum.

Activity - In-house Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will have the opportunity throughout the year to attend training on multi-sensory strategies in the classroom. This training will be conducted by instructional coaches as well as outside consultants.	Professional Learning	09/05/2016	05/19/2017	\$0	No Funding Required	Teachers, Instructional Coaches

Strategy 3:

Writing Workshop - Students will work to improve their writing skills.

Category: Develop/Implement Learning Supports

Research Cited: McCarrier, A. (2000). Interactive Writing. Portsmouth, NH: Heinemann; Culham R. (2005). 6+1 Traits of Writing. Portland, OR: Scholastic

These books show how to teach the basic components of writing and to break the writing process into parts that students can understand across grade levels.

Activity - Writing Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be following the writing plan created by the writing team based on the Scott Foresman writing rubrics. Many students in grades 3-6 will also work on writing skills at different times during the year during the intervention block. Teachers may develop writing, reading, and math strategies over the summer.	Academic Support Program	09/05/2016	05/19/2017	\$616	Title I Part A	Teachers, Instructional Coach

Strategy 4:

Formative Assessment - Students will receive ongoing assessment and reteaching until they master literacy skills and concepts.

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

Research Cited: Berger, R. (2014). Leaders of Their Own Learning. San Francisco, CA: John Wiley & Sons, Inc.

Wormeli, R. (2006). Fair isn't Always Equal: Assessing and Grading in the Differentiated Classroom. Westerville, OH: Stenhouse.

These books explain the importance of ongoing formative evaluation and the benefit of progress monitoring throughout the learning process. Leaders of Their Own Learning covers this throughout chapter 2.

Activity - Conferences	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Faculty and administration will be attending multiple conferences to gain insight into formative assessment and best practices for literacy and mathematical instruction. The conferences may include the Ron Clark Academy Conference/visits, MEGA Conference, ASCD conference, ISTE, CLAS conferences, GOLD training, AAESA/NAESP conference, Ruby Payne workshops, Brain Research National Conference, Common Core Conference, STAR training, Kindergarten conference, Blue Ribbon Conference, Learning Forward Conference, Model Schools Conference, iPad conference, NATC conference, and AETC conference.	Professional Learning	09/05/2016	05/19/2017	\$2333	Title I Part A	Administration, Teachers, Instructional Coaches, Librarian, Counselor

Activity - Technological Formative Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use hardware in the library and in the classroom such as iPads, computers, SmartBoards, LCD projectors, Chromebooks, and other equipment as well as programs such as Reading Eggs, Study Island, IXL, Brainpop, Flocabulary, Lyrics 2 Learn, MobyMax etc. in order to increase student engagement and assess ongoing student progress.	Academic Support Program	09/05/2016	05/19/2017	\$1019	Title I Part A	Instructional Coaches, Media Specialist, Teachers, Administration

Activity - Data Notebooks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use data notebooks to track their progress and set goals. This will be a continuation of the practice and materials used last year through the Leaders of Their Own Learning by Ron Berger study.	Academic Support Program	08/19/2016	05/19/2017	\$100	Title I Part A	Teachers, Instructional Coaches, Media Specialist, Guidance, Admin

Strategy 5:

Tutoring - Approximately four teachers will be contracted to tutor students in both math and literacy skills.

Category: Develop/Implement Learning Supports

Research Cited: The Gillingham Manual Remedial Training for Children with Specific Disability in Reading, Spelling, and Penmanship, Anna Gillingham, Bessie W. Stillman

This book covers the power of multi-sensory strategies in helping strugglers learn. It also outlines how best to serve students in small group instruction.

Activity - After School Tutoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Approximately 3-4 tutors will meet with small groups in different grade levels to work on literacy skills. Tutors will use DIBELS and STAR to progress monitor growth.	Tutoring, Academic Support Program	10/10/2016	05/19/2017	\$1578	Title I Part A	Teachers

Activity - Tutoring during school	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tutor will meet with small groups in different grade levels to work on literacy skills. Tutor will use DIBELS and STAR to progress monitor growth.	Tutoring, Academic Support Program	08/29/2016	05/19/2017	\$3292	Title I Part A	Teacher/tutor

Goal 2: Students in Grades 3-6 will increase proficiency in math by 2% as measured by the ACT Aspire. Last's year's high proficiency rate composite in grades 3-6 was 62%.

Measurable Objective 1:

demonstrate student proficiency (pass rate) in math by increasing a composite of 2% overall in grades 3-6 by 05/19/2017 as measured by the ACT Aspire.

Strategy 1:

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Focus on interpreting data - Teachers will model, scaffold, then encourage independence for students working on disaggregating and interpreting data taken from charts, graphs, and other visual data artifacts.

Category: Develop/Implement Learning Supports

Research Cited: Berger, R. (2014). Leaders of Their Own Learning. San Francisco, CA: John Wiley & Sons, Inc.

Students of Their own learning covers data disaggregation and interpretation in chapters 3-6.

Activity - Charts and Graphs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will model, scaffold, then encourage independence for students working on disaggregating and interpreting data taken from charts, graphs, and other visual data artifacts.	Academic Support Program	08/08/2016	05/19/2017	\$41480	Title I Part A	Instructional Coach, Teachers

Activity - STEM activities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement strategies and resources in the classroom to encourage interest and engagement in the combined fields of science, technology, engineering, and math.	Academic Support Program	09/22/2016	09/29/2017	\$1000	Title I Part A	Teachers, Instructional Coaches, Media Specialist, Administration

Strategy 2:

Open-ended Response - Teachers will work with students to increase their performance and skill in answering open-ended and multi-step questions.

Category: Develop/Implement Learning Supports

Research Cited: Posing Open-ended Questions in the Elementary Classroom, Christina Myren; Number Talks, Sherry Parrish

Activity - Open-ended responses	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will help students with the increased rigor of mathematical questioning by scaffolding and then releasing skills to improve open-ended student responses and multi-step problems. The technology and math Instructional Coach will assist with PD for teachers and with teaching students.	Direct Instruction	08/08/2016	05/19/2017	\$41480	Title I Part A	Teachers, Instructional Coach
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Strategy 3:

Intervention Block - Teachers will use the intervention block to work on multi-sensory small group instruction, literacy centers, and other fluency and comprehension skills. Students will work in groups according to ability level.

Category: Develop/Implement Learning Supports

Research Cited: Helping Struggling Learners in the Elementary & Middle Grades, Education Research Service; The Fluent Reader, Tim Rasinski; Hall, S. (2012). I've DIBEL'd, Now What? Next Edition. Longmont, CO: Cambium Learning Sopris. Helping Struggling Learners and I've DIBEL'd both offer numerous strategies we are using in our intervention block to assist strugglers such as fluency centers and timed reading.

Activity - Math skills focus	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will work on math fluency and skills in small groups during the 55 minute intervention time.	Academic Support Program	09/05/2016	05/19/2017	\$0	No Funding Required	Teachers, Instructional Coaches, Guidance

Strategy 4:

Formative Assessment - Students will receive ongoing assessment and reteaching until they master literacy skills and concepts.

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

Category: Develop/Implement Learning Supports

Research Cited: Berger, R. (2014). Leaders of Their Own Learning. San Francisco, CA: John Wiley & Sons, Inc.

Wormeli, R. (2006). Fair isn't Always Equal: Assessing and Grading in the Differentiated Classroom. Westerville, OH: Stenhouse.

These books explain the importance of ongoing formative evaluation and the benefit of progress monitoring throughout the learning process. Leaders of Their Own Learning covers this throughout chapter 2.

Activity - Conferences	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Faculty and administration will be attending multiple conferences to gain insight into formative assessment and best practices for literacy and mathematical instruction. The conferences may include the Ron Clark Academy Conference/visits, MEGA Conference, ASCD conference, ISTE, CLAS conferences, GOLD training, AAESA/NAESP conference, Ruby Payne workshops, Brain Research National Conference, Common Core Conference, STAR training, Kindergarten conference, Blue Ribbon Conference, Learning Forward Conference, Model Schools Conference, iPad conference, NATC conference, and AETC conference.	Professional Learning	08/08/2016	09/29/2017	\$1833	Title I Part A	Teachers, Administration, Media Specialist, Guidance

Activity - Technological Formative Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use hardware in the library and in the classroom such as iPads, computers, SmartBoards, LCD projectors, Chromebooks, and other equipment as well as programs such as Reading Eggs, Study Island, IXL, Brainpop, Flocabulary, Lyrics 2 Learn, MobyMax etc. in order to increase student engagement and assess ongoing student progress.	Academic Support Program	08/08/2016	09/29/2017	\$100	Title I Part A	Instructional Coach, Administration, Media Specialist, Teachers

Activity - Data Notebooks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use data notebooks to track their progress and set goals. This will be a continuation of the practice and materials used last year through the Leaders of Their Own Learning by Ron Berger study.	Academic Support Program	08/08/2016	05/19/2017	\$0	No Funding Required	Teachers, Administration, Guidance, Instructional Coaches

Strategy 5:

Tutoring - Approximately four teachers will be contracted to tutor students in both math and literacy skills.

Category: Develop/Implement Learning Supports

Research Cited: Gillingham, A. The Gillingham Manual Remedial Training for Children with Specific Disability in Reading, Spelling, and Penmanship.

This book covers the power of multi-sensory strategies in helping strugglers learn. It also outlines how best to serve students in small group instruction.

Activity - Tutoring during school	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tutor will meet with small groups in different grade levels to work on literacy skills. Tutor will use DIBELS and STAR to progress monitor growth.	Tutoring	09/05/2016	05/19/2017	\$2194	Title I Part A	Tutor, Teachers

Activity - Tutoring after school	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Approximately 3-4 tutors will meet with small groups in different grade levels to work on literacy skills. Tutors will use DIBELS and STAR to progress monitor growth.	Tutoring	09/22/2016	09/29/2017	\$1052	Title I Part A	Teachers/Tutors

Goal 3: Students in grades K-3 will obtain at least a 70 percent Benchmark rate on DIBELS at the end of the year. Last year's proficiency composite was 67%.

Measurable Objective 1:

demonstrate student proficiency (pass rate) by scoring a composite of 70% by 05/19/2017 as measured by DIBELS benchmark composite.

Strategy 1:

Progress Monitoring - Teachers will progress monitor all students quarterly. Students who fail to benchmark on these assessments will be monitored every-other week. Teachers will use the results of these assessments to guide instruction and to fill in the gaps in the learning of individual students.

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

Research Cited: Hall, S. (2012). I've DIBEL'd, Now What? Next Edition. Longmont, CO: Cambium Learning Sopris. Marzano, R. (2002). What Works in Schools. Alexandria, VA: ASCD. (Chapter 4)

Activity - Centers and small groups	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will receive literacy instruction on phonemes, nonsense word fluency, letter naming, initial sound fluency, and other pre and emergent literacy strategies before school, during centers, and during small group instruction.	Academic Support Program	08/08/2016	05/19/2017	\$0	No Funding Required	Teachers, Instructional Coaches

Activity - Tutoring after school	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Approximately 3-4 tutors will meet with small groups in different grade levels to work on literacy skills. Tutors will use DIBELS and STAR to progress monitor growth.	Tutoring	10/03/2016	09/29/2017	\$1052	Title I Part A	Teachers, Tutors

Strategy 2:

Pre-K Instruction - The Pre-K classroom will be stocked with supplies, centers, technology, curriculum, and stations that will help teach pre-literacy and pre-numeracy skills to Pre-K students

Category: Develop/Implement Learning Supports

Research Cited: Waterford, www.alabamaschoolreadiness.org 2015 first class pre-K in Alabama- PreK Task Force. 2015-2016 OSR First Class PreK Program

Guidelines, www.children.alabama.gov

These websites stress the importance of social and academic growth during the formative years of development. They also stress the importance of parent involvement in a child's learning.

Activity - Pre-K Centers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Pre-K classroom will be stocked with supplies, centers, technology, curriculum, and stations that will help teach pre-literacy and pre-numeracy skills to Pre-K students	Academic Support Program	08/08/2016	05/19/2017	\$44457	Title I Part A	PreK teacher and aide

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Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Pre-K Teacher and Auxiliary Aide will attend training to improve instruction and data collection. This includes Gold training, OSR training, MEGA Conference, RCA Academy, Kindergarten conferences, Get Your Teach On conference, DIBELS conferences, Pre-K conferences.	Professional Learning	09/05/2016	09/29/2017	\$1166	Title I Part A	Pre-K Teacher, Pre-K Aide

Strategy 3:

Early Literacy and Character - Pre-School students of the Owens Cross Roads Community will receive free books once a month through the use of the Dolly Parton Imagination Library Program. All Families with school-age students will also receive a copy of Ron Clark's The Essential 55 Workbook.

Category: Implement Community Based Support and Intervention System

Research Cited: Clark, R. (2004) The Essential 55 Workbook. New York NY: Hyperion; Alabama's Action Plan for Literacy: Birth Through Grade 12

http://web.alsde.edu/general/STATE_LITERACY_PLAN.pdf

Ron Clark's book is used to connect school and home in the teaching of character and responsibility in students. The AL action plan lays out the importance of early literacy and how it translates to future academic success.

Activity - Imagination Library, Parent Library, and Essential 55	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will have access to children's books monthly as well as the Essential 55 Workbook to help educate their children on explicit and implicit academic skills. Parents will also have access to a parent library with parenting books located in the main office.	Parent Involvement	08/08/2016	09/29/2017	\$1770	Title I Part A	Administration, Guidance, Media Specialist

Strategy 4:

Formative Assessment - Students will receive ongoing assessment and reteaching until they master literacy skills and concepts.

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

Research Cited: Berger, R. (2014). Leaders of Their Own Learning. San Francisco, CA: John Wiley & Sons, Inc.

Wormeli, R. (2006). Fair isn't Always Equal: Assessing and Grading in the Differentiated Classroom. Westerville, OH: Stenhouse.

These books explain the importance of ongoing formative evaluation and the benefit of progress monitoring throughout the learning process. Leaders of Their Own Learning covers this throughout chapter 2.

Activity - Technological Formative Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use hardware in the library and in the classroom such as iPads, computers, SmartBoards, LCD projectors, Chromebooks, and other equipment as well as programs such as Reading Eggs, Study Island, IXL, Brainpop, Flocabulary, Lyrics 2 Learn, Waterford, Gold software, MobyMax etc. in order to increase student engagement and assess ongoing student progress.	Academic Support Program	08/08/2016	05/19/2017	\$2556	Title I Part A	Teachers, Instructional Coach

Activity - Conferences	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Faculty and administration will be attending multiple conferences to gain insight into formative assessment and best practices for literacy and mathematical instruction. The conferences may include the Ron Clark Academy Conference/visits, MEGA Conference, ASCD conference, ISTE, CLAS conferences, GOLD training, AAESA/NAESP conference, Ruby Payne workshops, Brain Research National Conference, Common Core Conference, STAR training, Kindergarten conference, Blue Ribbon Conference, Learning Forward Conference, Model Schools Conference, iPad conference, NATC conference, Get Your Teach on Conference, and AETC conference.	Professional Learning	08/08/2016	09/29/2017	\$1167	Title I Part A	Teachers, Administrator s, Media specialist, Guidances, Instructional Coaches

Strategy 5:

Intervention Block - Teachers will use the intervention block to work on multi-sensory small group instruction, literacy centers, and other fluency and comprehension skills. Students will work in groups according to ability level.

Category: Develop/Implement Learning Supports

Research Cited: Helping Struggling Learners in the Elementary & Middle Grades, Educational Research Service

The Fluent Reader, Tim Rasinski

Hall, S. (2012). I've DIBEL'd, Now What? Next Edition. Longmont, CO: Cambium Learning Sopris. These three books offer numerous strategies we are using in our intervention block to assist strugglers such as fluency centers and timed reading.

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Activity - Literacy Focus	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be spending enrichment time working on literacy fluency and comprehension 55 minutes a day. Student resources and technology will be purchased as needed to supplement learning and instruction.	Academic Support Program	09/05/2016	05/19/2017	\$0	No Funding Required	Teachers, Instructional Coaches, Counselor, Media Specialist

Activity - Tutoring during school	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tutor will meet with small groups in different grade levels to work on literacy skills. Tutor will use DIBELS and STAR to progress monitor growth.	Tutoring	09/05/2016	09/29/2017	\$500	Title I Part A	Tutor, 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
Math skills focus	Students will work on math fluency and skills in small groups during the 55 minute intervention time.	Academic Support Program	09/05/2016	05/19/2017	\$0	Teachers, Instructional Coaches, Guidance
Centers and small groups	Students will receive literacy instruction on phonemes, nonsense word fluency, letter naming, initial sound fluency, and other pre and emergent literacy strategies before school, during centers, and during small group instruction.	Academic Support Program	08/08/2016	05/19/2017	\$0	Teachers, Instructional Coaches
Literacy Focus	Students will be spending enrichment time working on literacy fluency and comprehension 55 minutes a day. Student resources and technology will be purchased as needed to supplement learning and instruction.	Academic Support Program	09/05/2016	05/19/2017	\$0	Teachers, Instructional Coaches, Counselor, Media Specialist
Data Notebooks	Students will use data notebooks to track their progress and set goals. This will be a continuation of the practice and materials used last year through the Leaders of Their Own Learning by Ron Berger study.	Academic Support Program	08/08/2016	05/19/2017	\$0	Teachers, Administration, Guidance, Instructional Coaches
In-house Professional Development	Teachers will have the opportunity throughout the year to attend training on multi-sensory strategies in the classroom. This training will be conducted by instructional coaches as well as outside consultants.	Professional Learning	09/05/2016	05/19/2017	\$0	Teachers, Instructional Coaches
Total					\$0	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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Conferences	Faculty and administration will be attending multiple conferences to gain insight into formative assessment and best practices for literacy and mathematical instruction. The conferences may include the Ron Clark Academy Conference/visits, MEGA Conference, ASCD conference, ISTE, CLAS conferences, GOLD training, AAESA/NAESP conference, Ruby Payne workshops, Brain Research National Conference, Common Core Conference, STAR training, Kindergarten conference, Blue Ribbon Conference, Learning Forward Conference, Model Schools Conference, iPad conference, NATC conference, and AETC conference.	Professional Learning	09/05/2016	05/19/2017	\$2333	Administration, Teachers, Instructional Coaches, Librarian, Counselor
Conferences	Faculty and administration will be attending multiple conferences to gain insight into formative assessment and best practices for literacy and mathematical instruction. The conferences may include the Ron Clark Academy Conference/visits, MEGA Conference, ASCD conference, ISTE, CLAS conferences, GOLD training, AAESA/NAESP conference, Ruby Payne workshops, Brain Research National Conference, Common Core Conference, STAR training, Kindergarten conference, Blue Ribbon Conference, Learning Forward Conference, Model Schools Conference, iPad conference, NATC conference, Get Your Teach on Conference, and AETC conference.	Professional Learning	08/08/2016	09/29/2017	\$1167	Teachers, Administrator s, Media specialist, Guidances, Instructional Coaches
Data Notebooks	Students will use data notebooks to track their progress and set goals. This will be a continuation of the practice and materials used last year through the Leaders of Their Own Learning by Ron Berger study.	Academic Support Program	08/19/2016	05/19/2017	\$100	Teachers, Instructional Coaches, Media Specialist, Guidance, Admin
Technological Formative Assessment	Students will use hardware in the library and in the classroom such as iPads, computers, SmartBoards, LCD projectors, Chromebooks, and other equipment as well as programs such as Reading Eggs, Study Island, IXL, Brainpop, Flocabulary, Lyrics 2 Learn, Waterford, Gold software, MobyMax etc. in order to increase student engagement and assess ongoing student progress.	Academic Support Program	08/08/2016	05/19/2017	\$2556	Teachers, Instructional Coach
Tutoring after school	Approximately 3-4 tutors will meet with small groups in different grade levels to work on literacy skills. Tutors will use DIBELS and STAR to progress monitor growth.	Tutoring	10/03/2016	09/29/2017	\$1052	Teachers, Tutors
Technological Formative Assessment	Students will use hardware in the library and in the classroom such as iPads, computers, SmartBoards, LCD projectors, Chromebooks, and other equipment as well as programs such as Reading Eggs, Study Island, IXL, Brainpop, Flocabulary, Lyrics 2 Learn, MobyMax etc. in order to increase student engagement and assess ongoing student progress.	Academic Support Program	09/05/2016	05/19/2017	\$1019	Instructional Coaches, Media Specialist, Teachers, Administration

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Writing Program	Students will be following the writing plan created by the writing team based on the Scott Foresman writing rubrics. Many students in grades 3-6 will also work on writing skills at different times during the year during the intervention block. Teachers may develop writing, reading, and math strategies over the summer.	Academic Support Program	09/05/2016	05/19/2017	\$616	Teachers, Instructional Coach
Tutoring during school	Tutor will meet with small groups in different grade levels to work on literacy skills. Tutor will use DIBELS and STAR to progress monitor growth.	Tutoring, Academic Support Program	08/29/2016	05/19/2017	\$3292	Teacher/tutor
Professional Development	Pre-K Teacher and Auxiliary Aide will attend training to improve instruction and data collection. This includes Gold training, OSR training, MEGA Conference, RCA Academy, Kindergarten conferences, Get Your Teach On conference, DIBELS conferences, Pre-K conferences.	Professional Learning	09/05/2016	09/29/2017	\$1166	Pre-K Teacher, Pre-K Aide
STEM activities	Teachers will implement strategies and resources in the classroom to encourage interest and engagement in the combined fields of science, technology, engineering, and math.	Academic Support Program	09/22/2016	09/29/2017	\$1000	Teachers, Instructional Coaches, Media Specialist, Administration
Pre-K Centers	The Pre-K classroom will be stocked with supplies, centers, technology, curriculum, and stations that will help teach pre-literacy and pre-numeracy skills to Pre-K students	Academic Support Program	08/08/2016	05/19/2017	\$44457	PreK teacher and aide
Technological Formative Assessment	Students will use hardware in the library and in the classroom such as iPads, computers, SmartBoards, LCD projectors, Chromebooks, and other equipment as well as programs such as Reading Eggs, Study Island, IXL, Brainpop, Flocabulary, Lyrics 2 Learn, MobyMax etc. in order to increase student engagement and assess ongoing student progress.	Academic Support Program	08/08/2016	09/29/2017	\$100	Instructional Coach, Administration, Media Specialist, Teachers
Imagination Library, Parent Library, and Essential 55	Parents will have access to children's books monthly as well as the Essential 55 Workbook to help educate their children on explicit and implicit academic skills. Parents will also have access to a parent library with parenting books located in the main office.	Parent Involvement	08/08/2016	09/29/2017	\$1770	Administration, Guidance, Media Specialist
Tutoring after school	Approximately 3-4 tutors will meet with small groups in different grade levels to work on literacy skills. Tutors will use DIBELS and STAR to progress monitor growth.	Tutoring	09/22/2016	09/29/2017	\$1052	Teachers/Tutors
Open-ended responses	Teachers will help students with the increased rigor of mathematical questioning by scaffolding and then releasing skills to improve open-ended student responses and multi-step problems. The technology and math Instructional Coach will assist with PD for teachers and with teaching students.	Direct Instruction	08/08/2016	05/19/2017	\$41480	Teachers, Instructional Coach

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Conferences	Faculty and administration will be attending multiple conferences to gain insight into formative assessment and best practices for literacy and mathematical instruction. The conferences may include the Ron Clark Academy Conference/visits, MEGA Conference, ASCD conference, ISTE, CLAS conferences, GOLD training, AAESA/NAESP conference, Ruby Payne workshops, Brain Research National Conference, Common Core Conference, STAR training, Kindergarten conference, Blue Ribbon Conference, Learning Forward Conference, Model Schools Conference, iPad conference, NATC conference, and AETC conference.	Professional Learning	08/08/2016	09/29/2017	\$1833	Teachers, Administration, Media Specialist, Guidance
After School Tutoring	Approximately 3-4 tutors will meet with small groups in different grade levels to work on literacy skills. Tutors will use DIBELS and STAR to progress monitor growth.	Tutoring, Academic Support Program	10/10/2016	05/19/2017	\$1578	Teachers
Tutoring during school	Tutor will meet with small groups in different grade levels to work on literacy skills. Tutor will use DIBELS and STAR to progress monitor growth.	Tutoring	09/05/2016	09/29/2017	\$500	Tutor, Teachers
Tutoring during school	Tutor will meet with small groups in different grade levels to work on literacy skills. Tutor will use DIBELS and STAR to progress monitor growth.	Tutoring	09/05/2016	05/19/2017	\$2194	Tutor, Teachers
Literacy Focus	Students will be spending enrichment time working on literacy fluency and comprehension 55 minutes a day. Student resources and technology will be purchased as needed to supplement learning and instruction.	Academic Support Program	09/05/2016	05/19/2017	\$2980	Teachers, Instructional Coaches, Counselor, Media Specialist
Charts and Graphs	Teachers will model, scaffold, then encourage independence for students working on disaggregating and interpreting data taken from charts, graphs, and other visual data artifacts.	Academic Support Program	08/08/2016	05/19/2017	\$41480	Instructional Coach, Teachers
Total					\$153725	

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		Stakeholder Feedback

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?

The Title I parent survey completed by parent indicated that 100% of parents strongly agreed or agreed that they felt welcomed at their child's school. The average score for that survey item was a 1.0 indicating a high level of satisfaction with the staff members that are a part of the school. In addition to the openness of the school, 100% of parents who took the survey felt that OCRS the school encourages parents to be a part of their child's education.

Students throughout the school indicated several areas of high satisfaction. 100% of our early elementary students said that they either agreed or strongly agreed that their teacher wants them to learn and that they learn new things in school, earning a score of 4.63 out of 5.0. Similarly, 98% of the younger elementary aged students and 93.34% of the middle school grade students feel that teachers at OCRS want them to do their best work/have high expectations. In the middle school grades, 96.67% of students indicated that they felt teachers at Owens Cross Roads School work together to improve student learning. This survey item received an average score of 4.73 demonstrating that students do feel that teachers at OCRS care about their success as a learner.

Finally, 100% of our staff members strongly agreed or strongly agreed that our school has a purpose statement that is clearly focused on student success. This survey item received an average score of 4.78 out of 5.0. Additionally, 100% of OCRS staff members strongly agree or agree that the school provides qualified staff members to support student learning, with an average score of 4.74.

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

All surveys indicated that stakeholders feel that the staff works together to ensure that all students are learning. Survey results also showed that the community feels that OCRS provides a safe learning environment for students and that OCRS has high expectations of their students.

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

The Title I parent survey from fall 2016 and the AdvancED surveys from 2015-2016 showed similar beliefs in the openness of the school and high expectations for student achievement and growth.

Areas in Need of Improvement

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

The Title I survey results were, overall, very positive. The staff members indicated that having a formal process in place to support new staff members is an area in need of improvement. This survey item received an average score of 4.34 out of 5.0. Staff members also indicated a desire for more supervisory feedback. Administration has created a walk-through observation tool this year and is using it to provide immediate feedback on a regular basis. This survey item received an average score of 4.43.

The Parent Survey indicated that 22.95% of parents surveyed did not know how to be involved in the planning/review committees. This survey items received an average score of 0.77 out of 1.0.

Student responses on the surveys were positive. One area that students feel we are not as strong in is inviting families to come to school activities. This survey item had an average score of 2.46 on the elementary survey. Students in the elementary and middle grades felt that some students didn't treat adults with respect, scoring a 2.63 out of 3.0 and a 3.97 out of 5.0 respectively.

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

Students, indicated concerns about respect for others at the school. While respect showed up as an area of concern and decreasing satisfaction, it still scored well on both the 3 and 5 point scales.

What are the implications for these stakeholder perceptions?

While survey results and anecdotal notes indicate an overall positive perception of the school, we realize that there are areas in need of improvement. The staff indicated a need for a formal mentor program for beginning teachers and those new to Owens Cross Roads School. However, a program to mentor new teachers was actually created in January based on feedback from staff surveys and on the recommendation of the Blue Ribbon Schools of Excellence consulting firm. New teachers take part in this program, but it appears that we will need to make sure the entire staff is aware of its existence. Staff members also indicated a desire for more supervisory feedback. Administration has created a walk-through observation tool this year and is using it to provide immediate feedback on a regular basis.

Throughout the grade levels, students have different ideas as to which areas of the school need improvement based on survey results. Students in the lower grades feel that other teachers don't invite their parents to school enough. Teachers meet with every parent at least once in the first 9 weeks. Parents are also invited to open house, Title 1 meetings, PTO meetings, and more. Invitations come via School Messenger, emails, newsletters, school marque, etc. OCRS offers a variety of family activities that range from PTO to volunteer opportunities. We will continue to provide various opportunities such as PTO, Parent Conference, Grandparents Lunch, Parent Advisory Committees, Title I committees, and others for stakeholders to be active participants in Owens Cross Roads School.

Our 6th grade students had concerns about the level of respect their peers show for their teachers, peers, and their peers' things. We will continue to work on the character traits in Ron Clark's Essential 55 as well as develop other incentives for students to model good character.

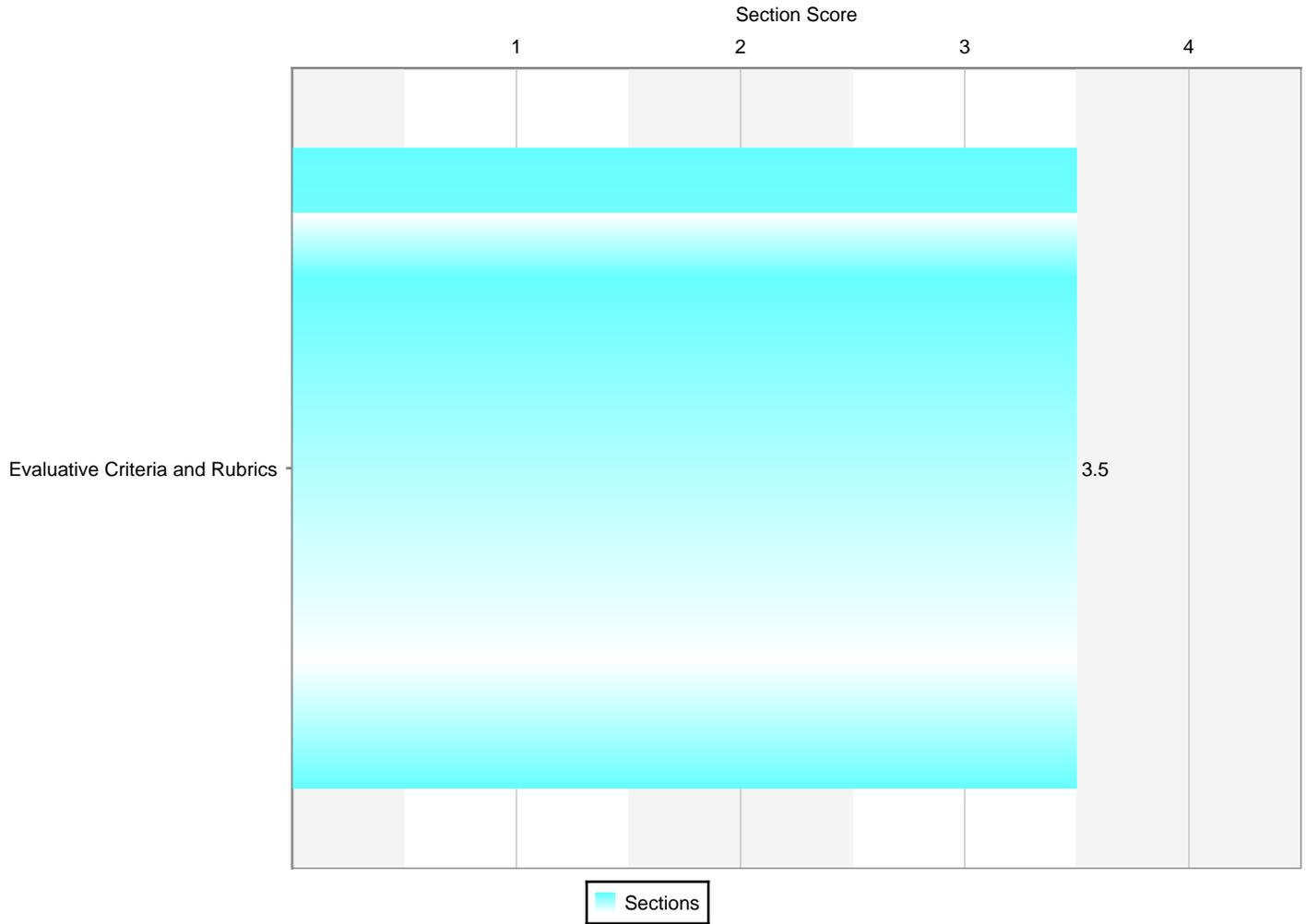
On the Parent Survey open-ended responses, the concerns that occurred most often were about the length of the car-rider line and the cafeteria food. The car line problem has been fixed by parents staggering their pick-up times. The ingredients and menus for the cafeteria are set by the state and district, so OCRS doesn't have much of a say in improving the food.

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

The Title I survey and the AdvancED survey both indicated that OCRS needs to continue to invite stakeholders to be involved in the school.

Report Summary

Scores By Section



Title I Schoolwide Diagnostic

Introduction

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

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment conducted?

The administration reviews test data and assesses student performance in the summer before school begins. The existing needs assessment is reviewed to determine if changes are necessary to address weaknesses outlined by the new test results. Reform strategies and programs are continuously analyzed by faculty, administration, and staff to determine effectiveness. These strategies and programs are to be scientifically researched-based. Data is collected throughout the school year and compiled to create an updated needs assessment for the school. The data includes test score information, discipline, surveys, student attendance, faculty attendance, staff development and all other relevant data, which impacts instruction. Informal planning is ongoing throughout the year which includes weekly and monthly grade level meetings. Formal planning begins when the assessments results are available and concludes in the Fall with the final review of the plan by the parents and the faculty. After the volunteers and those appointed by the principal form the committee, all collected data is reviewed to determine the needs of the students, the parents and the faculty. Goals are reviewed to determine if the current reform strategies were effective in achieving the stated goals. If so, reform strategies may be continued. If not, reform strategies are modified or new reform strategies are selected to better meet the needs of the students. Informal meetings are conducted throughout the planning process. The principal of the school ensures that the process is continual so that the curriculum is enacted, supported, and assessed. The school wide plan will be made available to all parents. Copies of the plan will be placed in the school office and the school library. A copy of the plan will also be located in the Title I Coordinator's office. Owens Cross Roads School utilizes and implements the Title I School wide Planning Template/Checklist for continuous improvement as adopted and mandated by the Alabama State Department of Education. This School wide Plan also meets guidelines for completing the Southern Association of Colleges and Schools (SACS) Quality Assurance Review and Self-Study. Parents can participate in the compiling of the school wide plan by contacting the Principal. If parents are dissatisfied with the contents of this plan, they are encouraged to contact the school principal. The system set-aside meeting is conducted each summer. The Title I Planning Committee is also known as the literacy leadership and improvement planning committee. Each grade level has a representative who is responsible for communicating with grade level members. In addition, grade level representatives are responsible for gathering data and information from other faculty members. The principal serves as the internal facilitator and chairperson of the committee. Policy allows the leadership team to implement policies and procedures without interference as led by the principal.

Instructional Leadership Team Names and Positions: Lynn Parker- 4th grade, Anthony Haynes- 6th, Emily Sadler- K, Jenny Stone- Pre-K, Dejuana Wilbourn- 2nd, Davina Mann- Math/Tech Coach, Kim Haynes- Assistant Principal, Deanna Powers- Reading Coach, Scott Weeks- Principal, Mary Audra Sharp- EL Representative, Selina Ellis- Parent Representative, Sandra Fischer- Parent Representative, Jacinta Barnette- Parent Represent, Cindy Markushevski- Community Representative

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

Our DIBELS composite scores increased from 61% on the 2014-2015 end of year benchmark to 67% on the 2015-2016 end of year benchmark. We want to increase our composite score to 70% benchmark on the end of year assessment for the 2016-2017 school year. We also wanted to increase our scores in reading and math by 2%. When the ACT Aspire data was released, we recognized that our students scored lowest on the writing and reading components of the ASPIRE assessment. We have also recognized that our fourth through sixth grade girls score better than our boys across the board. Parent involvement continues to be a focus as we want to increase the time parents are volunteering and interacting with the school. We saw positive results from our Family Matters meetings but have decided to host Familypalooza, an opportunity for parents to choose sessions which interest them. We also have built a parent library that parents and the

NOVA (family counseling) service are beginning to utilize. We have experienced mixed-results in our efforts to involve parents in their student's education, and are continuing to adjust programs and topics in order to increase parental involvement. Student attendance was still above 95%, but we have a few specific families that are chronic absentee problems. Our social worker is working with them this year. Faculty attendance continues to be a concern because of all of the PD they are taken out of the classroom and required to attend. We continue to strive to make OCRS a welcoming place for our students and are addressing their concerns about increasing respect for each other and for the staff by increasing our Ron Clark strategies.

3. What conclusions were drawn from the results?

Based on our DIBELS data (a composite of 67% of our students benchmarked in grades K-3), we realized that the instructional strategies we had put into place during the 2015-2016 school year were well-intentioned but ineffective. Based on the ACT ASPIRE data, we realized that we needed to examine exemplars, rubrics, and open-ended test questions to make sure students were able to demonstrate mastery of their concepts. More focus also needed to be put on a formal writing process as well as stamina for reading.

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

We realized that we needed to devote more time to literacy goals and had to look at how we could fit enrichment time into the master calendar. We also recognized that we needed more training in the CCRS standards and more time looking at exemplars and rubrics used on the ACT ASPIRE. We believe that the climate of the school is good and that the Ron Clark studies are having a positive effect. This belief comes from the observed improvement in staff morale and in student engagement. It was concluded that the student engagement in general was good but could be refined in efficacy through a focus on the Best Practice outlined in Ron Berger's book *Leaders of Their Own Learning*. We conducted the book study school-wide and the teachers implemented student data notebooks. The teachers meet with their students monthly to add artifacts and graph individual progress. The climate for learning seems much safer, in that students feel freer to make mistakes and work with partners. However, improved assessment data, which should be the byproduct of student engagement and best practice in teaching has not yet been noticeable. Demographic data is still spotty since we are using data from the ACT Aspire, but a glaring issue is that the girls have outperformed the boys in nearly every subject in grades 4-6. This correlates to the results of the STAR data as well. Our focus on multisensory strategies, movement in the classroom, engagement in the lesson, and ownership of individual learning should help to alleviate this discrepancy.

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

We have adjusted the master calendar to include a 55 minute intervention/enrichment block in order to allow time to increase our literacy skills and writing practice. We have also scheduled professional development that will address multisensory literacy strategies, examplars, literacy skills, and writing strategies. Students are keeping data notebooks and are working with teachers to set achievable goals. Our student goals, action steps, and strategies are directly related to our needs assessment.

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

Our goals are based primarily on the ACT ASPIRE and DIBELS data from 2015-2016, but we also looked at data from the, STAR

Assessment. The findings in the STAR reflect some of the same strengths and weaknesses, but the scores on the ASPIRE assessment were lower than the other assessments. We are using STAR and DIBELS progress monitoring to track student learning and mastery throughout the year. Teacher absences were less than the year prior, but this could still have had a negative affect on our data. Surveys confirm that the climate continues to be our strength, but also indicate that we have areas to grow with instilling respect for others in our students. Overall discipline and referrals were improved from the previous year, though bus referrals continue to be a concern. .

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

Our goals focus on Reading, Math, and DIBELS (emergent readers) skills. Reading and Math skills are necessary for all students. Emergent literacy skills are needed for young readers, but these skills impact all learners as they progress in their mastery of literacy. We are offering tutoring after school, a 55 minute enrichment block, and before-school small group time to address the needs of the disadvantaged. We also use tiered instruction for students who struggle academically.

Because we have a 57% free and reduced lunch population, many of our students do not have access to resources other students may take for granted such as access to the internet, tutors, or computers. Our 1:1 program helps to level this playing field, and we also use our social worker and community partners to ensure disadvantaged students' basic needs are met.

Component 2: Schoolwide Reform Strategies

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

Goal 1:

Students in grades 3-6 will increase proficiency by at least 2% in reading as measured by the ACT ASPIRE. Last year's high proficiency composite rate in grades 3-6 in reading was 41%.

Measurable Objective 1:

increase student growth by 2% to 43% by 05/19/2017 as measured by the percentage of students benchmarking on the Reading portion of the ACT Aspire.

Strategy1:

Formative Assessment - Students will receive ongoing assessment and reteaching until they master literacy skills and concepts.

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

Research Cited: ARI strategies, Expeditionary Learning, NMSI

Activity - Data Notebooks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use data notebooks to track their progress and set goals. This will be a continuation of the practice and materials used last year through the Leaders of Their Own Learning by Ron Berger study.	Academic Support Program	08/19/2016	05/19/2017	\$100 - Title I Part A	Teachers, Instructional Coaches, Media Specialist, Guidance, Admin

Activity - Technological Formative Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use hardware in the library and in the classroom such as iPads, computers, SmartBoards, LCD projectors, Chromebooks, and other equipment as well as programs such as Reading Eggs, Study Island, IXL, Brainpop, Flocabulary, Lyrics 2 Learn, MobyMax etc. in order to increase student engagement and assess ongoing student progress.	Academic Support Program	09/05/2016	05/19/2017	\$1019 - Title I Part A	Instructional Coaches, Media Specialist, Teachers, Administration

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Owens Cross Roads School

Activity - Conferences	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Faculty and administration will be attending multiple conferences to gain insight into formative assessment and best practices for literacy and mathematical instruction. The conferences may include the Ron Clark Academy Conference/visits, MEGA Conference, ASCD conference, ISTE, CLAS conferences, GOLD training, AAESA/NAESP conference, Ruby Payne workshops, Brain Research National Conference, Common Core Conference, STAR training, Kindergarten conference, Blue Ribbon Conference, Learning Forward Conference, Model Schools Conference, iPad conference, NATC conference, and AETC conference.	Professional Learning	09/05/2016	05/19/2017	\$2333 - Title I Part A	Administration, Teachers, Instructional Coaches, Librarian, Counselor

Strategy2:

Tutoring - Approximately four teachers will be contracted to tutor students in both math and literacy skills.

Category: Develop/Implement Learning Supports

Research Cited: ARI, AMSTI, West Virginia Phonics, Florida Center for Reading Research

Activity - Tutoring during school	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tutor will meet with small groups in different grade levels to work on literacy skills. Tutor will use DIBELS and STAR to progress monitor growth.	Academic Support Program Tutoring	08/29/2016	05/19/2017	\$3292 - Title I Part A	Teacher/tutor

Activity - After School Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Approximately 3-4 tutors will meet with small groups in different grade levels to work on literacy skills. Tutors will use DIBELS and STAR to progress monitor growth.	Tutoring Academic Support Program	10/10/2016	05/19/2017	\$1578 - Title I Part A	Teachers

Strategy3:

Intervention Block - Intervention Block - Teachers will use the intervention block to work on multi-sensory small group instruction, literacy centers, and other fluency and comprehension skills. Students will work in groups according to ability level.

Category: Develop/Implement Learning Supports

Research Cited: ARI strategies, Renaissance Accelerated Reader, DIBELS, Orton Gillingham

Activity - Literacy Focus	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be spending enrichment time working on literacy fluency and comprehension 55 minutes a day. Student resources and technology will be purchased as needed to supplement learning and instruction.	Academic Support Program	09/05/2016	05/19/2017	\$2980 - Title I Part A	Teachers, Instructional Coaches, Counselor, Media Specialist

Strategy4:

SY 2016-2017

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Writing Workshop - Students will work to improve their writing skills.

Category: Develop/Implement Learning Supports

Research Cited: ARI, Scott Foresman Rubrics

Activity - Writing Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be following the writing plan created by the writing team based on the Scott Foresman writing rubrics. Many students in grades 3-6 will also work on writing skills at different times during the year during the intervention block. Teachers may develop writing, reading, and math strategies over the summer.	Academic Support Program	09/05/2016	05/19/2017	\$616 - Title I Part A	Teachers, Instructional Coach

Strategy5:

Multi-sensory Instruction - Teachers will be trained to use multi-sensory instruction in all subjects for high, medium, and low performing students.

Category: Develop/Implement Learning Supports

Research Cited: ARI Research, Orton Gillingham research.

Activity - In-house Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will have the opportunity throughout the year to attend training on multi-sensory strategies in the classroom. This training will be conducted by instructional coaches as well as outside consultants.	Professional Learning	09/05/2016	05/19/2017	\$0 - No Funding Required	Teachers, Instructional Coaches

Goal 2:

Students in Grades 3-6 will increase proficiency in math by 2% as measured by the ACT Aspire. Last's year's high proficiency rate composite in grades 3-6 was 62%.

Measurable Objective 1:

demonstrate student proficiency (pass rate) in math by increasing a composite of 2% overall in grades 3-6 by 05/19/2017 as measured by the ACT Aspire.

Strategy1:

Focus on interpreting data - Teachers will model, scaffold, then encourage independence for students working on disaggregating and interpreting data taken from charts, graphs, and other visual data artifacts.

Category: Develop/Implement Learning Supports

Research Cited: AMSTI, NMSI

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Activity - STEM activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement strategies and resources in the classroom to encourage interest and engagement in the combined fields of science, technology, engineering, and math.	Academic Support Program	09/22/2016	09/29/2017	\$1000 - Title I Part A	Teachers, Instructional Coaches, Media Specialist, Administration

Activity - Charts and Graphs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will model, scaffold, then encourage independence for students working on disaggregating and interpreting data taken from charts, graphs, and other visual data artifacts.	Academic Support Program	08/08/2016	05/19/2017	\$41480 - Title I Part A	Instructional Coach, Teachers

Strategy2:

Open-ended Response - Teachers will work with students to increase their performance and skill in answering open-ended and multi-step questions.

Category: Develop/Implement Learning Supports

Research Cited: AMSTI, NMSI

Activity - Open-ended responses	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will help students with the increased rigor of mathematical questioning by scaffolding and then releasing skills to improve open-ended student responses and multi-step problems. The technology and math Instructional Coach will assist with PD for teachers and with teaching students.	Direct Instruction	08/08/2016	05/19/2017	\$41480 - Title I Part A	Teachers, Instructional Coach

Strategy3:

Intervention Block - Teachers will use the intervention block to work on multi-sensory small group instruction, literacy centers, and other fluency and

comprehension skills. Students will work in groups according to ability level.

Category: Develop/Implement Learning Supports

Research Cited: AMSTI

Activity - Math skills focus	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will work on math fluency and skills in small groups during the 55 minute intervention time.	Academic Support Program	09/05/2016	05/19/2017	\$0 - No Funding Required	Teachers, Instructional Coaches, Guidance

Strategy4:

Tutoring - Approximately four teachers will be contracted to tutor students in both math and literacy skills.

Category: Develop/Implement Learning Supports

Research Cited: AMSTI

Activity - Tutoring during school	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tutor will meet with small groups in different grade levels to work on literacy skills. Tutor will use DIBELS and STAR to progress monitor growth.	Tutoring	09/05/2016	05/19/2017	\$2194 - Title I Part A	Tutor, Teachers

Activity - Tutoring after school	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Approximately 3-4 tutors will meet with small groups in different grade levels to work on literacy skills. Tutors will use DIBELS and STAR to progress monitor growth.	Tutoring	09/22/2016	09/29/2017	\$1052 - Title I Part A	Teachers/Tutors

Strategy5:

Formative Assessment - Students will receive ongoing assessment and reteaching until they master literacy skills and concepts.

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

Category: Develop/Implement Learning Supports

Research Cited: ARI strategies, Expeditionary Learning, NMSI

Activity - Data Notebooks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use data notebooks to track their progress and set goals. This will be a continuation of the practice and materials used last year through the Leaders of Their Own Learning by Ron Berger study.	Academic Support Program	08/08/2016	05/19/2017	\$0 - No Funding Required	Teachers, Administration, Guidance, Instructional Coaches

Activity - Conferences	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Faculty and administration will be attending multiple conferences to gain insight into formative assessment and best practices for literacy and mathematical instruction. The conferences may include the Ron Clark Academy Conference/visits, MEGA Conference, ASCD conference, ISTE, CLAS conferences, GOLD training, AAESA/NAESP conference, Ruby Payne workshops, Brain Research National Conference, Common Core Conference, STAR training, Kindergarten conference, Blue Ribbon Conference, Learning Forward Conference, Model Schools Conference, iPad conference, NATC conference, and AETC conference.	Professional Learning	08/08/2016	09/29/2017	\$1833 - Title I Part A	Teachers, Administration, Media Specialist, Guidance

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Activity - Technological Formative Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use hardware in the library and in the classroom such as iPads, computers, SmartBoards, LCD projectors, Chromebooks, and other equipment as well as programs such as Reading Eggs, Study Island, IXL, Brainpop, Flocabulary, Lyrics 2 Learn, MobyMax etc. in order to increase student engagement and assess ongoing student progress.	Academic Support Program	08/08/2016	09/29/2017	\$100 - Title I Part A	Instructional Coach, Administration, Media Specialist, Teachers

Goal 3:

Students in grades K-3 will obtain at least a 70 percent Benchmark rate on DIBELS at the end of the year. Last year's proficiency composite was 67%.

Measurable Objective 1:

demonstrate student proficiency (pass rate) by scoring a composite of 70% by 05/19/2017 as measured by DIBELS benchmark composite.

Strategy1:

Pre-K Instruction - The Pre-K classroom will be stocked with supplies, centers, technology, curriculum, and stations that will help teach pre-literacy and pre-numeracy skills to Pre-K students

Category: Develop/Implement Learning Supports

Research Cited: Gold Assessment, Waterford, ARI Strategies

Activity - Pre-K Centers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Pre-K classroom will be stocked with supplies, centers, technology, curriculum, and stations that will help teach pre-literacy and pre-numeracy skills to Pre-K students	Academic Support Program	08/08/2016	05/19/2017	\$44457 - Title I Part A	PreK teacher and aide

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Pre-K Teacher and Auxiliary Aide will attend training to improve instruction and data collection. This includes Gold training, OSR training, MEGA Conference, RCA Academy, Kindergarten conferences, DIBELS conferences, Pre-K conferences.	Professional Learning	09/05/2016	09/29/2017	\$1166 - Title I Part A	Pre-K Teacher, Pre-K Aide

Strategy2:

Intervention Block - Teachers will use the intervention block to work on multi-sensory small group instruction, literacy centers, and other fluency and

comprehension skills. Students will work in groups according to ability level.

Category: Develop/Implement Learning Supports

Research Cited: ARI strategies, Renaissance Accelerated Reader, DIBELS, Orton Gillingham

ACIP

Owens Cross Roads School

Activity - Tutoring during school	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tutor will meet with small groups in different grade levels to work on literacy skills. Tutor will use DIBELS and STAR to progress monitor growth.	Tutoring	09/05/2016	09/29/2017	\$500 - Title I Part A	Tutor, Teachers

Activity - Literacy Focus	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be spending enrichment time working on literacy fluency and comprehension 55 minutes a day. Student resources and technology will be purchased as needed to supplement learning and instruction.	Academic Support Program	09/05/2016	05/19/2017	\$0 - No Funding Required	Teachers, Instructional Coaches, Counselor, Media Specialist

Strategy3:

Formative Assessment - Students will receive ongoing assessment and reteaching until they master literacy skills and concepts.

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

Research Cited: ARI strategies, Expeditionary Learning, NMSI

Activity - Conferences	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Faculty and administration will be attending multiple conferences to gain insight into formative assessment and best practices for literacy and mathematical instruction. The conferences may include the Ron Clark Academy Conference/visits, MEGA Conference, ASCD conference, ISTE, CLAS conferences, GOLD training, AAESA/NAESP conference, Ruby Payne workshops, Brain Research National Conference, Common Core Conference, STAR training, Kindergarten conference, Blue Ribbon Conference, Learning Forward Conference, Model Schools Conference, iPad conference, NATC conference, and AETC conference.	Professional Learning	08/08/2016	09/29/2017	\$1167 - Title I Part A	Teachers, Administrators, Media specialist, Guidances, Instructional Coaches

Activity - Technological Formative Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use hardware in the library and in the classroom such as iPads, computers, SmartBoards, LCD projectors, Chromebooks, and other equipment as well as programs such as Reading Eggs, Study Island, IXL, Brainpop, Flocabulary, Lyrics 2 Learn, Waterford, Gold software, MobyMax etc. in order to increase student engagement and assess ongoing student progress.	Academic Support Program	08/08/2016	05/19/2017	\$2556 - Title I Part A	Teachers, Instructional Coach

Strategy4:

Progress Monitoring - Teachers will progress monitor all students quarterly. Students who fail to benchmark on these assessments will be monitored every-other week. Teachers will use the results of these assessments to guide instruction and to fill in the gaps in the learning of individual students.

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

Research Cited: ARI, DIBELS

Activity - Tutoring after school	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Approximately 3-4 tutors will meet with small groups in different grade levels to work on literacy skills. Tutors will use DIBELS and STAR to progress monitor growth.	Tutoring	10/03/2016	09/29/2017	\$1052 - Title I Part A	Teachers, Tutors

Activity - Centers and small groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive literacy instruction on phonemes, nonsense word fluency, letter naming, initial sound fluency, and other pre and emergent literacy strategies before school, during centers, and during small group instruction.	Academic Support Program	08/08/2016	05/19/2017	\$0 - No Funding Required	Teachers, Instructional Coaches

Strategy5:

Early Literacy and Character - Pre-School students of the Owens Cross Roads Community will receive free books once a month through the use of the Dolly Parton Imagination Library Program. All Families with school-age students will also receive a copy of Ron Clark's The Essential 55 Workbook.

Category: Implement Community Based Support and Intervention System

Research Cited: ARI

Activity - Imagination Library, Parent Library, and Essential 55	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents will have access to children's books monthly as well as the Essential 55 Workbook to help educate their children on explicit and implicit academic skills. Parents will also have access to a parent library with parenting books located in the main office.	Parent Involvement	08/08/2016	09/29/2017	\$1770 - Title I Part A	Administration, Guidance, Media Specialist

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

OCRS Kindergarten students will show a 3% increase of students benchmarking on nonsense words correct letter sounds (NWF-CLS) in the spring of 2017 up from a baseline of 67% in the spring of 2016.

Measurable Objective 1:

A 3% increase of Kindergarten grade students will demonstrate a proficiency by benchmarking on nonsense words correct letter sounds (NWF-CLS) in the spring of 2017 up from a baseline of 67% in the spring of 2016 in Reading by 05/08/2017 as measured by nonsense words correct letter sounds (NWF-CLS) in DIBELS Next.

Strategy1:

Progress Monitoring - All students will be assessed on their mastery of letter sounds as a prerequisite skill to nonsense word fluency.

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

Research Cited: University of Oregon DIBELS Next Data System

Activity - Multi-sensory instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive multi-sensory instruction in whole group and small group on letter naming and letter sound correspondence.	Direct Instruction	08/03/2016	05/25/2017	\$2900 - General Fund	Instructional Coach, Teachers

Activity - Modeling	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional Coach will plan, model, and collaborate with Kindergarten teachers on the effective implementation of multi-sensory strategies in the literacy block.	Direct Instruction	08/03/2016	05/19/2017	\$0 - No Funding Required	Instructional Coach and Kindergarten Teachers

Strategy2:

Professional Development - Teachers will attend professional development to learn strategies and procedures that will be implemented as part of the OG method. Teachers will also learn how to interpret miscue and error analysis to plan and implement appropriate literacy instruction.

Category: Develop/Implement Professional Learning and Support

Research Cited: Orton Gillingham research, MSLE research, ARI research, University of Oregon DIBELS Next Data System

Activity - Wake-Up-Wednesdays	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend Professional Development on Wednesday mornings to cover OG strategies, miscue analysis and other literacy topics.	Professional Learning	08/04/2016	05/19/2017	\$0 - No Funding Required	Teachers, Instructional Coach, Admin.

Goal 2:

Students in grades 3-6 will increase proficiency by at least 2% in reading as measured by the ACT ASPIRE. Last year's high proficiency composite rate in grades 3-6 in reading was 41%.

Measurable Objective 1:

increase student growth by 2% to 43% by 05/19/2017 as measured by the percentage of students benchmarking on the Reading portion of the ACT Aspire.

Strategy1:

Multi-sensory Instruction - Teachers will be trained to use multi-sensory instruction in all subjects for high, medium, and low performing students.

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Owens Cross Roads School

Category: Develop/Implement Learning Supports

Research Cited: ARI Research, Orton Gillingham research.

Activity - In-house Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will have the opportunity throughout the year to attend training on multi-sensory strategies in the classroom. This training will be conducted by instructional coaches as well as outside consultants.	Professional Learning	09/05/2016	05/19/2017	\$0 - No Funding Required	Teachers, Instructional Coaches

Strategy2:

Tutoring - Approximately four teachers will be contracted to tutor students in both math and literacy skills.

Category: Develop/Implement Learning Supports

Research Cited: ARI, AMSTI, West Virginia Phonics, Florida Center for Reading Research

Activity - After School Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Approximately 3-4 tutors will meet with small groups in different grade levels to work on literacy skills. Tutors will use DIBELS and STAR to progress monitor growth.	Tutoring Academic Support Program	10/10/2016	05/19/2017	\$1578 - Title I Part A	Teachers

Activity - Tutoring during school	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tutor will meet with small groups in different grade levels to work on literacy skills. Tutor will use DIBELS and STAR to progress monitor growth.	Tutoring Academic Support Program	08/29/2016	05/19/2017	\$3292 - Title I Part A	Teacher/tutor

Strategy3:

Formative Assessment - Students will receive ongoing assessment and reteaching until they master literacy skills and concepts.

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

Research Cited: ARI strategies, Expeditionary Learning, NMSI

Activity - Technological Formative Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use hardware in the library and in the classroom such as iPads, computers, SmartBoards, LCD projectors, Chromebooks, and other equipment as well as programs such as Reading Eggs, Study Island, IXL, Brainpop, Flocabulary, Lyrics 2 Learn, MobyMax etc. in order to increase student engagement and assess ongoing student progress.	Academic Support Program	09/05/2016	05/19/2017	\$1019 - Title I Part A	Instructional Coaches, Media Specialist, Teachers, Administration

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Activity - Conferences	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Faculty and administration will be attending multiple conferences to gain insight into formative assessment and best practices for literacy and mathematical instruction. The conferences may include the Ron Clark Academy Conference/visits, MEGA Conference, ASCD conference, ISTE, CLAS conferences, GOLD training, AAESA/NAESP conference, Ruby Payne workshops, Brain Research National Conference, Common Core Conference, STAR training, Kindergarten conference, Blue Ribbon Conference, Learning Forward Conference, Model Schools Conference, iPad conference, NATC conference, and AETC conference.	Professional Learning	09/05/2016	05/19/2017	\$2333 - Title I Part A	Administration, Teachers, Instructional Coaches, Librarian, Counselor

Activity - Data Notebooks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use data notebooks to track their progress and set goals. This will be a continuation of the practice and materials used last year through the Leaders of Their Own Learning by Ron Berger study.	Academic Support Program	08/19/2016	05/19/2017	\$100 - Title I Part A	Teachers, Instructional Coaches, Media Specialist, Guidance, Admin

Strategy4:

Writing Workshop - Students will work to improve their writing skills.

Category: Develop/Implement Learning Supports

Research Cited: ARI, Scott Foresman Rubrics

Activity - Writing Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be following the writing plan created by the writing team based on the Scott Foresman writing rubrics. Many students in grades 3-6 will also work on writing skills at different times during the year during the intervention block. Teachers may develop writing, reading, and math strategies over the summer.	Academic Support Program	09/05/2016	05/19/2017	\$616 - Title I Part A	Teachers, Instructional Coach

Strategy5:

Intervention Block - Intervention Block - Teachers will use the intervention block to work on multi-sensory small group instruction, literacy centers, and other fluency and comprehension skills. Students will work in groups according to ability level.

Category: Develop/Implement Learning Supports

Research Cited: ARI strategies, Renaissance Accelerated Reader, DIBELS, Orton Gillingham

Activity - Literacy Focus	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be spending enrichment time working on literacy fluency and comprehension 55 minutes a day. Student resources and technology will be purchased as needed to supplement learning and instruction.	Academic Support Program	09/05/2016	05/19/2017	\$2980 - Title I Part A	Teachers, Instructional Coaches, Counselor, Media Specialist

Goal 3:

Students in Grades 3-6 will increase proficiency in math by 2% as measured by the ACT Aspire. Last's year's high proficiency rate composite in grades 3-6 was 62%.

Measurable Objective 1:

demonstrate student proficiency (pass rate) in math by increasing a composite of 2% overall in grades 3-6 by 05/19/2017 as measured by the ACT Aspire.

Strategy1:

Intervention Block - Teachers will use the intervention block to work on multi-sensory small group instruction, literacy centers, and other fluency and comprehension skills. Students will work in groups according to ability level.

Category: Develop/Implement Learning Supports

Research Cited: AMSTI

Activity - Math skills focus	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will work on math fluency and skills in small groups during the 55 minute intervention time.	Academic Support Program	09/05/2016	05/19/2017	\$0 - No Funding Required	Teachers, Instructional Coaches, Guidance

Strategy2:

Focus on interpreting data - Teachers will model, scaffold, then encourage independence for students working on disaggregating and interpreting data taken from charts, graphs, and other visual data artifacts.

Category: Develop/Implement Learning Supports

Research Cited: AMSTI, NMSI

Activity - Charts and Graphs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will model, scaffold, then encourage independence for students working on disaggregating and interpreting data taken from charts, graphs, and other visual data artifacts.	Academic Support Program	08/08/2016	05/19/2017	\$41480 - Title I Part A	Instructional Coach, Teachers

Activity - STEM activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement strategies and resources in the classroom to encourage interest and engagement in the combined fields of science, technology, engineering, and math.	Academic Support Program	09/22/2016	09/29/2017	\$1000 - Title I Part A	Teachers, Instructional Coaches, Media Specialist, Administration

Strategy3:

Open-ended Response - Teachers will work with students to increase their performance and skill in answering open-ended and multi-step questions.

Category: Develop/Implement Learning Supports

Research Cited: AMSTI, NMSI

Activity - Open-ended responses	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will help students with the increased rigor of mathematical questioning by scaffolding and then releasing skills to improve open-ended student responses and multi-step problems. The technology and math Instructional Coach will assist with PD for teachers and with teaching students.	Direct Instruction	08/08/2016	05/19/2017	\$41480 - Title I Part A	Teachers, Instructional Coach

Strategy4:

Formative Assessment - Students will receive ongoing assessment and reteaching until they master literacy skills and concepts.

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

Category: Develop/Implement Learning Supports

Research Cited: ARI strategies, Expeditionary Learning, NMSI

Activity - Conferences	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Faculty and administration will be attending multiple conferences to gain insight into formative assessment and best practices for literacy and mathematical instruction. The conferences may include the Ron Clark Academy Conference/visits, MEGA Conference, ASCD conference, ISTE, CLAS conferences, GOLD training, AAESA/NAESP conference, Ruby Payne workshops, Brain Research National Conference, Common Core Conference, STAR training, Kindergarten conference, Blue Ribbon Conference, Learning Forward Conference, Model Schools Conference, iPad conference, NATC conference, and AETC conference.	Professional Learning	08/08/2016	09/29/2017	\$1833 - Title I Part A	Teachers, Administration, Media Specialist, Guidance

Activity - Data Notebooks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use data notebooks to track their progress and set goals. This will be a continuation of the practice and materials used last year through the Leaders of Their Own Learning by Ron Berger study.	Academic Support Program	08/08/2016	05/19/2017	\$0 - No Funding Required	Teachers, Administration, Guidance, Instructional Coaches

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Activity - Technological Formative Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use hardware in the library and in the classroom such as iPads, computers, SmartBoards, LCD projectors, Chromebooks, and other equipment as well as programs such as Reading Eggs, Study Island, IXL, Brainpop, Flocabulary, Lyrics 2 Learn, MobyMax etc. in order to increase student engagement and assess ongoing student progress.	Academic Support Program	08/08/2016	09/29/2017	\$100 - Title I Part A	Instructional Coach, Administration, Media Specialist, Teachers

Strategy5:

Tutoring - Approximately four teachers will be contracted to tutor students in both math and literacy skills.

Category: Develop/Implement Learning Supports

Research Cited: AMSTI

Activity - Tutoring during school	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tutor will meet with small groups in different grade levels to work on literacy skills. Tutor will use DIBELS and STAR to progress monitor growth.	Tutoring	09/05/2016	05/19/2017	\$2194 - Title I Part A	Tutor, Teachers

Activity - Tutoring after school	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Approximately 3-4 tutors will meet with small groups in different grade levels to work on literacy skills. Tutors will use DIBELS and STAR to progress monitor growth.	Tutoring	09/22/2016	09/29/2017	\$1052 - Title I Part A	Teachers/Tutors

Goal 4:

Students in grades K-3 will obtain at least a 70 percent Benchmark rate on DIBELS at the end of the year. Last year's proficiency composite was 67%.

Measurable Objective 1:

demonstrate student proficiency (pass rate) by scoring a composite of 70% by 05/19/2017 as measured by DIBELS benchmark composite.

Strategy1:

Early Literacy and Character - Pre-School students of the Owens Cross Roads Community will receive free books once a month through the use of the Dolly Parton Imagination Library Program. All Families with school-age students will also receive a copy of Ron Clark's The Essential 55 Workbook.

Category: Implement Community Based Support and Intervention System

Research Cited: ARI

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Activity - Imagination Library, Parent Library, and Essential 55	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents will have access to children's books monthly as well as the Essential 55 Workbook to help educate their children on explicit and implicit academic skills. Parents will also have access to a parent library with parenting books located in the main office.	Parent Involvement	08/08/2016	09/29/2017	\$1770 - Title I Part A	Administration, Guidance, Media Specialist

Strategy2:

Intervention Block - Teachers will use the intervention block to work on multi-sensory small group instruction, literacy centers, and other fluency and

comprehension skills. Students will work in groups according to ability level.

Category: Develop/Implement Learning Supports

Research Cited: ARI strategies, Renaissance Accelerated Reader, DIBELS, Orton Gillingham

Activity - Tutoring during school	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tutor will meet with small groups in different grade levels to work on literacy skills. Tutor will use DIBELS and STAR to progress monitor growth.	Tutoring	09/05/2016	09/29/2017	\$500 - Title I Part A	Tutor, Teachers

Activity - Literacy Focus	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be spending enrichment time working on literacy fluency and comprehension 55 minutes a day. Student resources and technology will be purchased as needed to supplement learning and instruction.	Academic Support Program	09/05/2016	05/19/2017	\$0 - No Funding Required	Teachers, Instructional Coaches, Counselor, Media Specialist

Strategy3:

Formative Assessment - Students will receive ongoing assessment and reteaching until they master literacy skills and concepts.

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

Research Cited: ARI strategies, Expeditionary Learning, NMSI

Activity - Conferences	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Faculty and administration will be attending multiple conferences to gain insight into formative assessment and best practices for literacy and mathematical instruction. The conferences may include the Ron Clark Academy Conference/visits, MEGA Conference, ASCD conference, ISTE, CLAS conferences, GOLD training, AAESA/NAESP conference, Ruby Payne workshops, Brain Research National Conference, Common Core Conference, STAR training, Kindergarten conference, Blue Ribbon Conference, Learning Forward Conference, Model Schools Conference, iPad conference, NATC conference, and AETC conference.	Professional Learning	08/08/2016	09/29/2017	\$1167 - Title I Part A	Teachers, Administrators, Media specialist, Guidances, Instructional Coaches

Activity - Technological Formative Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use hardware in the library and in the classroom such as iPads, computers, SmartBoards, LCD projectors, Chromebooks, and other equipment as well as programs such as Reading Eggs, Study Island, IXL, Brainpop, Flocabulary, Lyrics 2 Learn, Waterford, Gold software, MobyMax etc. in order to increase student engagement and assess ongoing student progress.	Academic Support Program	08/08/2016	05/19/2017	\$2556 - Title I Part A	Teachers, Instructional Coach

Strategy4:

Progress Monitoring - Teachers will progress monitor all students quarterly. Students who fail to benchmark on these assessments will be monitored every-other week. Teachers will use the results of these assessments to guide instruction and to fill in the gaps in the learning of individual students.

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

Research Cited: ARI, DIBELS

Activity - Centers and small groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive literacy instruction on phonemes, nonsense word fluency, letter naming, initial sound fluency, and other pre and emergent literacy strategies before school, during centers, and during small group instruction.	Academic Support Program	08/08/2016	05/19/2017	\$0 - No Funding Required	Teachers, Instructional Coaches

Activity - Tutoring after school	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Approximately 3-4 tutors will meet with small groups in different grade levels to work on literacy skills. Tutors will use DIBELS and STAR to progress monitor growth.	Tutoring	10/03/2016	09/29/2017	\$1052 - Title I Part A	Teachers, Tutors

Strategy5:

Pre-K Instruction - The Pre-K classroom will be stocked with supplies, centers, technology, curriculum, and stations that will help teach pre-literacy and pre-numeracy skills to Pre-K students

Category: Develop/Implement Learning Supports

Research Cited: Gold Assessment, Waterford, ARI Strategies

Activity - Pre-K Centers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Pre-K classroom will be stocked with supplies, centers, technology, curriculum, and stations that will help teach pre-literacy and pre-numeracy skills to Pre-K students	Academic Support Program	08/08/2016	05/19/2017	\$44457 - Title I Part A	PreK teacher and aide

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Pre-K Teacher and Auxiliary Aide will attend training to improve instruction and data collection. This includes Gold training, OSR training, MEGA Conference, RCA Academy, Kindergarten conferences, DIBELS conferences, Pre-K conferences.	Professional Learning	09/05/2016	09/29/2017	\$1166 - Title I Part A	Pre-K Teacher, Pre-K Aide

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

Goal 1:

OCRS Kindergarten students will show a 3% increase of students benchmarking on nonsense words correct letter sounds (NWF-CLS) in the spring of 2017 up from a baseline of 67% in the spring of 2016.

Measurable Objective 1:

A 3% increase of Kindergarten grade students will demonstrate a proficiency by benchmarking on nonsense words correct letter sounds (NWF-CLS) in the spring of 2017 up from a baseline of 67% in the spring of 2016 in Reading by 05/08/2017 as measured by nonsense words correct letter sounds (NWF-CLS) in DIBELS Next.

Strategy1:

Professional Development - Teachers will attend professional development to learn strategies and procedures that will be implemented as part of the OG method. Teachers will also learn how to interpret miscue and error analysis to plan and implement appropriate literacy instruction.

Category: Develop/Implement Professional Learning and Support

Research Cited: Orton Gillingham research, MSLE research, ARI research, University of Oregon DIBELS Next Data System

Activity - Wake-Up-Wednesdays	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend Professional Development on Wednesday mornings to cover OG strategies, miscue analysis and other literacy topics.	Professional Learning	08/04/2016	05/19/2017	\$0 - No Funding Required	Teachers, Instructional Coach, Admin.

Strategy2:

Progress Monitoring - All students will be assessed on their mastery of letter sounds as a prerequisite skill to nonsense word fluency.

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

Research Cited: University of Oregon DIBELS Next Data System

Activity - Modeling	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional Coach will plan, model, and collaborate with Kindergarten teachers on the effective implementation of multi-sensory strategies in the literacy block.	Direct Instruction	08/03/2016	05/19/2017	\$0 - No Funding Required	Instructional Coach and Kindergarten Teachers

Activity - Multi-sensory instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive multi-sensory instruction in whole group and small group on letter naming and letter sound correspondence.	Direct Instruction	08/03/2016	05/25/2017	\$2900 - General Fund	Instructional Coach, Teachers

Goal 2:

Students in grades 3-6 will increase proficiency by at least 2% in reading as measured by the ACT ASPIRE. Last year's high proficiency composite rate in grades 3-6 in reading was 41%.

Measurable Objective 1:

increase student growth by 2% to 43% by 05/19/2017 as measured by the percentage of students benchmarking on the Reading portion of the ACT Aspire.

Strategy1:

Intervention Block - Intervention Block - Teachers will use the intervention block to work on multi-sensory small group instruction, literacy centers, and other fluency and comprehension skills. Students will work in groups according to ability level.

Category: Develop/Implement Learning Supports

Research Cited: ARI strategies, Renaissance Accelerated Reader, DIBELS, Orton Gillingham

Activity - Literacy Focus	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be spending enrichment time working on literacy fluency and comprehension 55 minutes a day. Student resources and technology will be purchased as needed to supplement learning and instruction.	Academic Support Program	09/05/2016	05/19/2017	\$2980 - Title I Part A	Teachers, Instructional Coaches, Counselor, Media Specialist

Strategy2:

Writing Workshop - Students will work to improve their writing skills.

Category: Develop/Implement Learning Supports

Research Cited: ARI, Scott Foresman Rubrics

Activity - Writing Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be following the writing plan created by the writing team based on the Scott Foresman writing rubrics. Many students in grades 3-6 will also work on writing skills at different times during the year during the intervention block. Teachers may develop writing, reading, and math strategies over the summer.	Academic Support Program	09/05/2016	05/19/2017	\$616 - Title I Part A	Teachers, Instructional Coach

Strategy3:

Formative Assessment - Students will receive ongoing assessment and reteaching until they master literacy skills and concepts.

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

Research Cited: ARI strategies, Expeditionary Learning, NMSI

Activity - Technological Formative Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use hardware in the library and in the classroom such as iPads, computers, SmartBoards, LCD projectors, Chromebooks, and other equipment as well as programs such as Reading Eggs, Study Island, IXL, Brainpop, Flocabulary, Lyrics 2 Learn, MobyMax etc. in order to increase student engagement and assess ongoing student progress.	Academic Support Program	09/05/2016	05/19/2017	\$1019 - Title I Part A	Instructional Coaches, Media Specialist, Teachers, Administration

Activity - Conferences	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Faculty and administration will be attending multiple conferences to gain insight into formative assessment and best practices for literacy and mathematical instruction. The conferences may include the Ron Clark Academy Conference/visits, MEGA Conference, ASCD conference, ISTE, CLAS conferences, GOLD training, AAESA/NAESP conference, Ruby Payne workshops, Brain Research National Conference, Common Core Conference, STAR training, Kindergarten conference, Blue Ribbon Conference, Learning Forward Conference, Model Schools Conference, iPad conference, NATC conference, and AETC conference.	Professional Learning	09/05/2016	05/19/2017	\$2333 - Title I Part A	Administration, Teachers, Instructional Coaches, Librarian, Counselor

Activity - Data Notebooks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use data notebooks to track their progress and set goals. This will be a continuation of the practice and materials used last year through the Leaders of Their Own Learning by Ron Berger study.	Academic Support Program	08/19/2016	05/19/2017	\$100 - Title I Part A	Teachers, Instructional Coaches, Media Specialist, Guidance, Admin

Strategy4:

Multi-sensory Instruction - Teachers will be trained to use multi-sensory instruction in all subjects for high, medium, and low performing students.

Category: Develop/Implement Learning Supports

Research Cited: ARI Research, Orton Gillingham research.

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Activity - In-house Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will have the opportunity throughout the year to attend training on multi-sensory strategies in the classroom. This training will be conducted by instructional coaches as well as outside consultants.	Professional Learning	09/05/2016	05/19/2017	\$0 - No Funding Required	Teachers, Instructional Coaches

Strategy5:

Tutoring - Approximately four teachers will be contracted to tutor students in both math and literacy skills.

Category: Develop/Implement Learning Supports

Research Cited: ARI, AMSTI, West Virginia Phonics, Florida Center for Reading Research

Activity - After School Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Approximately 3-4 tutors will meet with small groups in different grade levels to work on literacy skills. Tutors will use DIBELS and STAR to progress monitor growth.	Academic Support Program Tutoring	10/10/2016	05/19/2017	\$1578 - Title I Part A	Teachers

Activity - Tutoring during school	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tutor will meet with small groups in different grade levels to work on literacy skills. Tutor will use DIBELS and STAR to progress monitor growth.	Academic Support Program Tutoring	08/29/2016	05/19/2017	\$3292 - Title I Part A	Teacher/tutor

Goal 3:

Students in Grades 3-6 will increase proficiency in math by 2% as measured by the ACT Aspire. Last's year's high proficiency rate composite in grades 3-6 was 62%.

Measurable Objective 1:

demonstrate student proficiency (pass rate) in math by increasing a composite of 2% overall in grades 3-6 by 05/19/2017 as measured by the ACT Aspire.

Strategy1:

Focus on interpreting data - Teachers will model, scaffold, then encourage independence for students working on disaggregating and interpreting data taken from charts, graphs, and other visual data artifacts.

Category: Develop/Implement Learning Supports

Research Cited: AMSTI, NMSI

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Activity - Charts and Graphs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will model, scaffold, then encourage independence for students working on disaggregating and interpreting data taken from charts, graphs, and other visual data artifacts.	Academic Support Program	08/08/2016	05/19/2017	\$41480 - Title I Part A	Instructional Coach, Teachers

Activity - STEM activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement strategies and resources in the classroom to encourage interest and engagement in the combined fields of science, technology, engineering, and math.	Academic Support Program	09/22/2016	09/29/2017	\$1000 - Title I Part A	Teachers, Instructional Coaches, Media Specialist, Administration

Strategy2:

Open-ended Response - Teachers will work with students to increase their performance and skill in answering open-ended and multi-step questions.

Category: Develop/Implement Learning Supports

Research Cited: AMSTI, NMSI

Activity - Open-ended responses	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will help students with the increased rigor of mathematical questioning by scaffolding and then releasing skills to improve open-ended student responses and multi-step problems. The technology and math Instructional Coach will assist with PD for teachers and with teaching students.	Direct Instruction	08/08/2016	05/19/2017	\$41480 - Title I Part A	Teachers, Instructional Coach

Strategy3:

Tutoring - Approximately four teachers will be contracted to tutor students in both math and literacy skills.

Category: Develop/Implement Learning Supports

Research Cited: AMSTI

Activity - Tutoring during school	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tutor will meet with small groups in different grade levels to work on literacy skills. Tutor will use DIBELS and STAR to progress monitor growth.	Tutoring	09/05/2016	05/19/2017	\$2194 - Title I Part A	Tutor, Teachers

Activity - Tutoring after school	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Approximately 3-4 tutors will meet with small groups in different grade levels to work on literacy skills. Tutors will use DIBELS and STAR to progress monitor growth.	Tutoring	09/22/2016	09/29/2017	\$1052 - Title I Part A	Teachers/Tutors

Strategy4:

SY 2016-2017

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Intervention Block - Teachers will use the intervention block to work on multi-sensory small group instruction, literacy centers, and other fluency and comprehension skills. Students will work in groups according to ability level.

Category: Develop/Implement Learning Supports

Research Cited: AMSTI

Activity - Math skills focus	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will work on math fluency and skills in small groups during the 55 minute intervention time.	Academic Support Program	09/05/2016	05/19/2017	\$0 - No Funding Required	Teachers, Instructional Coaches, Guidance

Strategy5:

Formative Assessment - Students will receive ongoing assessment and reteaching until they master literacy skills and concepts.

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

Category: Develop/Implement Learning Supports

Research Cited: ARI strategies, Expeditionary Learning, NMSI

Activity - Data Notebooks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use data notebooks to track their progress and set goals. This will be a continuation of the practice and materials used last year through the Leaders of Their Own Learning by Ron Berger study.	Academic Support Program	08/08/2016	05/19/2017	\$0 - No Funding Required	Teachers, Administration, Guidance, Instructional Coaches

Activity - Technological Formative Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use hardware in the library and in the classroom such as iPads, computers, SmartBoards, LCD projectors, Chromebooks, and other equipment as well as programs such as Reading Eggs, Study Island, IXL, Brainpop, Flocabulary, Lyrics 2 Learn, MobyMax etc. in order to increase student engagement and assess ongoing student progress.	Academic Support Program	08/08/2016	09/29/2017	\$100 - Title I Part A	Instructional Coach, Administration, Media Specialist, Teachers

ACIP

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Activity - Conferences	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Faculty and administration will be attending multiple conferences to gain insight into formative assessment and best practices for literacy and mathematical instruction. The conferences may include the Ron Clark Academy Conference/visits, MEGA Conference, ASCD conference, ISTE, CLAS conferences, GOLD training, AAESA/NAESP conference, Ruby Payne workshops, Brain Research National Conference, Common Core Conference, STAR training, Kindergarten conference, Blue Ribbon Conference, Learning Forward Conference, Model Schools Conference, iPad conference, NATC conference, and AETC conference.	Professional Learning	08/08/2016	09/29/2017	\$1833 - Title I Part A	Teachers, Administration, Media Specialist, Guidance

Goal 4:

Students in grades K-3 will obtain at least a 70 percent Benchmark rate on DIBELS at the end of the year. Last year's proficiency composite was 67%.

Measurable Objective 1:

demonstrate student proficiency (pass rate) by scoring a composite of 70% by 05/19/2017 as measured by DIBELS benchmark composite.

Strategy1:

Pre-K Instruction - The Pre-K classroom will be stocked with supplies, centers, technology, curriculum, and stations that will help teach pre-literacy and pre-numeracy skills to Pre-K students

Category: Develop/Implement Learning Supports

Research Cited: Gold Assessment, Waterford, ARI Strategies

Activity - Pre-K Centers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Pre-K classroom will be stocked with supplies, centers, technology, curriculum, and stations that will help teach pre-literacy and pre-numeracy skills to Pre-K students	Academic Support Program	08/08/2016	05/19/2017	\$44457 - Title I Part A	PreK teacher and aide

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Pre-K Teacher and Auxiliary Aide will attend training to improve instruction and data collection. This includes Gold training, OSR training, MEGA Conference, RCA Academy, Kindergarten conferences, DIBELS conferences, Pre-K conferences.	Professional Learning	09/05/2016	09/29/2017	\$1166 - Title I Part A	Pre-K Teacher, Pre-K Aide

Strategy2:

Early Literacy and Character - Pre-School students of the Owens Cross Roads Community will receive free books once a month through the use of the Dolly Parton Imagination Library Program. All Families with school-age students will also receive a copy of Ron Clark's The

Essential 55 Workbook.

Category: Implement Community Based Support and Intervention System

Research Cited: ARI

Activity - Imagination Library, Parent Library, and Essential 55	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents will have access to children's books monthly as well as the Essential 55 Workbook to help educate their children on explicit and implicit academic skills. Parents will also have access to a parent library with parenting books located in the main office.	Parent Involvement	08/08/2016	09/29/2017	\$1770 - Title I Part A	Administration, Guidance, Media Specialist

Strategy3:

Intervention Block - Teachers will use the intervention block to work on multi-sensory small group instruction, literacy centers, and other fluency and

comprehension skills. Students will work in groups according to ability level.

Category: Develop/Implement Learning Supports

Research Cited: ARI strategies, Renaissance Accelerated Reader, DIBELS, Orton Gillingham

Activity - Literacy Focus	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be spending enrichment time working on literacy fluency and comprehension 55 minutes a day. Student resources and technology will be purchased as needed to supplement learning and instruction.	Academic Support Program	09/05/2016	05/19/2017	\$0 - No Funding Required	Teachers, Instructional Coaches, Counselor, Media Specialist

Activity - Tutoring during school	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tutor will meet with small groups in different grade levels to work on literacy skills. Tutor will use DIBELS and STAR to progress monitor growth.	Tutoring	09/05/2016	09/29/2017	\$500 - Title I Part A	Tutor, Teachers

Strategy4:

Progress Monitoring - Teachers will progress monitor all students quarterly. Students who fail to benchmark on these assessments will be monitored every-other week. Teachers will use the results of these assessments to guide instruction and to fill in the gaps in the learning of individual students.

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

Research Cited: ARI, DIBELS

Activity - Centers and small groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive literacy instruction on phonemes, nonsense word fluency, letter naming, initial sound fluency, and other pre and emergent literacy strategies before school, during centers, and during small group instruction.	Academic Support Program	08/08/2016	05/19/2017	\$0 - No Funding Required	Teachers, Instructional Coaches

Activity - Tutoring after school	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Approximately 3-4 tutors will meet with small groups in different grade levels to work on literacy skills. Tutors will use DIBELS and STAR to progress monitor growth.	Tutoring	10/03/2016	09/29/2017	\$1052 - Title I Part A	Teachers, Tutors

Strategy5:

Formative Assessment - Students will receive ongoing assessment and reteaching until they master literacy skills and concepts.

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

Research Cited: ARI strategies, Expeditionary Learning, NMSI

Activity - Technological Formative Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use hardware in the library and in the classroom such as iPads, computers, SmartBoards, LCD projectors, Chromebooks, and other equipment as well as programs such as Reading Eggs, Study Island, IXL, Brainpop, Flocabulary, Lyrics 2 Learn, Waterford, Gold software, MobyMax etc. in order to increase student engagement and assess ongoing student progress.	Academic Support Program	08/08/2016	05/19/2017	\$2556 - Title I Part A	Teachers, Instructional Coach

Activity - Conferences	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Faculty and administration will be attending multiple conferences to gain insight into formative assessment and best practices for literacy and mathematical instruction. The conferences may include the Ron Clark Academy Conference/visits, MEGA Conference, ASCD conference, ISTE, CLAS conferences, GOLD training, AAESA/NAESP conference, Ruby Payne workshops, Brain Research National Conference, Common Core Conference, STAR training, Kindergarten conference, Blue Ribbon Conference, Learning Forward Conference, Model Schools Conference, iPad conference, NATC conference, and AETC conference.	Professional Learning	08/08/2016	09/29/2017	\$1167 - Title I Part A	Teachers, Administrators, Media specialist, Guidances, Instructional Coaches

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

Goal 1:

OCRS Kindergarten students will show a 3% increase of students benchmarking on nonsense words correct letter sounds (NWF-CLS) in the spring of 2017 up from a baseline of 67% in the spring of 2016.

Measurable Objective 1:

A 3% increase of Kindergarten grade students will demonstrate a proficiency by benchmarking on nonsense words correct letter sounds (NWF-CLS) in the spring of 2017 up from a baseline of 67% in the spring of 2016 in Reading by 05/08/2017 as measured by nonsense words correct letter sounds (NWF-CLS) in DIBELS Next.

Strategy1:

Progress Monitoring - All students will be assessed on their mastery of letter sounds as a prerequisite skill to nonsense word fluency.

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

Research Cited: University of Oregon DIBELS Next Data System

Activity - Modeling	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional Coach will plan, model, and collaborate with Kindergarten teachers on the effective implementation of multi-sensory strategies in the literacy block.	Direct Instruction	08/03/2016	05/19/2017	\$0 - No Funding Required	Instructional Coach and Kindergarten Teachers

Activity - Multi-sensory instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive multi-sensory instruction in whole group and small group on letter naming and letter sound correspondence.	Direct Instruction	08/03/2016	05/25/2017	\$2900 - General Fund	Instructional Coach, Teachers

Strategy2:

Professional Development - Teachers will attend professional development to learn strategies and procedures that will be implemented as part of the OG method. Teachers will also learn how to interpret miscue and error analysis to plan and implement appropriate literacy instruction.

Category: Develop/Implement Professional Learning and Support

Research Cited: Orton Gillingham research, MSLE research, ARI research, University of Oregon DIBELS Next Data System

Activity - Wake-Up-Wednesdays	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend Professional Development on Wednesday mornings to cover OG strategies, miscue analysis and other literacy topics.	Professional Learning	08/04/2016	05/19/2017	\$0 - No Funding Required	Teachers, Instructional Coach, Admin.

Goal 2:

Students in grades 3-6 will increase proficiency by at least 2% in reading as measured by the ACT ASPIRE. Last year's high proficiency composite rate in grades 3-6 in reading was 41%.

Measurable Objective 1:

increase student growth by 2% to 43% by 05/19/2017 as measured by the percentage of students benchmarking on the Reading portion of the ACT Aspire.

Strategy1:

Multi-sensory Instruction - Teachers will be trained to use multi-sensory instruction in all subjects for high, medium, and low performing students.

Category: Develop/Implement Learning Supports

Research Cited: ARI Research, Orton Gillingham research.

Activity - In-house Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will have the opportunity throughout the year to attend training on multi-sensory strategies in the classroom. This training will be conducted by instructional coaches as well as outside consultants.	Professional Learning	09/05/2016	05/19/2017	\$0 - No Funding Required	Teachers, Instructional Coaches

Strategy2:

Writing Workshop - Students will work to improve their writing skills.

Category: Develop/Implement Learning Supports

Research Cited: ARI, Scott Foresman Rubrics

Activity - Writing Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be following the writing plan created by the writing team based on the Scott Foresman writing rubrics. Many students in grades 3-6 will also work on writing skills at different times during the year during the intervention block. Teachers may develop writing, reading, and math strategies over the summer.	Academic Support Program	09/05/2016	05/19/2017	\$616 - Title I Part A	Teachers, Instructional Coach

Strategy3:

Tutoring - Approximately four teachers will be contracted to tutor students in both math and literacy skills.

Category: Develop/Implement Learning Supports

Research Cited: ARI, AMSTI, West Virginia Phonics, Florida Center for Reading Research

Activity - After School Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Approximately 3-4 tutors will meet with small groups in different grade levels to work on literacy skills. Tutors will use DIBELS and STAR to progress monitor growth.	Academic Support Program Tutoring	10/10/2016	05/19/2017	\$1578 - Title I Part A	Teachers

Activity - Tutoring during school	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tutor will meet with small groups in different grade levels to work on literacy skills. Tutor will use DIBELS and STAR to progress monitor growth.	Tutoring Academic Support Program	08/29/2016	05/19/2017	\$3292 - Title I Part A	Teacher/tutor

Strategy4:

Intervention Block - Intervention Block - Teachers will use the intervention block to work on multi-sensory small group instruction, literacy centers, and other fluency and comprehension skills. Students will work in groups according to ability level.

Category: Develop/Implement Learning Supports

Research Cited: ARI strategies, Renaissance Accelerated Reader, DIBELS, Orton Gillingham

Activity - Literacy Focus	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be spending enrichment time working on literacy fluency and comprehension 55 minutes a day. Student resources and technology will be purchased as needed to supplement learning and instruction.	Academic Support Program	09/05/2016	05/19/2017	\$2980 - Title I Part A	Teachers, Instructional Coaches, Counselor, Media Specialist

Strategy5:

Formative Assessment - Students will receive ongoing assessment and reteaching until they master literacy skills and concepts.

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

Research Cited: ARI strategies, Expeditionary Learning, NMSI

Activity - Data Notebooks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use data notebooks to track their progress and set goals. This will be a continuation of the practice and materials used last year through the Leaders of Their Own Learning by Ron Berger study.	Academic Support Program	08/19/2016	05/19/2017	\$100 - Title I Part A	Teachers, Instructional Coaches, Media Specialist, Guidance, Admin

Activity - Conferences	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Faculty and administration will be attending multiple conferences to gain insight into formative assessment and best practices for literacy and mathematical instruction. The conferences may include the Ron Clark Academy Conference/visits, MEGA Conference, ASCD conference, ISTE, CLAS conferences, GOLD training, AAESA/NAESP conference, Ruby Payne workshops, Brain Research National Conference, Common Core Conference, STAR training, Kindergarten conference, Blue Ribbon Conference, Learning Forward Conference, Model Schools Conference, iPad conference, NATC conference, and AETC conference.	Professional Learning	09/05/2016	05/19/2017	\$2333 - Title I Part A	Administration, Teachers, Instructional Coaches, Librarian, Counselor

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Activity - Technological Formative Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use hardware in the library and in the classroom such as iPads, computers, SmartBoards, LCD projectors, Chromebooks, and other equipment as well as programs such as Reading Eggs, Study Island, IXL, Brainpop, Flocabulary, Lyrics 2 Learn, MobyMax etc. in order to increase student engagement and assess ongoing student progress.	Academic Support Program	09/05/2016	05/19/2017	\$1019 - Title I Part A	Instructional Coaches, Media Specialist, Teachers, Administration

Goal 3:

Students in Grades 3-6 will increase proficiency in math by 2% as measured by the ACT Aspire. Last's year's high proficiency rate composite in grades 3-6 was 62%.

Measurable Objective 1:

demonstrate student proficiency (pass rate) in math by increasing a composite of 2% overall in grades 3-6 by 05/19/2017 as measured by the ACT Aspire.

Strategy1:

Focus on interpreting data - Teachers will model, scaffold, then encourage independence for students working on disaggregating and interpreting data taken from charts, graphs, and other visual data artifacts.

Category: Develop/Implement Learning Supports

Research Cited: AMSTI, NMSI

Activity - Charts and Graphs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will model, scaffold, then encourage independence for students working on disaggregating and interpreting data taken from charts, graphs, and other visual data artifacts.	Academic Support Program	08/08/2016	05/19/2017	\$41480 - Title I Part A	Instructional Coach, Teachers

Activity - STEM activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement strategies and resources in the classroom to encourage interest and engagement in the combined fields of science, technology, engineering, and math.	Academic Support Program	09/22/2016	09/29/2017	\$1000 - Title I Part A	Teachers, Instructional Coaches, Media Specialist, Administration

Strategy2:

Intervention Block - Teachers will use the intervention block to work on multi-sensory small group instruction, literacy centers, and other fluency and

comprehension skills. Students will work in groups according to ability level.

Category: Develop/Implement Learning Supports

Research Cited: AMSTI

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Activity - Math skills focus	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will work on math fluency and skills in small groups during the 55 minute intervention time.	Academic Support Program	09/05/2016	05/19/2017	\$0 - No Funding Required	Teachers, Instructional Coaches, Guidance

Strategy3:

Formative Assessment - Students will receive ongoing assessment and reteaching until they master literacy skills and concepts.

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

Category: Develop/Implement Learning Supports

Research Cited: ARI strategies, Expeditionary Learning, NMSI

Activity - Conferences	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Faculty and administration will be attending multiple conferences to gain insight into formative assessment and best practices for literacy and mathematical instruction. The conferences may include the Ron Clark Academy Conference/visits, MEGA Conference, ASCD conference, ISTE, CLAS conferences, GOLD training, AAESA/NAESP conference, Ruby Payne workshops, Brain Research National Conference, Common Core Conference, STAR training, Kindergarten conference, Blue Ribbon Conference, Learning Forward Conference, Model Schools Conference, iPad conference, NATC conference, and AETC conference.	Professional Learning	08/08/2016	09/29/2017	\$1833 - Title I Part A	Teachers, Administration, Media Specialist, Guidance

Activity - Data Notebooks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use data notebooks to track their progress and set goals. This will be a continuation of the practice and materials used last year through the Leaders of Their Own Learning by Ron Berger study.	Academic Support Program	08/08/2016	05/19/2017	\$0 - No Funding Required	Teachers, Administration, Guidance, Instructional Coaches

Activity - Technological Formative Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use hardware in the library and in the classroom such as iPads, computers, SmartBoards, LCD projectors, Chromebooks, and other equipment as well as programs such as Reading Eggs, Study Island, IXL, Brainpop, Flocabulary, Lyrics 2 Learn, MobyMax etc. in order to increase student engagement and assess ongoing student progress.	Academic Support Program	08/08/2016	09/29/2017	\$100 - Title I Part A	Instructional Coach, Administration, Media Specialist, Teachers

Strategy4:

Tutoring - Approximately four teachers will be contracted to tutor students in both math and literacy skills.

Category: Develop/Implement Learning Supports

Research Cited: AMSTI

Activity - Tutoring after school	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Approximately 3-4 tutors will meet with small groups in different grade levels to work on literacy skills. Tutors will use DIBELS and STAR to progress monitor growth.	Tutoring	09/22/2016	09/29/2017	\$1052 - Title I Part A	Teachers/Tutors

Activity - Tutoring during school	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tutor will meet with small groups in different grade levels to work on literacy skills. Tutor will use DIBELS and STAR to progress monitor growth.	Tutoring	09/05/2016	05/19/2017	\$2194 - Title I Part A	Tutor, Teachers

Strategy5:

Open-ended Response - Teachers will work with students to increase their performance and skill in answering open-ended and multi-step questions.

Category: Develop/Implement Learning Supports

Research Cited: AMSTI, NMSI

Activity - Open-ended responses	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will help students with the increased rigor of mathematical questioning by scaffolding and then releasing skills to improve open-ended student responses and multi-step problems. The technology and math Instructional Coach will assist with PD for teachers and with teaching students.	Direct Instruction	08/08/2016	05/19/2017	\$41480 - Title I Part A	Teachers, Instructional Coach

Goal 4:

Students in grades K-3 will obtain at least a 70 percent Benchmark rate on DIBELS at the end of the year. Last year's proficiency composite was 67%.

Measurable Objective 1:

demonstrate student proficiency (pass rate) by scoring a composite of 70% by 05/19/2017 as measured by DIBELS benchmark composite.

Strategy1:

Intervention Block - Teachers will use the intervention block to work on multi-sensory small group instruction, literacy centers, and other fluency and

comprehension skills. Students will work in groups according to ability level.

Category: Develop/Implement Learning Supports

Research Cited: ARI strategies, Renaissance Accelerated Reader, DIBELS, Orton Gillingham

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Activity - Literacy Focus	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be spending enrichment time working on literacy fluency and comprehension 55 minutes a day. Student resources and technology will be purchased as needed to supplement learning and instruction.	Academic Support Program	09/05/2016	05/19/2017	\$0 - No Funding Required	Teachers, Instructional Coaches, Counselor, Media Specialist

Activity - Tutoring during school	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tutor will meet with small groups in different grade levels to work on literacy skills. Tutor will use DIBELS and STAR to progress monitor growth.	Tutoring	09/05/2016	09/29/2017	\$500 - Title I Part A	Tutor, Teachers

Strategy2:

Progress Monitoring - Teachers will progress monitor all students quarterly. Students who fail to benchmark on these assessments will be monitored every-other week. Teachers will use the results of these assessments to guide instruction and to fill in the gaps in the learning of individual students.

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

Research Cited: ARI, DIBELS

Activity - Tutoring after school	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Approximately 3-4 tutors will meet with small groups in different grade levels to work on literacy skills. Tutors will use DIBELS and STAR to progress monitor growth.	Tutoring	10/03/2016	09/29/2017	\$1052 - Title I Part A	Teachers, Tutors

Activity - Centers and small groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive literacy instruction on phonemes, nonsense word fluency, letter naming, initial sound fluency, and other pre and emergent literacy strategies before school, during centers, and during small group instruction.	Academic Support Program	08/08/2016	05/19/2017	\$0 - No Funding Required	Teachers, Instructional Coaches

Strategy3:

Formative Assessment - Students will receive ongoing assessment and reteaching until they master literacy skills and concepts.

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

Research Cited: ARI strategies, Expeditionary Learning, NMSI

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Activity - Technological Formative Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use hardware in the library and in the classroom such as iPads, computers, SmartBoards, LCD projectors, Chromebooks, and other equipment as well as programs such as Reading Eggs, Study Island, IXL, Brainpop, Flocabulary, Lyrics 2 Learn, Waterford, Gold software, MobyMax etc. in order to increase student engagement and assess ongoing student progress.	Academic Support Program	08/08/2016	05/19/2017	\$2556 - Title I Part A	Teachers, Instructional Coach

Activity - Conferences	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Faculty and administration will be attending multiple conferences to gain insight into formative assessment and best practices for literacy and mathematical instruction. The conferences may include the Ron Clark Academy Conference/visits, MEGA Conference, ASCD conference, ISTE, CLAS conferences, GOLD training, AAESA/NAESP conference, Ruby Payne workshops, Brain Research National Conference, Common Core Conference, STAR training, Kindergarten conference, Blue Ribbon Conference, Learning Forward Conference, Model Schools Conference, iPad conference, NATC conference, and AETC conference.	Professional Learning	08/08/2016	09/29/2017	\$1167 - Title I Part A	Teachers, Administrators, Media specialist, Guidances, Instructional Coaches

Strategy4:

Pre-K Instruction - The Pre-K classroom will be stocked with supplies, centers, technology, curriculum, and stations that will help teach pre-literacy and pre-numeracy skills to Pre-K students

Category: Develop/Implement Learning Supports

Research Cited: Gold Assessment, Waterford, ARI Strategies

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Pre-K Teacher and Auxiliary Aide will attend training to improve instruction and data collection. This includes Gold training, OSR training, MEGA Conference, RCA Academy, Kindergarten conferences, DIBELS conferences, Pre-K conferences.	Professional Learning	09/05/2016	09/29/2017	\$1166 - Title I Part A	Pre-K Teacher, Pre-K Aide

Activity - Pre-K Centers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Pre-K classroom will be stocked with supplies, centers, technology, curriculum, and stations that will help teach pre-literacy and pre-numeracy skills to Pre-K students	Academic Support Program	08/08/2016	05/19/2017	\$44457 - Title I Part A	PreK teacher and aide

Strategy5:

Early Literacy and Character - Pre-School students of the Owens Cross Roads Community will receive free books once a month through the use of the Dolly Parton Imagination Library Program. All Families with school-age students will also receive a copy of Ron Clark's The Essential 55 Workbook.

Category: Implement Community Based Support and Intervention System

Research Cited: ARI

Activity - Imagination Library, Parent Library, and Essential 55	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents will have access to children's books monthly as well as the Essential 55 Workbook to help educate their children on explicit and implicit academic skills. Parents will also have access to a parent library with parenting books located in the main office.	Parent Involvement	08/08/2016	09/29/2017	\$1770 - Title I Part A	Administration, Guidance, Media Specialist

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

Goal 1:

OCRS Kindergarten students will show a 3% increase of students benchmarking on nonsense words correct letter sounds (NWF-CLS) in the spring of 2017 up from a baseline of 67% in the spring of 2016.

Measurable Objective 1:

A 3% increase of Kindergarten grade students will demonstrate a proficiency by benchmarking on nonsense words correct letter sounds (NWF-CLS) in the spring of 2017 up from a baseline of 67% in the spring of 2016 in Reading by 05/08/2017 as measured by nonsense words correct letter sounds (NWF-CLS) in DIBELS Next.

Strategy1:

Progress Monitoring - All students will be assessed on their mastery of letter sounds as a prerequisite skill to nonsense word fluency.

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

Research Cited: University of Oregon DIBELS Next Data System

Activity - Modeling	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional Coach will plan, model, and collaborate with Kindergarten teachers on the effective implementation of multi-sensory strategies in the literacy block.	Direct Instruction	08/03/2016	05/19/2017	\$0 - No Funding Required	Instructional Coach and Kindergarten Teachers

Activity - Multi-sensory instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive multi-sensory instruction in whole group and small group on letter naming and letter sound correspondence.	Direct Instruction	08/03/2016	05/25/2017	\$2900 - General Fund	Instructional Coach, Teachers

Strategy2:

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Professional Development - Teachers will attend professional development to learn strategies and procedures that will be implemented as part of the OG method. Teachers will also learn how to interpret miscue and error analysis to plan and implement appropriate literacy instruction.

Category: Develop/Implement Professional Learning and Support

Research Cited: Orton Gillingham research, MSLE research, ARI research, University of Oregon DIBELS Next Data System

Activity - Wake-Up-Wednesdays	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend Professional Development on Wednesday mornings to cover OG strategies, miscue analysis and other literacy topics.	Professional Learning	08/04/2016	05/19/2017	\$0 - No Funding Required	Teachers, Instructional Coach, Admin.

Goal 2:

Students in grades 3-6 will increase proficiency by at least 2% in reading as measured by the ACT ASPIRE. Last year's high proficiency composite rate in grades 3-6 in reading was 41%.

Measurable Objective 1:

increase student growth by 2% to 43% by 05/19/2017 as measured by the percentage of students benchmarking on the Reading portion of the ACT Aspire.

Strategy1:

Formative Assessment - Students will receive ongoing assessment and reteaching until they master literacy skills and concepts.

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

Research Cited: ARI strategies, Expeditionary Learning, NMSI

Activity - Technological Formative Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use hardware in the library and in the classroom such as iPads, computers, SmartBoards, LCD projectors, Chromebooks, and other equipment as well as programs such as Reading Eggs, Study Island, IXL, Brainpop, Flocabulary, Lyrics 2 Learn, MobyMax etc. in order to increase student engagement and assess ongoing student progress.	Academic Support Program	09/05/2016	05/19/2017	\$1019 - Title I Part A	Instructional Coaches, Media Specialist, Teachers, Administration

Activity - Data Notebooks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use data notebooks to track their progress and set goals. This will be a continuation of the practice and materials used last year through the Leaders of Their Own Learning by Ron Berger study.	Academic Support Program	08/19/2016	05/19/2017	\$100 - Title I Part A	Teachers, Instructional Coaches, Media Specialist, Guidance, Admin

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Activity - Conferences	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Faculty and administration will be attending multiple conferences to gain insight into formative assessment and best practices for literacy and mathematical instruction. The conferences may include the Ron Clark Academy Conference/visits, MEGA Conference, ASCD conference, ISTE, CLAS conferences, GOLD training, AAESA/NAESP conference, Ruby Payne workshops, Brain Research National Conference, Common Core Conference, STAR training, Kindergarten conference, Blue Ribbon Conference, Learning Forward Conference, Model Schools Conference, iPad conference, NATC conference, and AETC conference.	Professional Learning	09/05/2016	05/19/2017	\$2333 - Title I Part A	Administration, Teachers, Instructional Coaches, Librarian, Counselor

Strategy2:

Multi-sensory Instruction - Teachers will be trained to use multi-sensory instruction in all subjects for high, medium, and low performing students.

Category: Develop/Implement Learning Supports

Research Cited: ARI Research, Orton Gillingham research.

Activity - In-house Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will have the opportunity throughout the year to attend training on multi-sensory strategies in the classroom. This training will be conducted by instructional coaches as well as outside consultants.	Professional Learning	09/05/2016	05/19/2017	\$0 - No Funding Required	Teachers, Instructional Coaches

Strategy3:

Tutoring - Approximately four teachers will be contracted to tutor students in both math and literacy skills.

Category: Develop/Implement Learning Supports

Research Cited: ARI, AMSTI, West Virginia Phonics, Florida Center for Reading Research

Activity - After School Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Approximately 3-4 tutors will meet with small groups in different grade levels to work on literacy skills. Tutors will use DIBELS and STAR to progress monitor growth.	Academic Support Program Tutoring	10/10/2016	05/19/2017	\$1578 - Title I Part A	Teachers

Activity - Tutoring during school	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tutor will meet with small groups in different grade levels to work on literacy skills. Tutor will use DIBELS and STAR to progress monitor growth.	Tutoring Academic Support Program	08/29/2016	05/19/2017	\$3292 - Title I Part A	Teacher/tutor

Strategy4:

Intervention Block - Intervention Block - Teachers will use the intervention block to work on multi-sensory small group instruction, literacy
SY 2016-2017

centers, and other fluency and comprehension skills. Students will work in groups according to ability level.

Category: Develop/Implement Learning Supports

Research Cited: ARI strategies, Renaissance Accelerated Reader, DIBELS, Orton Gillingham

Activity - Literacy Focus	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be spending enrichment time working on literacy fluency and comprehension 55 minutes a day. Student resources and technology will be purchased as needed to supplement learning and instruction.	Academic Support Program	09/05/2016	05/19/2017	\$2980 - Title I Part A	Teachers, Instructional Coaches, Counselor, Media Specialist

Strategy5:

Writing Workshop - Students will work to improve their writing skills.

Category: Develop/Implement Learning Supports

Research Cited: ARI, Scott Foresman Rubrics

Activity - Writing Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be following the writing plan created by the writing team based on the Scott Foresman writing rubrics. Many students in grades 3-6 will also work on writing skills at different times during the year during the intervention block. Teachers may develop writing, reading, and math strategies over the summer.	Academic Support Program	09/05/2016	05/19/2017	\$616 - Title I Part A	Teachers, Instructional Coach

Goal 3:

Students in Grades 3-6 will increase proficiency in math by 2% as measured by the ACT Aspire. Last's year's high proficiency rate composite in grades 3-6 was 62%.

Measurable Objective 1:

demonstrate student proficiency (pass rate) in math by increasing a composite of 2% overall in grades 3-6 by 05/19/2017 as measured by the ACT Aspire.

Strategy1:

Formative Assessment - Students will receive ongoing assessment and reteaching until they master literacy skills and concepts.

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

Category: Develop/Implement Learning Supports

Research Cited: ARI strategies, Expeditionary Learning, NMSI

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Activity - Conferences	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Faculty and administration will be attending multiple conferences to gain insight into formative assessment and best practices for literacy and mathematical instruction. The conferences may include the Ron Clark Academy Conference/visits, MEGA Conference, ASCD conference, ISTE, CLAS conferences, GOLD training, AAESA/NAESP conference, Ruby Payne workshops, Brain Research National Conference, Common Core Conference, STAR training, Kindergarten conference, Blue Ribbon Conference, Learning Forward Conference, Model Schools Conference, iPad conference, NATC conference, and AETC conference.	Professional Learning	08/08/2016	09/29/2017	\$1833 - Title I Part A	Teachers, Administration, Media Specialist, Guidance

Activity - Data Notebooks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use data notebooks to track their progress and set goals. This will be a continuation of the practice and materials used last year through the Leaders of Their Own Learning by Ron Berger study.	Academic Support Program	08/08/2016	05/19/2017	\$0 - No Funding Required	Teachers, Administration, Guidance, Instructional Coaches

Activity - Technological Formative Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use hardware in the library and in the classroom such as iPads, computers, SmartBoards, LCD projectors, Chromebooks, and other equipment as well as programs such as Reading Eggs, Study Island, IXL, Brainpop, Flocabulary, Lyrics 2 Learn, MobyMax etc. in order to increase student engagement and assess ongoing student progress.	Academic Support Program	08/08/2016	09/29/2017	\$100 - Title I Part A	Instructional Coach, Administration, Media Specialist, Teachers

Strategy2:

Intervention Block - Teachers will use the intervention block to work on multi-sensory small group instruction, literacy centers, and other fluency and comprehension skills. Students will work in groups according to ability level.

Category: Develop/Implement Learning Supports

Research Cited: AMSTI

Activity - Math skills focus	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will work on math fluency and skills in small groups during the 55 minute intervention time.	Academic Support Program	09/05/2016	05/19/2017	\$0 - No Funding Required	Teachers, Instructional Coaches, Guidance

Strategy3:

Focus on interpreting data - Teachers will model, scaffold, then encourage independence for students working on disaggregating and

interpreting data taken from charts, graphs, and other visual data artifacts.

Category: Develop/Implement Learning Supports

Research Cited: AMSTI, NMSI

Activity - STEM activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement strategies and resources in the classroom to encourage interest and engagement in the combined fields of science, technology, engineering, and math.	Academic Support Program	09/22/2016	09/29/2017	\$1000 - Title I Part A	Teachers, Instructional Coaches, Media Specialist, Administration

Activity - Charts and Graphs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will model, scaffold, then encourage independence for students working on disaggregating and interpreting data taken from charts, graphs, and other visual data artifacts.	Academic Support Program	08/08/2016	05/19/2017	\$41480 - Title I Part A	Instructional Coach, Teachers

Strategy4:

Tutoring - Approximately four teachers will be contracted to tutor students in both math and literacy skills.

Category: Develop/Implement Learning Supports

Research Cited: AMSTI

Activity - Tutoring during school	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tutor will meet with small groups in different grade levels to work on literacy skills. Tutor will use DIBELS and STAR to progress monitor growth.	Tutoring	09/05/2016	05/19/2017	\$2194 - Title I Part A	Tutor, Teachers

Activity - Tutoring after school	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Approximately 3-4 tutors will meet with small groups in different grade levels to work on literacy skills. Tutors will use DIBELS and STAR to progress monitor growth.	Tutoring	09/22/2016	09/29/2017	\$1052 - Title I Part A	Teachers/Tutors

Strategy5:

Open-ended Response - Teachers will work with students to increase their performance and skill in answering open-ended and multi-step questions.

Category: Develop/Implement Learning Supports

Research Cited: AMSTI, NMSI

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Activity - Open-ended responses	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will help students with the increased rigor of mathematical questioning by scaffolding and then releasing skills to improve open-ended student responses and multi-step problems. The technology and math Instructional Coach will assist with PD for teachers and with teaching students.	Direct Instruction	08/08/2016	05/19/2017	\$41480 - Title I Part A	Teachers, Instructional Coach

Goal 4:

Students in grades K-3 will obtain at least a 70 percent Benchmark rate on DIBELS at the end of the year. Last year's proficiency composite was 67%.

Measurable Objective 1:

demonstrate student proficiency (pass rate) by scoring a composite of 70% by 05/19/2017 as measured by DIBELS benchmark composite.

Strategy1:

Formative Assessment - Students will receive ongoing assessment and reteaching until they master literacy skills and concepts.

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

Research Cited: ARI strategies, Expeditionary Learning, NMSI

Activity - Technological Formative Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use hardware in the library and in the classroom such as iPads, computers, SmartBoards, LCD projectors, Chromebooks, and other equipment as well as programs such as Reading Eggs, Study Island, IXL, Brainpop, Flocabulary, Lyrics 2 Learn, Waterford, Gold software, MobyMax etc. in order to increase student engagement and assess ongoing student progress.	Academic Support Program	08/08/2016	05/19/2017	\$2556 - Title I Part A	Teachers, Instructional Coach

Activity - Conferences	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Faculty and administration will be attending multiple conferences to gain insight into formative assessment and best practices for literacy and mathematical instruction. The conferences may include the Ron Clark Academy Conference/visits, MEGA Conference, ASCD conference, ISTE, CLAS conferences, GOLD training, AAESA/NAESP conference, Ruby Payne workshops, Brain Research National Conference, Common Core Conference, STAR training, Kindergarten conference, Blue Ribbon Conference, Learning Forward Conference, Model Schools Conference, iPad conference, NATC conference, and AETC conference.	Professional Learning	08/08/2016	09/29/2017	\$1167 - Title I Part A	Teachers, Administrators, Media specialist, Guidances, Instructional Coaches

Strategy2:

Progress Monitoring - Teachers will progress monitor all students quarterly. Students who fail to benchmark on these assessments will be monitored every-other week. Teachers will use the results of these assessments to guide instruction and to fill in the gaps in the learning of individual students.

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

Research Cited: ARI, DIBELS

Activity - Tutoring after school	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Approximately 3-4 tutors will meet with small groups in different grade levels to work on literacy skills. Tutors will use DIBELS and STAR to progress monitor growth.	Tutoring	10/03/2016	09/29/2017	\$1052 - Title I Part A	Teachers, Tutors

Activity - Centers and small groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive literacy instruction on phonemes, nonsense word fluency, letter naming, initial sound fluency, and other pre and emergent literacy strategies before school, during centers, and during small group instruction.	Academic Support Program	08/08/2016	05/19/2017	\$0 - No Funding Required	Teachers, Instructional Coaches

Strategy3:

Intervention Block - Teachers will use the intervention block to work on multi-sensory small group instruction, literacy centers, and other fluency and

comprehension skills. Students will work in groups according to ability level.

Category: Develop/Implement Learning Supports

Research Cited: ARI strategies, Renaissance Accelerated Reader, DIBELS, Orton Gillingham

Activity - Literacy Focus	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be spending enrichment time working on literacy fluency and comprehension 55 minutes a day. Student resources and technology will be purchased as needed to supplement learning and instruction.	Academic Support Program	09/05/2016	05/19/2017	\$0 - No Funding Required	Teachers, Instructional Coaches, Counselor, Media Specialist

Activity - Tutoring during school	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tutor will meet with small groups in different grade levels to work on literacy skills. Tutor will use DIBELS and STAR to progress monitor growth.	Tutoring	09/05/2016	09/29/2017	\$500 - Title I Part A	Tutor, Teachers

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

OCRS Kindergarten students will show a 3% increase of students benchmarking on nonsense words correct letter sounds (NWF-CLS) in the spring of 2017 up from a baseline of 67% in the spring of 2016.

Measurable Objective 1:

A 3% increase of Kindergarten grade students will demonstrate a proficiency by benchmarking on nonsense words correct letter sounds (NWF-CLS) in the spring of 2017 up from a baseline of 67% in the spring of 2016 in Reading by 05/08/2017 as measured by nonsense words correct letter sounds (NWF-CLS) in DIBELS Next.

Strategy1:

Progress Monitoring - All students will be assessed on their mastery of letter sounds as a prerequisite skill to nonsense word fluency.

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

Research Cited: University of Oregon DIBELS Next Data System

Activity - Modeling	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional Coach will plan, model, and collaborate with Kindergarten teachers on the effective implementation of multi-sensory strategies in the literacy block.	Direct Instruction	08/03/2016	05/19/2017	\$0 - No Funding Required	Instructional Coach and Kindergarten Teachers

Activity - Multi-sensory instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive multi-sensory instruction in whole group and small group on letter naming and letter sound correspondence.	Direct Instruction	08/03/2016	05/25/2017	\$2900 - General Fund	Instructional Coach, Teachers

Strategy2:

Professional Development - Teachers will attend professional development to learn strategies and procedures that will be implemented as part of the OG method. Teachers will also learn how to interpret miscue and error analysis to plan and implement appropriate literacy instruction.

Category: Develop/Implement Professional Learning and Support

Research Cited: Orton Gillingham research, MSLE research, ARI research, University of Oregon DIBELS Next Data System

Activity - Wake-Up-Wednesdays	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend Professional Development on Wednesday mornings to cover OG strategies, miscue analysis and other literacy topics.	Professional Learning	08/04/2016	05/19/2017	\$0 - No Funding Required	Teachers, Instructional Coach, Admin.

Goal 2:

Students in grades 3-6 will increase proficiency by at least 2% in reading as measured by the ACT ASPIRE. Last year's high proficiency composite rate in grades 3-6 in reading was 41%.

Measurable Objective 1:

increase student growth by 2% to 43% by 05/19/2017 as measured by the percentage of students benchmarking on the Reading portion of the ACT Aspire.

Strategy1:

Multi-sensory Instruction - Teachers will be trained to use multi-sensory instruction in all subjects for high, medium, and low performing students.

Category: Develop/Implement Learning Supports

Research Cited: ARI Research, Orton Gillingham research.

Activity - In-house Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will have the opportunity throughout the year to attend training on multi-sensory strategies in the classroom. This training will be conducted by instructional coaches as well as outside consultants.	Professional Learning	09/05/2016	05/19/2017	\$0 - No Funding Required	Teachers, Instructional Coaches

Strategy2:

Intervention Block - Intervention Block - Teachers will use the intervention block to work on multi-sensory small group instruction, literacy centers, and other fluency and comprehension skills. Students will work in groups according to ability level.

Category: Develop/Implement Learning Supports

Research Cited: ARI strategies, Renaissance Accelerated Reader, DIBELS, Orton Gillingham

Activity - Literacy Focus	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be spending enrichment time working on literacy fluency and comprehension 55 minutes a day. Student resources and technology will be purchased as needed to supplement learning and instruction.	Academic Support Program	09/05/2016	05/19/2017	\$2980 - Title I Part A	Teachers, Instructional Coaches, Counselor, Media Specialist

Strategy3:

Writing Workshop - Students will work to improve their writing skills.

Category: Develop/Implement Learning Supports

Research Cited: ARI, Scott Foresman Rubrics

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Activity - Writing Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be following the writing plan created by the writing team based on the Scott Foresman writing rubrics. Many students in grades 3-6 will also work on writing skills at different times during the year during the intervention block. Teachers may develop writing, reading, and math strategies over the summer.	Academic Support Program	09/05/2016	05/19/2017	\$616 - Title I Part A	Teachers, Instructional Coach

Strategy4:

Formative Assessment - Students will receive ongoing assessment and reteaching until they master literacy skills and concepts.

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

Research Cited: ARI strategies, Expeditionary Learning, NMSI

Activity - Conferences	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Faculty and administration will be attending multiple conferences to gain insight into formative assessment and best practices for literacy and mathematical instruction. The conferences may include the Ron Clark Academy Conference/visits, MEGA Conference, ASCD conference, ISTE, CLAS conferences, GOLD training, AAESA/NAESP conference, Ruby Payne workshops, Brain Research National Conference, Common Core Conference, STAR training, Kindergarten conference, Blue Ribbon Conference, Learning Forward Conference, Model Schools Conference, iPad conference, NATC conference, and AETC conference.	Professional Learning	09/05/2016	05/19/2017	\$2333 - Title I Part A	Administration, Teachers, Instructional Coaches, Librarian, Counselor

Activity - Technological Formative Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use hardware in the library and in the classroom such as iPads, computers, SmartBoards, LCD projectors, Chromebooks, and other equipment as well as programs such as Reading Eggs, Study Island, IXL, Brainpop, Flocabulary, Lyrics 2 Learn, MobyMax etc. in order to increase student engagement and assess ongoing student progress.	Academic Support Program	09/05/2016	05/19/2017	\$1019 - Title I Part A	Instructional Coaches, Media Specialist, Teachers, Administration

Activity - Data Notebooks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use data notebooks to track their progress and set goals. This will be a continuation of the practice and materials used last year through the Leaders of Their Own Learning by Ron Berger study.	Academic Support Program	08/19/2016	05/19/2017	\$100 - Title I Part A	Teachers, Instructional Coaches, Media Specialist, Guidance, Admin

Strategy5:

Tutoring - Approximately four teachers will be contracted to tutor students in both math and literacy skills.

Category: Develop/Implement Learning Supports

Research Cited: ARI, AMSTI, West Virginia Phonics, Florida Center for Reading Research

Activity - After School Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Approximately 3-4 tutors will meet with small groups in different grade levels to work on literacy skills. Tutors will use DIBELS and STAR to progress monitor growth.	Tutoring Academic Support Program	10/10/2016	05/19/2017	\$1578 - Title I Part A	Teachers

Activity - Tutoring during school	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tutor will meet with small groups in different grade levels to work on literacy skills. Tutor will use DIBELS and STAR to progress monitor growth.	Academic Support Program Tutoring	08/29/2016	05/19/2017	\$3292 - Title I Part A	Teacher/tutor

Goal 3:

Students in grades K-3 will obtain at least a 70 percent Benchmark rate on DIBELS at the end of the year. Last year's proficiency composite was 67%.

Measurable Objective 1:

demonstrate student proficiency (pass rate) by scoring a composite of 70% by 05/19/2017 as measured by DIBELS benchmark composite.

Strategy1:

Formative Assessment - Students will receive ongoing assessment and reteaching until they master literacy skills and concepts.

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

Research Cited: ARI strategies, Expeditionary Learning, NMSI

Activity - Conferences	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Faculty and administration will be attending multiple conferences to gain insight into formative assessment and best practices for literacy and mathematical instruction. The conferences may include the Ron Clark Academy Conference/visits, MEGA Conference, ASCD conference, ISTE, CLAS conferences, GOLD training, AAESA/NAESP conference, Ruby Payne workshops, Brain Research National Conference, Common Core Conference, STAR training, Kindergarten conference, Blue Ribbon Conference, Learning Forward Conference, Model Schools Conference, iPad conference, NATC conference, and AETC conference.	Professional Learning	08/08/2016	09/29/2017	\$1167 - Title I Part A	Teachers, Administrators, Media specialist, Guidances, Instructional Coaches

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Activity - Technological Formative Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use hardware in the library and in the classroom such as iPads, computers, SmartBoards, LCD projectors, Chromebooks, and other equipment as well as programs such as Reading Eggs, Study Island, IXL, Brainpop, Flocabulary, Lyrics 2 Learn, Waterford, Gold software, MobyMax etc. in order to increase student engagement and assess ongoing student progress.	Academic Support Program	08/08/2016	05/19/2017	\$2556 - Title I Part A	Teachers, Instructional Coach

Strategy2:

Pre-K Instruction - The Pre-K classroom will be stocked with supplies, centers, technology, curriculum, and stations that will help teach pre-literacy and pre-numeracy skills to Pre-K students

Category: Develop/Implement Learning Supports

Research Cited: Gold Assessment, Waterford, ARI Strategies

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Pre-K Teacher and Auxiliary Aide will attend training to improve instruction and data collection. This includes Gold training, OSR training, MEGA Conference, RCA Academy, Kindergarten conferences, DIBELS conferences, Pre-K conferences.	Professional Learning	09/05/2016	09/29/2017	\$1166 - Title I Part A	Pre-K Teacher, Pre-K Aide

Activity - Pre-K Centers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Pre-K classroom will be stocked with supplies, centers, technology, curriculum, and stations that will help teach pre-literacy and pre-numeracy skills to Pre-K students	Academic Support Program	08/08/2016	05/19/2017	\$44457 - Title I Part A	PreK teacher and aide

Strategy3:

Progress Monitoring - Teachers will progress monitor all students quarterly. Students who fail to benchmark on these assessments will be monitored every-other week. Teachers will use the results of these assessments to guide instruction and to fill in the gaps in the learning of individual students.

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

Research Cited: ARI, DIBELS

Activity - Tutoring after school	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Approximately 3-4 tutors will meet with small groups in different grade levels to work on literacy skills. Tutors will use DIBELS and STAR to progress monitor growth.	Tutoring	10/03/2016	09/29/2017	\$1052 - Title I Part A	Teachers, Tutors

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Activity - Centers and small groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive literacy instruction on phonemes, nonsense word fluency, letter naming, initial sound fluency, and other pre and emergent literacy strategies before school, during centers, and during small group instruction.	Academic Support Program	08/08/2016	05/19/2017	\$0 - No Funding Required	Teachers, Instructional Coaches

Strategy4:

Intervention Block - Teachers will use the intervention block to work on multi-sensory small group instruction, literacy centers, and other fluency and

comprehension skills. Students will work in groups according to ability level.

Category: Develop/Implement Learning Supports

Research Cited: ARI strategies, Renaissance Accelerated Reader, DIBELS, Orton Gillingham

Activity - Tutoring during school	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tutor will meet with small groups in different grade levels to work on literacy skills. Tutor will use DIBELS and STAR to progress monitor growth.	Tutoring	09/05/2016	09/29/2017	\$500 - Title I Part A	Tutor, Teachers

Activity - Literacy Focus	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be spending enrichment time working on literacy fluency and comprehension 55 minutes a day. Student resources and technology will be purchased as needed to supplement learning and instruction.	Academic Support Program	09/05/2016	05/19/2017	\$0 - No Funding Required	Teachers, Instructional Coaches, Counselor, Media Specialist

Strategy5:

Early Literacy and Character - Pre-School students of the Owens Cross Roads Community will receive free books once a month through the use of the Dolly Parton Imagination Library Program. All Families with school-age students will also receive a copy of Ron Clark's The Essential 55 Workbook.

Category: Implement Community Based Support and Intervention System

Research Cited: ARI

Activity - Imagination Library, Parent Library, and Essential 55	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents will have access to children's books monthly as well as the Essential 55 Workbook to help educate their children on explicit and implicit academic skills. Parents will also have access to a parent library with parenting books located in the main office.	Parent Involvement	08/08/2016	09/29/2017	\$1770 - Title I Part A	Administration, Guidance, Media Specialist

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

Goal 1:

OCRS Kindergarten students will show a 3% increase of students benchmarking on nonsense words correct letter sounds (NWF-CLS) in the spring of 2017 up from a baseline of 67% in the spring of 2016.

Measurable Objective 1:

A 3% increase of Kindergarten grade students will demonstrate a proficiency by benchmarking on nonsense words correct letter sounds (NWF-CLS) in the spring of 2017 up from a baseline of 67% in the spring of 2016 in Reading by 05/08/2017 as measured by nonsense words correct letter sounds (NWF-CLS) in DIBELS Next.

Strategy1:

Progress Monitoring - All students will be assessed on their mastery of letter sounds as a prerequisite skill to nonsense word fluency.

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

Research Cited: University of Oregon DIBELS Next Data System

Activity - Modeling	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional Coach will plan, model, and collaborate with Kindergarten teachers on the effective implementation of multi-sensory strategies in the literacy block.	Direct Instruction	08/03/2016	05/19/2017	\$0 - No Funding Required	Instructional Coach and Kindergarten Teachers

Activity - Multi-sensory instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive multi-sensory instruction in whole group and small group on letter naming and letter sound correspondence.	Direct Instruction	08/03/2016	05/25/2017	\$2900 - General Fund	Instructional Coach, Teachers

Goal 2:

Students in grades 3-6 will increase proficiency by at least 2% in reading as measured by the ACT ASPIRE. Last year's high proficiency composite rate in grades 3-6 in reading was 41%.

Measurable Objective 1:

increase student growth by 2% to 43% by 05/19/2017 as measured by the percentage of students benchmarking on the Reading portion of the ACT Aspire.

Strategy1:

Writing Workshop - Students will work to improve their writing skills.

Category: Develop/Implement Learning Supports

Research Cited: ARI, Scott Foresman Rubrics

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Activity - Writing Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be following the writing plan created by the writing team based on the Scott Foresman writing rubrics. Many students in grades 3-6 will also work on writing skills at different times during the year during the intervention block. Teachers may develop writing, reading, and math strategies over the summer.	Academic Support Program	09/05/2016	05/19/2017	\$616 - Title I Part A	Teachers, Instructional Coach

Strategy2:

Formative Assessment - Students will receive ongoing assessment and reteaching until they master literacy skills and concepts.

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

Research Cited: ARI strategies, Expeditionary Learning, NMSI

Activity - Conferences	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Faculty and administration will be attending multiple conferences to gain insight into formative assessment and best practices for literacy and mathematical instruction. The conferences may include the Ron Clark Academy Conference/visits, MEGA Conference, ASCD conference, ISTE, CLAS conferences, GOLD training, AAESA/NAESP conference, Ruby Payne workshops, Brain Research National Conference, Common Core Conference, STAR training, Kindergarten conference, Blue Ribbon Conference, Learning Forward Conference, Model Schools Conference, iPad conference, NATC conference, and AETC conference.	Professional Learning	09/05/2016	05/19/2017	\$2333 - Title I Part A	Administration, Teachers, Instructional Coaches, Librarian, Counselor

Activity - Data Notebooks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use data notebooks to track their progress and set goals. This will be a continuation of the practice and materials used last year through the Leaders of Their Own Learning by Ron Berger study.	Academic Support Program	08/19/2016	05/19/2017	\$100 - Title I Part A	Teachers, Instructional Coaches, Media Specialist, Guidance, Admin

Activity - Technological Formative Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use hardware in the library and in the classroom such as iPads, computers, SmartBoards, LCD projectors, Chromebooks, and other equipment as well as programs such as Reading Eggs, Study Island, IXL, Brainpop, Flocabulary, Lyrics 2 Learn, MobyMax etc. in order to increase student engagement and assess ongoing student progress.	Academic Support Program	09/05/2016	05/19/2017	\$1019 - Title I Part A	Instructional Coaches, Media Specialist, Teachers, Administration

Goal 3:

Students in Grades 3-6 will increase proficiency in math by 2% as measured by the ACT Aspire. Last's year's high proficiency rate composite in grades 3-6 was 62%.

Measurable Objective 1:

demonstrate student proficiency (pass rate) in math by increasing a composite of 2% overall in grades 3-6 by 05/19/2017 as measured by the ACT Aspire.

Strategy1:

Formative Assessment - Students will receive ongoing assessment and reteaching until they master literacy skills and concepts.

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

Category: Develop/Implement Learning Supports

Research Cited: ARI strategies, Expeditionary Learning, NMSI

Activity - Conferences	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Faculty and administration will be attending multiple conferences to gain insight into formative assessment and best practices for literacy and mathematical instruction. The conferences may include the Ron Clark Academy Conference/visits, MEGA Conference, ASCD conference, ISTE, CLAS conferences, GOLD training, AAESA/NAESP conference, Ruby Payne workshops, Brain Research National Conference, Common Core Conference, STAR training, Kindergarten conference, Blue Ribbon Conference, Learning Forward Conference, Model Schools Conference, iPad conference, NATC conference, and AETC conference.	Professional Learning	08/08/2016	09/29/2017	\$1833 - Title I Part A	Teachers, Administration, Media Specialist, Guidance

Activity - Technological Formative Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use hardware in the library and in the classroom such as iPads, computers, SmartBoards, LCD projectors, Chromebooks, and other equipment as well as programs such as Reading Eggs, Study Island, IXL, Brainpop, Flocabulary, Lyrics 2 Learn, MobyMax etc. in order to increase student engagement and assess ongoing student progress.	Academic Support Program	08/08/2016	09/29/2017	\$100 - Title I Part A	Instructional Coach, Administration, Media Specialist, Teachers

Activity - Data Notebooks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use data notebooks to track their progress and set goals. This will be a continuation of the practice and materials used last year through the Leaders of Their Own Learning by Ron Berger study.	Academic Support Program	08/08/2016	05/19/2017	\$0 - No Funding Required	Teachers, Administration, Guidance, Instructional Coaches

Strategy2:

Intervention Block - Teachers will use the intervention block to work on multi-sensory small group instruction, literacy centers, and other fluency and

comprehension skills. Students will work in groups according to ability level.

Category: Develop/Implement Learning Supports

Research Cited: AMSTI

Activity - Math skills focus	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will work on math fluency and skills in small groups during the 55 minute intervention time.	Academic Support Program	09/05/2016	05/19/2017	\$0 - No Funding Required	Teachers, Instructional Coaches, Guidance

Strategy3:

Focus on interpreting data - Teachers will model, scaffold, then encourage independence for students working on disaggregating and interpreting data taken from charts, graphs, and other visual data artifacts.

Category: Develop/Implement Learning Supports

Research Cited: AMSTI, NMSI

Activity - STEM activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement strategies and resources in the classroom to encourage interest and engagement in the combined fields of science, technology, engineering, and math.	Academic Support Program	09/22/2016	09/29/2017	\$1000 - Title I Part A	Teachers, Instructional Coaches, Media Specialist, Administration

Activity - Charts and Graphs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will model, scaffold, then encourage independence for students working on disaggregating and interpreting data taken from charts, graphs, and other visual data artifacts.	Academic Support Program	08/08/2016	05/19/2017	\$41480 - Title I Part A	Instructional Coach, Teachers

Goal 4:

Students in grades K-3 will obtain at least a 70 percent Benchmark rate on DIBELS at the end of the year. Last year's proficiency composite was 67%.

Measurable Objective 1:

demonstrate student proficiency (pass rate) by scoring a composite of 70% by 05/19/2017 as measured by DIBELS benchmark composite.

Strategy1:

Progress Monitoring - Teachers will progress monitor all students quarterly. Students who fail to benchmark on these assessments will be monitored every-other week. Teachers will use the results of these assessments to guide instruction and to fill in the gaps in the learning of individual students.

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

Research Cited: ARI, DIBELS

Activity - Centers and small groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive literacy instruction on phonemes, nonsense word fluency, letter naming, initial sound fluency, and other pre and emergent literacy strategies before school, during centers, and during small group instruction.	Academic Support Program	08/08/2016	05/19/2017	\$0 - No Funding Required	Teachers, Instructional Coaches

Strategy2:

Intervention Block - Teachers will use the intervention block to work on multi-sensory small group instruction, literacy centers, and other fluency and

comprehension skills. Students will work in groups according to ability level.

Category: Develop/Implement Learning Supports

Research Cited: ARI strategies, Renaissance Accelerated Reader, DIBELS, Orton Gillingham

Activity - Literacy Focus	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be spending enrichment time working on literacy fluency and comprehension 55 minutes a day. Student resources and technology will be purchased as needed to supplement learning and instruction.	Academic Support Program	09/05/2016	05/19/2017	\$0 - No Funding Required	Teachers, Instructional Coaches, Counselor, Media Specialist

Activity - Tutoring during school	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tutor will meet with small groups in different grade levels to work on literacy skills. Tutor will use DIBELS and STAR to progress monitor growth.	Tutoring	09/05/2016	09/29/2017	\$500 - Title I Part A	Tutor, Teachers

Strategy3:

Formative Assessment - Students will receive ongoing assessment and reteaching until they master literacy skills and concepts.

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

Research Cited: ARI strategies, Expeditionary Learning, NMSI

ACIP

Owens Cross Roads School

Activity - Conferences	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Faculty and administration will be attending multiple conferences to gain insight into formative assessment and best practices for literacy and mathematical instruction. The conferences may include the Ron Clark Academy Conference/visits, MEGA Conference, ASCD conference, ISTE, CLAS conferences, GOLD training, AAESA/NAESP conference, Ruby Payne workshops, Brain Research National Conference, Common Core Conference, STAR training, Kindergarten conference, Blue Ribbon Conference, Learning Forward Conference, Model Schools Conference, iPad conference, NATC conference, and AETC conference.	Professional Learning	08/08/2016	09/29/2017	\$1167 - Title I Part A	Teachers, Administrators, Media specialist, Guidances, Instructional Coaches

Activity - Technological Formative Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use hardware in the library and in the classroom such as iPads, computers, SmartBoards, LCD projectors, Chromebooks, and other equipment as well as programs such as Reading Eggs, Study Island, IXL, Brainpop, Flocabulary, Lyrics 2 Learn, Waterford, Gold software, MobyMax etc. in order to increase student engagement and assess ongoing student progress.	Academic Support Program	08/08/2016	05/19/2017	\$2556 - Title I Part A	Teachers, Instructional Coach

Component 3: Instruction by Qualified Staff

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

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

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

Owens Cross Roads School employs a dedicated and motivated staff. Teachers at Owens Cross Roads School are considered Highly Qualified. All of the instructional paraprofessionals meet the highly qualified requirements. Both teachers and instructional paraprofessionals meet the licensure requirements under ESSA.

Owens Cross Roads School's plan for complying with the ESSA is outlined below:

Paraprofessionals: All instructional aides at Owens Cross Roads School have met the requirements outlined in ESSA.

Paraprofessionals work under the direct supervision of the classroom teacher. No instructional aide, who is not highly qualified, will be employed in the future.

Certified Personnel: All teachers at Owens Cross Road School are highly qualified. Teachers are selected based upon qualifications and effectiveness. Owens Cross Roads School is committed to hiring only Highly Qualified Teachers in the future. Staffing placements and decisions effectively address identified academic needs by taking into consideration personality types of students and teachers, classroom climate, and teacher experience in working with different modalities and learning styles. Often times the instructional coaches and special education teachers will work with the administration to ensure that students are placed in the best academic environment possible based on the needs of the individual student.

Component 4: Strategies to Attract Qualified Teachers

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

We have two new teachers this year. We lost 3 units last year (one was class and two teachers took other positions) and earned one class-size reduction unit back this year. This constitutes an 18% change. (3 new positions out of 17 total)

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

All of our 25 teachers are highly qualified, with 11 faculty members holding Masters Degrees. One teacher is National Board Certified. Five teachers have taught 0-5 years, five have taught 6-10 years, two have taught 11-15 years, and the remaining thirteen teachers have taught from 16 to 24 years.

Level of Experience:

0-5: 5
6-10: 6
11-15: 2
16-24: 13

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

The county's salaries and benefits package are competitive with surrounding districts. Our Personnel Director along with select principals attend career day at our four local colleges to recruit quality teachers. A job fair was conducted at the Central Office this past June. In the summer of 2016, approximately 354 highly-qualified applicants applied for a first grade position that was posted. New teachers are assigned a mentor, work with the instructional coaches, observe other classes, and meet once a month for a book study and time of questions/answers with administration. Feedback is also given through regular walk-throughs.

Component 5: High Quality and Ongoing Professional Development

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

Professional development activities such as Wake Up Wednesdays that feature multisensory literacy strategies as well as other professional development topics and ARI turn-around training will be done this year. Several teachers and the reading coach have attended Orton-Gillingham Classroom Teacher Training. The reading coach is also currently pursuing Academic Language Therapist Certification by completing the Multisensory Structured Language Education Program funded by the state department and Madison County Schools. We are also putting a strong focus on activities and training from the Ron Clark Academy by conducting walk-throughs looking for movement, rigor, and engagement, sending teachers to the RCA, and conducting book studies using Clark's books. Research for these programs is cited in the strategies section of our goals.

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

Teachers conduct book studies and parents will attend a parent conference in January. Professional Development such as The International Society of Technology Education (ISTE) is held in June/July. This conference benefits teachers and students using technology. The Blue Ribbon Conference will be held in December. This conference addresses best practices in all areas such as character ed, technology, reading, math, etc. The Mega Conference will be held in July. This conference also addresses multiple stakeholders, and usually has sessions beneficial to teaching strugglers and for closing achievement gaps. The Brain Research Conference will be in February. Ipad Conference will be held in November. The Kindergarten conference, which impacts early childhood training methodology, occurs in the summer. AAESA/NAESP conference is usually held in July. This conference is good for overall administration of a school by instructional leaders. ASCD conference is held at different times and covers curriculum, leadership, and everything in-between. The Ron Clark Academy Conference is usually held in the summer and is wonderful for motivating reluctant learners and inspiring teachers. The NATC and AETC both address educational technology and are held in June or July. Gold Training for Pre-K and preK paraprofessionals is held in spring and summer. A parent conference will be held at the school in January with teachers and guest speakers presenting topics ranging from parenting tips to homework help. Our PreK paraprofessional attends Gold training. Office staff attend PD through Central Office training.

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

The reading coach meets with the new teachers on a regular basis as well as the mentor teachers. The mentor teachers have a common planning with the new teachers. New teachers observe other classes and meet once a month for a book study and time of questions/answers with administration. Feedback is also given through regular walk-throughs. Peer observations as well as self-video are also encouraged for both novice and veteran teachers. The Math/Technology coach meets with all teachers as well to assist in math lessons and technology use in the classroom.

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

Teachers will share information gained at workshops at grade level and data meetings. During the months of October and November, Wake Up Wednesdays will feature Orton-Gillingham procedures and strategies. This PD opportunity will be voluntary and facilitated by the reading coach. At the meeting, teachers will learn a new Orton-Gillingham procedure and will sign up for a time for the reading coach to model the new learning with their classroom the next day. The following week, the coach will return to the classroom to assist the teacher in using the new procedure. This PD is for kindergarten-third grade teachers and will last for six weeks and will cover all of the steps in the Orton-Gillingham lesson plans. Administrator's weekly observations will ensure the implementation of improved strategies. Participants will be required to share information at weekly grade level meetings. Evaluations will be conducted at the end of the school year by classroom teachers. Book studies, Data Meetings, common planning times, peer observations, and professional development will be conducted year-round. Instructional rounds also help with this endeavor.

Component 6: Transition Strategies

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

Pre-Kindergarten: To help ease the transition of children from: day care, Head Start, private kindergarten, and stay-at-home children, an orientation is scheduled for pre-kindergarten prior to the beginning of the school year. Students and parents have the opportunity to meet the classroom teacher, other faculty members, and staff. They may tour the classroom, the school, ride a school bus, and eat breakfast. Parents have the opportunity to listen to the pre-kindergarten teacher, discuss pre-kindergarten expectations, and ask questions.

Kindergarten-Sixth Grades: Teachers will meet at the end of the academic year to update the receiving teachers of skills covered in the previous grade. A special effort will be made to make the entry into the next grade a smooth one.

The preceding year's teacher will briefly introduce beginning skills for the next year. At the beginning of the year, all grade levels meet with parents at the PTO Open House to discuss and present curriculum and grade level needs. Seventh Grade: Students visit New Hope Middle School in May. An orientation meeting is held at New Hope Middle School for parents and students in the summer. Students visit the school and meet the faculty and staff.

Component 7: Teacher Participation in Making Assessment Decisions

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

Student academic assessments are used to evaluate student progress and to plan academic programs. Teachers at Owens Cross Roads School are involved in decisions regarding state-mandated and other student assessments. State-mandated tests, such as Dynamic Indicators of Basic Early Literacy (DIBELS), and the ACT Aspire do not allow for a great deal of teacher input. Teachers can decide on scheduling dates and the number of days students are allowed to take the tests. The system testing specialist coordinates all mandated assessments. Teachers are given copies of all assessment data and asked to make decisions regarding instruction.

When testing results are returned to the school, teachers are involved in assessing individual and grade level results as well as planning instructional action plans. The instructional specialist assists the teachers in reviewing the results and addressing the weaknesses. This is done by holding monthly data meetings in which all teachers attend by grade level to review data. Meetings are led by administration and instructional coaches. We look at growth and benchmarks of various assessments such as classroom grades, STAR data, and DIBELS data and discuss how to meet individual and small group needs for students. Strategies are implemented and adjusted based on the students' performance. Data is shared with parents and students through teacher/student meetings, parent/teacher conferences, reports sent home, progress reports for grades, etc. The faculty at Owens Cross Roads School decides as a group to participate in other non-mandated assessment programs.

Administrators and staff discuss all merits of the Accelerated Reader, the Alabama Reading Initiative, and STAR, Early STAR, Moby Max, IXL and Study Island assessments during faculty meetings before being adopted by Owens Cross Roads School. The faculty is kept informed of the new reform strategies, which are being considered by the schoolwide planning committee. They have an opportunity to approve new strategies and elements included in the revised plan.

The effort to include teachers in decisions regarding the use of academic assessments is a part of the schoolwide plan to include teachers, parents, and students in efforts to improve the quality of education at Owens Cross Roads School. The plans of students receiving ELL and IEP services are also reviewed and revised at least annually. Finally, the faculty reviews and revises the Title I Schoolwide Plan annually.

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

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

Formative assessment takes place throughout the year through a variety means including STAR, Study Island, and IXL assessment, as well as through teacher observations, student input, RTI and data meetings. When students are identified as struggling to master the standards, Teachers discuss their progress and the strategies used in teaching these students. Teachers then put these students in tiered intervention, and encourage the student to attend tutoring. The struggling student is progress monitored monthly and adjustments are made to instruction and strategies used with the student until the student begins to grow. If the student continues to struggle, more intervention is given. If additional tiered instruction does not impact the student's learning, the student may be referred for a special education evaluation. Parents are informed of the student's progress throughout the process.

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

Students who struggle with mastery are identified and are given informal/formal help through enrichment groups, small groups in the classroom, RTI, and/or tutoring. Results and effectiveness of this assistance are measured using DIBELS, STAR, Study Island, IXL, Moby Max, and Reading Eggs diagnostics and data. Teachers, Instructional Coaches, and Administration monitors this data on an ongoing basis. Students who are identified as struggling receive additional help throughout the day in the form of tiered instruction. Some students who have not mastered the state's academic standards meet with a tutors during the school day. Students also have the opportunity to receive tutoring help depending on the number of staff available to tutor after school.

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

Students receive small group instruction during math block, reading block, and enrichment times. Teachers also design centers and use ongoing formative assessment to make sure lessons are tailored to individual student needs. For example, kindergarten teachers are using multi-sensory instruction to teach basic early literacy skills. Multi-sensory instruction is diagnostic and provides formative assessment that is instrumental in planning instruction. The teachers provide colored tiles to the students to use as manipulatives for rhyming practice. The teacher will say two to three words that either rhyme or do not rhyme. If the words rhyme, the students will pull down tiles of the same color. If the words do not rhyme, the students will pull tiles of different colors. The teacher can instantly tell if the students do or do not understand rhyme. If the student needs additional practice, the teacher will provide additional instruction in this concept to the student with reteaching and more guided practice during the 55-minute enrichment block. If the students are performing well with the instruction, the teacher will then increase the difficulty level of the rhyming task. Students who struggle get additional help through tiered instruction. Students who master concepts quickly are accelerated in centers or even in subject/grade level. Software programs can be tailored to individual student levels. The Data notebooks are also used to help students with goal-setting and tracking growth.

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

Students are considered academically needy if they fail to reach assessment benchmarks, show growth on formative assessments such as STAR, struggle with mastery in the classroom, or have declining or low grades on summative assessments. Tutoring is provided after school. Homework assistance is also provided in daycare. The Enrichment block will have opportunities for small group instruction. Homework help links are posted on the school website. The 21 Century grant was awarded to OCRS this year and will go into effect in January. This program will also offer after school enrichment activities as well as a possible summer program. Students can also access programs such as Study Island, MobyMax, and IXL to help them practice skills at home. Apps for practicing fluency are also installed on the iPads students take home as part of our 1:1 program.

For students who exhibit dyslexic tendencies based on screening required by the Alabama Administrative Code, the reading coach has gathered different types of multi-sensory materials and strategies for parents to use at home with their child. This packet includes instructions for use, tactile mats, Play-Doh, sight word cards, colored pencils, and a wealth of multi-sensory practice. The coach will meet with any interested parent to explain how to use and implement these strategies beyond the school day.

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

All students have equal access to the same free appropriate public education, including public preschool. Special populations are not denied or delayed due to any barriers. ELL students are identified at enrollment. Each new student receives a Home Language Survey. Students qualify for testing if the survey indicates that a language other than English is used by the student or at the student's home. All eligible students are tested with the WIDA Access Placement Test. If the student qualifies to receive services an ELL committee convenes to determine the students' appropriate services and placement. A variety of services are provided to all ELL students: content area tutoring, pull-out ESL, pull-out for individual support, and content-based ESL. An ELL teacher provides services to all ELL students at Owens Cross Roads School. Parents can receive all updates and important school documents in English and other languages.

Migrant students are surveyed at the time of enrollment. Parents of each student receive an Employment survey, which determines if the student receives a home visit by a state recruiter. The state recruiter determines eligibility for the migrant program. Migrant students automatically qualify for free breakfast and lunch and have access to all services and programs available to the rest of the students. If Migrant students have additional needs, the needs can be addressed through the set-aside Migrant Funds. Special education services follow federal and state laws and regulations. Qualifying students' IEP's are based on evaluation results, parent concerns, and the academic, developmental and functional needs of the child. Students with disabilities have access to a variety of educational programs and services, and are provided with an equal opportunity to participate in all extracurricular activities available to non-disabled students.

The system uses federal guidelines to identify homeless students. Homeless students have access to all services and programs available to the rest of the students, including free lunch. Homeless students are provided necessary school supplies, clothes, and other items of necessity.

Neglected/delinquent students are identified by DHR, Social Services, LEA Attendance Officer, or parent. The school counselor monitors

students' grades and absences and ensures that neglected/delinquent students have access to additional services as needed. The Attendance Officer works directly with the courts to ensure parental cooperation concerning absences. Students are eligible for all services and programs available to the rest of the students.

Economically disadvantaged students are identified through an application for free and reduced lunch. Students with low family income are eligible to receive free/reduced breakfast and lunch during the school day. Such students will have equal access to all programs and services available to the rest of the students. We also work closely with local churches and The CARE Center, which is a non-profit organization that often works to meet the needs of these families. NOVA is a mental health organization that is on campus three days a week and meets with students and families who have counseling needs.

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

N/A

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

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

Our state legislators provide needed funds that help provide teachers with instructional supplies. At risk and Title I funds are used to provide remedial services to students struggling to meet instructional standards. The local school also provides instructional support. The Parent Teacher Organization provides money to the school for academic incentives, materials and supplies, and support for the instructional program. Fundraisers provide money to individual teachers for classroom materials to support the curriculum. Teachers and administrators have also been successful grant writers, securing money from outside agencies to support instructional programs. Local, State, and Federal monies are combined to fund the instructional program in our school wide plan. Title I funds are used to provide improved instructional services as well as parent involvement services. Title I money provides daily one on one instruction to improve student learning. Legislative money, fundraiser money, and local school monies enhance the daily instructional program. Owens Cross Roads School combines funding from many sources in order to provide a quality education for our children. Owens Cross Roads Elementary School will adopt one comprehensive master plan, which will be more effective. The school follows a Comprehensive School Budget and Title I Budget. After school care is also offered as a service to the community and is designed with enrichment programs that support and enhance the school day instruction. Title III funding is used to help EL students. Title II funding is used to train teachers and provide professional development. Special Education funding is used to provide resources, materials, and services for students with disabilities. Indian Education funding is used to educate students of Native American Heritage. Homeless funding is used to provide resources for students who fall under the classification of homeless.

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

Federal funds are used to support the educational program at Owens Cross Roads School. Staff Development and classroom instruction are supported by Title I, Title II, Title III, Indian Education, Homeless, and At-Risk funds. Title I funds support the direct instruction program. Title III money is utilized along with local money to provide instruction for English Language Learners. Homeless funds support the education of homeless students at Owens Cross Roads School by providing instructional materials and tutoring services. Indian Education or 21st Century Grant money is utilized to support the readiness/ enrichment program. The grant also provides extracurricular after school opportunities. State money is also used in the school-wide plan. Title I and Title II funds provide professional development opportunities in targeted areas. State textbook funds provide student textbooks approved by the state and the Madison County Board of Education. Our state legislators provide needed funds that help provide teachers with instructional supplies. At risk and Title I funds are used to provide remedial services to students struggling to meet instructional standards. The local school also provides instructional support. The Parent Teacher Organization provides money to the school for academic incentives, materials and supplies, and support for the instructional program. Fundraisers provide money to individual teachers for classroom materials to support the curriculum. Teachers and administrators have also been successful grant writers, securing money from outside agencies to support instructional programs. Local, State, and Federal monies are combined to fund the instructional program in our school wide plan. Title I funds are used to provide improved instructional services as well as parent involvement services. Title I money provides daily one on one instruction to improve student learning. Legislative money, fundraiser money, and local school monies enhance the daily instructional program. Owens Cross Roads School combines funding from many sources in order to provide a quality education for our children. Owens Cross Roads Elementary School has adopted one comprehensive master plan, which is more effective. The School follows a Comprehensive School Budget and Title I Budget.

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

The school works with community partners such as the CARE Center to provide parent resources training/adult education. Some of this training is held on campus and some is held off campus. The National Child Advocacy Center conducts the SCAN program, which is designed to prevent and report child abuse. Our school and district participate in Red Ribbon Week to promote abstinence from drugs and alcohol. The Madison County District Attorney's office puts on a program called GIVE for the 3rd graders to prevent violence and gang activity. The school will also host on campus a counseling program called NOVA for students and families. The district pays for a social worker for our cluster schools who works with our stakeholders. Federal monies also supplement our school nutrition program otherwise known as CNP. This also supports students who are on free and reduced lunch.

Owens Cross Roads School is an OSR grant recipient. OSR allows the school to provide high quality pre-k instruction for eighteen students. The community does not have a Head Start program available therefore OSR serves in this capacity.

Our counselor discusses careers with students during her classroom counseling sessions. Classroom teachers also discuss community helpers and their vocations. Students will have an opportunity to participate in vocational and technical education when they attend 9th grade at New Hope High School.

Component 10: Evaluation

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

Formative assessment such as anecdotal notes, teacher observation, weekly tests, DIBELS progress monitoring, running records, and other data is gathered throughout the year and is examined by the teachers and the administration in quarterly data meetings, informal conferences, and RTI meetings. Strategies and activities are modified, improved, and continued based on the results of the data examined. Instructional coaches and administrators will be in the classrooms to make sure strategies and activities are being executed with fidelity. Summative assessment is examined at different points throughout the school year and at the beginning and conclusion of the school year. The Title 1 Committee meets to discuss the data and to make plans and adjustments for the next year. Monthly meetings are conducted by the Title I Coordinator and the school administration. Data is reviewed after each testing window for STAR and for DIBELS. If students are making appropriate progress, current strategies are maintained. If students or sub-groups of students are not making progress, strategies are changed or modified and progress monitoring is used to track the impact on instruction. Our data team determines if the goals are met by looking at data, and practice.

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

Administration shares the results of the State Assessment with the teachers. Students and parents receive copies of individual student ASPIRE results. The school wide results are compiled and presented during Parent Title 1 meetings. The Title 1 Committee meets to discuss the data and to make plans and adjustments for the next year. The Building Leadership Team also meets to determine what actions need to occur based on the assessment results. Data is evaluated by comparing the results from years past to distinguish trends and to look at achievement gaps in subgroups. We also compare our data to that of the district and the state to gauge our growth or weaknesses. Data is also examined at a classroom level. Using STAR Student Growth Percentiles and DIMS ASPIRE Class Reports, administration and coaches can determine if students are making adequate growth and possible strengths and weaknesses in instruction. Progress notes are added to the ACIP throughout the school year.

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

The Title 1 Committee consisting of administration, instructional coaches, classroom teachers and SPED teachers look at the data as a whole monthly as well as at individual student results and aim lines in order to determine if the strategies employed in the school wide program are achieving the desired results of academic growth for all learners, including those furthest from achieving the standards. The Title 1 Team looks at the education procedures, use of the Title 1 Budget, and academic data to determine if the program has been effective. Throughout the year, the goals and objectives listed in the school's needs assessment are reviewed to reflect and evaluate the effectiveness of the strategies and activities planned by the committee.

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

Formative assessment data is gathered throughout the year and is examined by the teachers and the administration in data meetings, informal conferences, and RTI meetings. Strategies are modified, improved, and continued based on the results of the data examined. Data meetings and RTI meetings are held once a month. Grade-level Formative Assessment meetings are held bi-weekly. The Title 1 committee meets once in the fall and once in the spring to examine data and make changes as necessary. Monthly meetings are conducted by the Title I coordinator and the school administration. Data is reviewed after each testing window for STAR and for DIBELS. If students are making appropriate progress, current strategies are maintained. If students or sub-groups of students are not making progress, strategies are changed or modified and progress monitoring is used to track the impact on instruction.

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

We are keeping three goals from last year but have made adjustments to the strategies and activities used to accomplish the goals. We did accomplish our goal to reach 65% benchmark on DIBELS with a 67% benchmark rate. We did not meet our goal of 56% Reading benchmark on the ACT Aspire but rather only achieved a 41% benchmark. We maintained our previous year's score of 62% on the Math ASPIRE, but did not increase 2% as projected. We are implementing multisensory literacy strategies, a daily 55 minute intervention block, additional literacy strategies, increased teacher feedback, an intensive writing time for each grade 3-6, and we will continue small group math instruction.

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

The three goals have not changed, but the percent benchmark have been adjusted. Additional strategies will be used this year to ensure that we meet our goals, and strategies such as departmentalization that did not bear fruit have been discarded.

Coordination of Resources - Comprehensive Budget

Introduction

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

I. State Foundation Funds:

	FTE's Earned	Units Placed	Total Salaries
FTE Teacher Units	19.18	23.68	1,426,664.24
Administrator Units	1.00	1	98,293.02
Assistant Principal	1.00	1	43,512.08
Counselor	1.00	1	43,945.31
Librarian	1.00	1	75,426.16
Career and Technical Education Administrator	0.00	0	0.00
Career and Technical Education Counselor	0.00	0	0.00
Technology	3,671.00	0	3,671.00
Professional Development	1,383.00	0	1,383.00
State ELL Funds	0.00	0	0.00
Instructional Supplies	8,036.25	0	8,036.25
Library Enhancement	461.00	0	461.00
Totals			1,701,392.06

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	153725.73

Provide a brief explanation and breakdown of expenses.

Salaries & Fringes: \$ 89,545.30

Materials & Supplies: \$1,884.68

Computers & Equipment: \$ 4,076.89

Pre-K: \$44,457.79

Extended Day: \$3,156.84

Parent Involvement" \$1,769.33

Staff Development: \$8,834.90

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

Provide a brief explanation and a breakdown of expenses.

N/A

Title II

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

Provide a brief explanation and a breakdown of expenses.

N/A

Title III

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

Provide a brief explanation and a breakdown of expenses.

N/A

Title IV

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

Provide a brief explanation and a breakdown of expenses.

N/A

Title VI

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

Provide a brief explanation and a breakdown of expenses.

N/A

Career and Technical Education-Perkins IV

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

Provide a brief explanation and breakdown of expenses.

N/A

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

Provide a brief explanation and breakdown of expenses.

N/A

Other

Label	Question	Value
1.	21st Century, Learn and Serve, Even Start, School Improvement Grant Provide the total.	82800.0

Provide a brief explanation and a breakdown of expenses.

OSR Tiered #1

Salaries and Fringes: \$79003.00

Materials and Supplies: \$250.00

Staff Development: \$3,547.00

Local Funds

Label	Question	Value
1.	Provide the total	392062.28

Provide a brief explanation and breakdown of expenses

Salaries & Fringes: \$299,749.28

Travel: \$1,800.00

Office Supplies: \$500.00

Building Services: \$58,200.00

Transfers: \$31,813.00

Strategies to Increase Parental Involvement

Introduction

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

Strategies to Increase Parental Involvement

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

All parents of participating students will be invited to one of two meetings within the first month of school, at local convenient varied times at the school to be informed about the School-wide program, federal guidelines, and the role of all parents in the education of their children. Parent rights are sent home during the first month, and parental input will also be solicited concerning the means by which the school and parents can form a partnership to achieve the program's objectives. This meeting will be promoted through personal letters, telephone calls, flyers, etc. Efforts shall be made to inform all parents of participating children. At present time we have no migrant students enrolled and two non-English speaking families; therefore, we utilize the Transact Software and interpreters to translate any meeting notices and other essential documents and notices so that these families will be accommodated in every effort. A minimum of 1% of Title 1 funding is allocated to parental involvement. Owens Cross Roads uses this set-aside money to fund Dolly Parton's Imagination Library, which provides books monthly to children in our school zone from birth until 5 years of age. The funding also goes to finance the parent library containing books on finance, parenting, nutrition, and more housed in the office and for the Ron Clark Essential 55 Workbook for parents and kids to work on together. The Title 1 Committee consisting of school staff, community members, and parents approve the expenditures and Title 1 budget at the Title 1 Meeting.

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

1) The majority of the meetings will be held in the afternoon hours between 3:00 and 7:00 PM. A limited number of the same meetings will be held during school hours (7:30 to 3:00) due to the fact the majority of our parents are unable to attend during these hours. Conferences for individual students may be held as early as 7:00 AM and as late as 3:15 PM.

2) Regularly scheduled meetings shall be organized so that all parents of participating children can work with the school in planning, review, and improvements of the parental involvement program and to give input in the development of the total school program plan. Parents will be involved in the school wide planning process beginning with the initial meeting. Parents will review and also be included in revising the parent plan, and compacts.

3) The Title I eligible schools must receive at least ninety-five percent (95%) of one percent (1%) of Madison County Schools' total allocation to implement parental involvement activities. Parents of children receiving services must be involved in the decisions regarding how funds reserved will be spent for parental involvement activities. Input on budgeting is taken via emails, phone calls, or attendance at Title 1 meetings. Owens Cross Roads uses this set-aside money to fund Dolly Parton's Imagination Library, which provides books monthly to children in our school zone from birth until 5 years of age. The funding also goes to finance the parent library and the Ron Clark Essential 55 Workbook for parents and kids to work on together.

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

related to the education of their children.

At the annual meeting held during the first month of school information will be presented about the Title I program, the school academic curriculum, and state assessments and the subjects offered: reading, math, language, science, social studies, physical education, art/music, and computer. The parent handbook which includes more detailed information about school policies will be discussed. Parents who have email receive electronic copies of the following documents: School-Parent Compacts, Parent's Right to Know Plan, LEA Parent Plan, School Parent Plan, and Grievance Procedures. Parents who do not have email receive paper copies of these documents. Parents will visit their child's classrooms and meet teachers during an open house event. Teachers will then provide additional information on their weekly newsletters and academic assessments. Transact software is available to help with translations for non-English speaking parents. Windows 7 also has interpretation capabilities. Parents will receive school information by way of: School Newsletters, Calendar of Events, Emails, Brochures, Parent Handbook, Website Updates, School Messenger. Grade-level meetings shall be held at the beginning of the school year to acquaint parents with curriculum, classroom standards, expectations to meet standards, homework policies, assessments, and proficiency levels that students are expected to achieve. Parents shall also be provided with mid-year evaluations that will indicate the child's needs, in order to be promoted to the next grade. The school shall conduct regularly scheduled parent meetings in informal and informative group sessions with time allotted for parent interaction and a question/answer opportunity. A school newsletter is also sent out bi-monthly. Parents participate in decision-making by participating in committees such as the Parent Advisory Committee or Title I committee, sending in written suggestions, or meeting with the principal.

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

Owens Cross Roads School's staff shall distribute a school-parent compact that outlines how parents, the entire school staff, and the students will share the responsibility for improved student achievement, as well as the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards. Parents will have the opportunity to provide suggestions for improving the compacts at the beginning of the school year in during the Title I meetings. The compacts are also listed on the website and parents can offer suggestions for improvement. Owens Cross Roads revised its school-parent compact in September 2010. The new compact was developed through a coordinated effort by school staff members and the school-wide planning committee consisting of community members and parents. The compact was revised again in 2016 to make sure the compact was in compliance with the ESSA. The Parent Advisory Committee periodically reviews the compacts. All parents will be given a copy of the new compact at the annual Title I Meeting. The compact will be explained to parents and they will be asked to sign the compact showing their commitment to working with the school and their child to help ensure the child's success in school. Copies of the compact will be sent home to parents who do not attend the annual Title I meeting either electronically or paper copies. The compacts will be discussed at faculty meetings with teachers. The teachers will be given the responsibility of explaining the compacts to students and having students sign the compacts. The teachers will sign the compacts and keep them in their classrooms to use during conferences with students and parents.

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

Parent comments and suggestions regarding the plan will be included with the school-wide plan when Owens Cross Roads sends the revised plan to the Title I Coordinator. Additionally, parents are asked for input on the ACIP annually in meetings and in school newsletters. Surveys are also sent out annually with open-ended response questions to express satisfaction or dissatisfaction with the operation of the

school.

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

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

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

Information will be offered in an effort to assist parents in understanding how these performance/assessment standards impact upon their children's education. This information will be offered through practical suggestions and activities for use in the home. Additionally, individual conferences regarding these areas will be offered to parents who request more information and/or to parents who may be recommended for such assistance by professional staff members. Additional activities to promote improved student achievement may be: Train parents to serve as tutors, Encourage parents to attend parent education meetings, Assist parents in interpreting assessment results, Assist parents to monitor homework assignments, Help parents to understand their role in parent teacher conferences, Encourage parents to assist in grant writing. This training and help will be offered through the following formats: Family Conference in January, videos posted to Canvas, and resources listed in the school SMORE newsletter.

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

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

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

The school shall compile and make available to parents a list of adult literacy training agencies as well as providing materials and continuous training to develop a committed partnership with parents for improved student achievement. This will be accomplished at the Title I meetings and PTO meetings. Teachers will provide parents the opportunity to meet and learn about what their role will be in helping their child to succeed. In addition the reading coach will provide additional literacy information and offer training to parents. Literacy and parenting information will be distributing throughout the year via classroom newsletters, school-wide menus and the school website. Training and expectations of iPad usage are given for parents new to the one to one program in third through sixth grade. The Building Based Staff Support Team will provide parents training of literacy and technology and provide such assistance to parents of children in need of assistance.

The Dollywood Imagination Library will provide books in the homes of all preschoolers from birth to age five. The Ron Clark Essential 55 workbook will be sent home to encourage parents and students to work together to improve leadership and academic skills. Parents will have access to the parent library in the office, and will be invited to the Family Conference second semester which will feature multiple sessions including how to help students with literacy, math, and homework.

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

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

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

Owens Cross Roads will continue to work with its teachers through in services, faculty meetings, and grade-level meeting in understanding the importance of parental involvement and that all parents are our partners. All staff is expected to welcome parents to the school, as appropriate, and to work with our parents. This is written in the faculty/staff handbook and discussed in the first meeting faculty/staff of the school year. All staff receive copies of the handbook. If necessary, a reminder is stated at additional faculty meetings and included in memos/emails. The school will also offer a conference specifically designed for parents that will educate them on a variety of topics ranging from technology to curriculum to finance.

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

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

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

Parent involvement programs such as the Family Conference, PTO meetings, Parent Advisory Committees, and Title 1 meetings are all important in developing a partnership between the school and parents. Local pre-kindergarten and after school day cares also work closely with the school to ensure the success of each child. Owens Cross Roads has a minimal number of students identified as ELL at this time. If non-English speaking parents are identified in the Owens Cross Roads school zone, an interpreter can be contracted to assist in communications. Transact software and Windows 7 is available to help with translations for non-English speaking parents. The media specialist can also show parents how to help their students with their schoolwork. The instructional coaches are also available to help parents understand what to do to help their children at home through sessions in the Family Conference as well as videos posted on Canvas. OCRS also partners with the CARE Center, which is a community-based center that offers multiple parent resources such as micro-loans, food bank, parenting classes, GED courses, and more.

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

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

Shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of

participating children in a format and, to the extent practicable, in a language the parents can understand. (Describe)

At present time we have a minimal number of ELL students and two non-English speaking families; therefore, we utilize the Transact Software and interpreters to translate meeting notices and other essential documents so that this family will be accommodated in every effort. Google Translate will also be used to translate some school documents. Home visits may be conducted in an effort to establish a rapport with the families to determine how best to respond to their unique needs, whose primary language is not English. Every effort will be made to communicate with these parents in their primary language.

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

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

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

The school shall offer other reasonable support as parents' request through: Written Communication, Surveys, One-on-One Contacts (Face-to-Face). Owens Cross Roads makes every effort to work with parents in meeting their requests as related to their involvement in their children's education. The administration and instructional coaches lead the meetings and disseminate the surveys to receive feedback from parents. Title 1 Parent meetings are held at the beginning of the school year and all parents are invited to attend. A Parent Advisory Committee has been formed and meets several times throughout the year to give a voice to parents in the direction of the school. PTO meetings occur at least 4 times a year.

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

Owens Cross Roads Elementary School, to the extent possible, provides opportunities for the participation of parents with limited English proficiency, parents of migratory students, and parents with disabilities. If necessary, school information and student profiles will be provided in a language and format easily understood by parents. If non-English speaking parents are identified in the Owens Cross Roads school zone, an interpreter can be contracted to assist in communications. Transact software, Google Translate, and Windows 7 is also available to help with translations. Efforts are taken to make all written communications easy to read and understand. Every effort is made to accommodate parents with disabilities. Owens Cross Roads is a handicapped accessible building. If a parent is physically unable to visit the school, special efforts to communicate by phone, email, and home visits will be made when needed. We currently share a social worker with several other schools who can aid us in these outreaches. At this time, there are no migratory students enrolled at Owens Cross Roads. If a migrant family enrolls a student, home visits will be made if necessary to communicate with parents and involve them in the school.