



ACIP

Ogletree Elementary School

Auburn City 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?

The City of Auburn is home to Auburn University. Auburn is a thriving community of approximately 63,000 residents and is located along I-85 in east central Alabama. A key contributor of the City of Auburn is Auburn University, which brings all of the educational and cultural opportunities associated with a world class university, as well as a youthful presence and major sporting events of interest to national audiences. Another key element is Auburn's ability, through a long-term strategy of managed growth, to maintain the small town charm and identity of "the loveliest village on the plains" while undergoing the growth that is inevitable in a city with Auburn's reputation, outstanding public schools and varied community offerings.

The Auburn City School's system houses its students on twelve separate campuses. We are one of the four intermediate elementary schools that host third through fifth grade students on the southeast side of town. We are in our fifth year serving in this capacity. We are the "feeder school" for Auburn Early Education Center. They serve kindergarten through second grade. At this time, our students will continue their sixth through twelfth grade educational experience at J.F. Drake Middle School (6th grade), East Samford School (7th grade), Auburn Junior High School (8th-9th grades), and Auburn High School (10th-12th grades). These secondary schools will serve all of the students in our system at those grade levels. Ten buses are used to transport the children of Ogletree from home to school and back. More than half of our students use this transportation. Approximately \$8900 per student is spent each year through the support and organization of our local board office. The current overall pupil-teacher ratio in academic classes is 25-1 or less in fourth and fifth grades and 22-1 in third grade. The use of computers and Smart Panels are integrated with classroom instruction for all grades. Ogletree's 519 students not only receive general education, but are also educated through art, music, physical activity, library media services, and counseling. As students are identified, additional services are provided, including special education and English Language Instruction. Ogletree is now a Title One Targeted Assisted School. Students meeting Title One criteria are served in the academic area of reading by the Title One teacher and Title One aide.

We believe all children have academic and creative talents; therefore, we strive to enhance student learning through special events such as field trips, assemblies, guest speakers, and fine arts programs. In every class, students are encouraged to do challenging work. All students are additionally served in the Venture Enrichment Program. The Alabama Department of Education defines gifted children and youth as those who perform at high levels in academic and creative fields when compared with others of their age, experience, or environment. These children and youth require additional services not ordinarily provided through the regular school program. Students possessing these abilities can be found in all populations, across all economic strata, and in all areas of human endeavor. Second grade students in Auburn City Schools are screened to determine those who perform at this high level. Additionally, the top 15% of identified students according to the screening criteria in third, fourth and fifth grade are served in the Enrichment Small Group Program. The students' characteristics, high level abilities and performance indicators are evaluated yearly to determine eligibility by the DSI Team. After school opportunities and extracurricular activities are available for our students through the after school program, OASIS as well as various clubs. OASIS (Ogletree All-Star Imagination Station) is an enrichment program designed to offer an affordable, fun and safe environment for our students in the after-school hours from 2:25 pm - 5:30 pm each afternoon that school is in session. Other extracurricular activities offered at Ogletree include SGA, Birthday Book Club, All For One All-Stars Unicycle Club, OES News Crew, OES Commercial Team, Drama Club, Ogletree Singers, Running Club, 4H-Club, Handball, PALS (Physically Active Lifestyles), Writing Club, Art Club, and Science Olympiad.

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Ogletree Elementary School

According to the last census information available, a 2.2% population increase occurred in the 2010-2011. 75.1% of the city's population is Caucasian, 16.5% African American, 5.3% Asian, 2.9% Hispanic or Latino, and the remaining 1.9% are American Indian, Alaskan Natives, Hawaiian Natives, Pacific Islanders, or more than two races. 10.2% of the population speak more than one language in the home. 25.2% of the families are below the poverty level. This is approximately 10% more than ten years prior. 59.6% of the population has a bachelor's degree or higher and over 93% of the population age twenty-five or older has high school degrees.

Throughout the reconfiguration period, Ogletree's school population decreased from 538 students to 519 students due to the shift in grade levels and the development of additional elementary locations.

56 students within of our school population are Nonphlote (National Origin Minority Primary or Home Language Other Than English)

29 students are served with I-ELPs (Individualized English Language Plan)

25 students are identified as FLEPs (Former Limited English Proficiency)

67 students with IEPs (Individualized Educational Plans)

2 students with 504 plans.

Student demographics are as follows:

- 53% Caucasian
- 26% African American
- 14% Asian
- 7% Hispanic
- 32% free and reduced
- 30% (154 students) free lunch
- 4% (21 students) reduced lunch

Teacher and administrator educational experience and degrees are as follows:

- 73% masters degree or above
- 14% one to three years experience
- 14% four to ten years experience
- 43% eleven to twenty years experience
- 30% twenty-one years experience or more

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.

Four years ago, our system began a Strategic Planning Process under the leadership of Dr. Cook. The system took the lead by reevaluating their beliefs, parameters, mission and actions. Those actions have since been activated. Last school year, the schools went through a similar process. Stakeholders developed the direction for Ogletree with support from the district beliefs and parameters.

District Beliefs

1. We believe that all people have inherent worth.
2. We believe that all people deserve to be treated with kindness.
3. We believe that all people have the right to be safe.
4. We believe that diversity enriches a community.
5. We believe that communities thrive only to the degrees that education of all is a shared commitment.
6. We believe that learning empowers the individual.
7. We believe that good character is always rewarding to the individual and to others.
8. We believe that we are the agents of change for the world we want to create.
9. We believe that fairness is essential to trusting human relationships.
10. We believe that collective efforts always surpass individual's potential.
11. We believe that we have the moral obligation to acknowledge and address the basic needs of others.
12. We believe that a culture of excellence is our greatest legacy.
13. We believe that faith inspires.

Ogletree Mission

The mission of Ogletree Elementary School, the All-Star community of learners that encourages academic excellence, is to inspire students to develop and achieve their maximum potential through innovative and engaging instruction in a positive and collaborative environment while becoming exemplary citizens.

District Parameters

We will never compromise excellence.

We will value and respect every person.

We will base all decisions and actions on the best interest of the student.

We will deploy resources based strictly on the criterion of best use as defined by our mission and objectives.

Ogletree Objectives and Tactics

1. To have every person in the All-Star community collaborate to create a positive learning environment.

We will provide a safe and secure environment.

We will promote respect and kindness through collaboration.

2. To have all students prepared to use their knowledge and skills to become contributing citizens.

We will give students various opportunities to lead and serve Ogletree and their community.

3. To have all students engaged through innovative experiences and challenging instruction.

We will utilize our school data and student culture to provide relevant and thought provoking instruction.

4. To have all students achieve their maximum potential by developing their unique talents and individual goals.

We will provide an array of opportunities that encourage students to develop talents and interests promoting independence.

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.

Technology

Technology has become a big part of the instructional program we utilize at Ogletree.

- 172 iPads for classroom check-out
- Additional teacher iPads for small group activities
- Researched free quality resources for instructional enhancement (i.e. Sumdog, Moby Max, and Scootpad) & purchased some to fill in need such as Typing to Learn
- Macbook Laptops were received by all teachers
- Three laptop carts totaling 90 laptops for checkout by teachers for use in classrooms
 - 34 new Touch screens installed in classrooms
 - 61 Alpha Smarts that can be checked by teachers for use in classrooms
- Drop down screen in the common space for productions and presentations
- Sound system in the common space for presentations, productions, and activities
- Uniformed website platform across our system for easy navigation as school transitions occur
- Coding Technology Tools for classroom use including Sphero, Dash & Dot, and Ozobot
- Professional learning communities created to advance digital implementation
- Electronic marquee for parent communication and updates
- WOES News program for broadcasting daily news, in-house programming and Commercial Team products with updated scrambler in 2015 and updated digital camera in 2016
- PTO created Electronic school newsletter for parent communication
- Remind 101 used by club sponsors for parent communication
- iPad Application tool for organizing teacher and grade level apps
- Blackboard messaging system for making all calls, texts, email, for all Ogletree families

Academics/AdvancEd/Strategic Planning:

- All instructional practice begins with our School Improvement Plan with support from our PLP Goals and professional development opportunities, coupled with data driven information for individual student improvement.
- Strategic Planning is an ongoing process utilized by our system and schools for a revision of our school structures and goals. This supports the school improvement plan. We revise this plan annually and update faculty regularly with the help of administrators and teacher leaders.
- Formative assessments are working to guide instruction and enhance "Shine Time," Ogletree's Intervention/Enrichment period. STAR, Performance Series, and DIBELS Next are the tools currently being utilized for this.
- A student experiencing classroom difficulties in academics or behavior may be referred to the DSI Team (Data, Support & Intervention Team). This team of teachers and administrators work together to begin the RTI process (Response to Instruction), determining strategies for the teacher(s) and/or parent(s) to use with the child in order to support achievement.

Character Education & Relationships

- Building relationships is at the forefront of our school culture. Teachers become "Merchants of Hope" for students needing additional support through home visits, tutoring and support beyond the regular classroom/day.

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- "All Stars, All the Time!" is the motto for our Positive Behavior Supports Plan. This works to create a culture of mutual respect, following the Golden Rule and always being our best. We have worked diligently with our population of students to enhance "All Star" behaviors, bullying prevention and positive interactions (i.e. "Filling Buckets"). Teachers have completed a book study on the Educator's Edition of How Full is Your Bucket. Teachers read the student edition of How Full is Your Bucket to each class, and all classes have lessons about bullying with our school counselor. Students are rewarded in various ways throughout the day for kind- spiritedness by awarding stars which are put into a weekly drawing for a special prize given out on Fridays by announcing their name and action over the intercom. Participation in KICKS (Kids Involved in Community Kindness and Service) and reminders of All-Star character/behavior are publicized on the morning news. Our strategic plan has sent us in the direction of the Leader in Me and the Seven Habits of Happy Kids. Teachers and students have read the books pertaining to them, and have begun the utilization of this language into our current PBS environment.

-Ogletree implemented STAR lunch groups giving students the opportunity to become acquainted with another adult in the build by having lunch with them on a weekly basis.

-Student ambassador group was created to assist the school in greeting visitors in our building for various events through out the school year.

Teacher Recognition:

- Clarissa Williams, a third grade teacher at Ogletree, is the reigning Ogletree Teacher of the Year.

- Traci Stewart and Barbara Planz received the Carol Pittard Award for receiving the top scoring grant for 2014-2015 for their "Shark Tank--In or Out" grant and Dr. Bruce Zutter received the award for the 2015-2016 school year for his grant.

- In the last few years, we have been the host school to Mr. Brian Wynn, Auburn City Teacher of the Year; Phil Wilson, Alabama State Teacher of the Year; Barbara Planz, Auburn City FACES Teacher of the Year and Brad Hooks the Auburn City School FACES Teacher of the Year.

- Ogletree has raised additional monies through grant writing.

- Foundation for Auburn's Continuing Enrichment in Schools-- FACES

2014-2015 30 grants written; 10 received

2015-2016 32 grants written; 10 received

2016-2017 31 grants written; 10 received

-Blue Cross/Blue Shield Grant written by Beth Evans, our former school nurse, Bowers supporting health and fitness to total \$10,000 during the 2014-2015 school year

-Dependent Care Grant to support the OASIS Afterschool Program written by Sherri Guenther totaling \$7000

-Brad Hooks, our guidance counselor, was recognized by the Alabama School Counselor Association Annual Scholarship recipient (a former Ogletree student) for the positive impact he had on that student's life.

Professional Development:

- Our professional development has focused on integrating AdvancEd, ACIP, Educate AL/PLP integration, and Strategic Planning.

- College and Career Ready Standards and maximizing the implementation of these standards as they pertain to language arts and mathematics have been a large focus of our professional studies.

- An instructional coach supports development in reading and math instruction, hold data meetings, and Professional Learning Communities etc.

- Professional authors Ron Clark, Todd Whittaker, Lester Lamanack, Donalyn Miller, and Mannie Scott have presented to our faculty. The faculty has completed a book study on What Great Teachers Do Differently by Todd Whittaker. Several teachers have had the opportunity to attend the Ron Clark Academy and bring back professional knowledge of his teaching practices and high rigor for students.

-We spiral book discussions by presenting new teachers to OES with these books to read.

-Professional Learning Communities (PLCs) are held one time per nine weeks to support data review, professional development and standards.

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-Teachers also work with curriculum guides and maps to pace and review progress.

-Data is a part of the professional development culture. Materials are covered in various capacities: faculty meetings, PLCs, grade level meetings, RTI meetings, etc.

Additional Information

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

Parent Involvement:

- The PTO developed a fundraiser, "Campaign Ogletree" which minimizes expenses in hopes to maximize the financial support to our school. It raised over \$38,000 for our school in 2016-2017 resulting in additional laptops for Ogletree. We will continue these efforts for the 2017-2018 school year.
- Our parents also volunteer in classrooms by reading to/with children, working on math, assisting with clerical items for teachers and organizing school-wide events. We are fortunate to have parents who are partners in the education of our All-Stars.
- Parents also participated in the creation of our school's strategic plan.

Clubs and Extra Curricular Opportunities

We will maintain a continued commitment of our school to provide varying outlets to children in the areas of academics, athletics, and the arts to build confidence and abilities beyond the regular classroom.

- KICKS "Kids Involved in Community Kindness and Service" involves school-wide service learning projects throughout the school year. This year we will participate in Pages for Pam by donating books, the Beat Bama Food Drive by donating nonperishable food, the Toys for Tots drive by donating new and used toys, and Relay for Life by donating funds.
- WOES Production Studio
- Commercial Team
- Science Olympiad Teams--Our teams, directed by Dr. Bruce Zutter and a number of community mentors, placed first and third place this school year in the Science Olympiad Elementary Regionals at Auburn University. We have won first place over the last three years.
- Ogletree Singers/Drama Club--Ogletree Singers is lead by Mr. Phil Wilson, our music teacher, with 109 participants. They show their talents at various performances at including Veteran's Day Celebration to honor those that have served our country, a holiday program, a spring show and events outside of school.
- PALS (Physically Active Lifestyles)--Our fall campout at Chewacala State Park has hosted as many as 60 Ogletree students/parents for an overnight excursion, including fishing, canoeing, and camp fire songs. Parents must attend the campout with their child(ren) or the teachers may sponsor children to chaperone if parents are unable to do so. Mr. Hooks is our host for this fun-filled event! Weekend excursions to promote family togetherness and physical activity (fishing, canoeing, camping, fun-runs, hikes, biking, etc.).
- Ogletree sponsored three breakfasts during the 2016-2017 school year for Dedicated Dads which is breakfast involving fathers and their children listening to a speaker while enjoying breakfast together. We have held one breakfast in 2017-2018 school year with more events scheduled.
- Unicycle Club--Approximately 90 children participate in unicycle club! Children can choose one day per week to receive practice and instruction in our Commons Area. These children highlight their talents in community events like the Auburn University basketball half time shows, the community's parade, and charity fundraisers such as Relay for Life.
- 4H-Club participates locally and regionally and is led by Ms. Goodling. Approximately 95 students participate in this club.
- Running Club-sponsored by Leigh Boatwright is a running club which was started in 2014-2015 based on student interest in this activity. Approximately 66 students participate in this club.
- Handball Club--Coach Mosley created this club in 2015-2016 based on student interest and has continued each year. Their handball team went to the state playoffs where they won third place. Approximately 40 students participated in this club.
- Writing Club- Mrs. Alsobrook, our Media Specialist, is sponsoring a Writing Club where approximately 14 participants learned about the writing process.

- Art club is a new club offered at Ogletree this year. It is sponsored by Mrs. Goodling. Approximately 82 students participate in this club.

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.

Ogletree Elementary School's most recent efforts in school improvement were through the Site Strategic Planning Process. Each school was encouraged to go through this process following the system strategic planning protocol. To make this process a success, the "planning team" was first formed. To determine the planning team we worked to make sure there was a fair representation of the school culture. Considerations were grade level, resource, special education, race, gender, classified v. certified, and parent v. teacher v. community. From that point, tactic teams were created with individuals on the faculty not directly on the strategic planning team, as well as additional parents/community members. Each team was representative of classified v. certified, as well as parent/community members. An initial team meeting was held with weekly team meetings following. Some were held during the school day, and others were held after student dismissal to allow for flexibility for all participants. Stakeholders were asked to serve in the requested capacity with knowledge of the involvement that would be required. These requirements included the development of the following:

- Mission of Ogletree
- Internal analysis of Ogletree
- External analysis of Ogletree
- Competitive Analysis
- Critical Issues
- Tactics/Strategies for Ogletree
- Actions for these Tactics
- Action Plan Development
- PTO
- Strategic Planning
- Volunteers
- AU and other colleges

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

Stakeholder Group Members (Additional Community Members Detailed in Each Tactic Below List):

The teams are updated annually.

1. Croley--5th
2. Dunn--5th
3. Hooks--RESOURCE
4. Richardson Classified-
5. Preston--5TH
6. Robinson--SPEC. ED
7. Adrian--INSTRUCTIONAL COACH

- 8. Higgins--ADMIN
- 9. Martin-Smith--ADMIN
- 11. Beard--RESOURCE
- 12. DeWeese--3RD
- 13. Pitt--CLASSIFIED
- 14. Goodling--4TH
- 15. Carol Ham--COMMUNITY
- 16. Joanna Reaves -PTO president

Tactic 1

We will provide a safe and secure environment.

Lead by: Goodling

Team Members: Wall, Sheri Wood, Reed, Schier, Lynn Monroe, Libby McGill, Preston, Toothaker, Johnson, Parent TBD

Planning Team Support: Martin-Smith, Higgins

Tactic 2

We will promote respect and kindness through collaboration.

Lead by: C. Williams

Team Members: Gibbs, Bishop, Needham, Zutter, K. Sasser, Sherri Guenther, Phillips, Deweese, Clayton, parent TBD

Planning Team Support: Martin- Smith, Higgins

Tactic 3

We will give students various opportunities to lead and serve Ogletree and their community.

Lead by: Paris

Team Members: Boatwright, Plaster, Cotter, Stewart, Alsobrook, Hooks, Lang, Adrian, parent TBD

Planning Team Support: Martin-Smith, Higgins

Tactic 4

We will utilize our school data and student culture to provide relevant and through provoking instruction.

Lead by: Wynn

Team Members: Dyke, Robinson, Pitt, Cindy Ingram, Bumpious, Dunn, Webb, Drayton, Richardson, parent TBD

Planning Team Support: Martin-Smith, Higgins

Tactic 5: We will provide and array of opportunities that encourage students to develop talents and interests promoting independence.

Lead by: Wilson

Team Members: Mosely, McKenzie, Graf, C. Sasser, Beard, Knorr, Flynt, Nelms, parent TBD

Planning Team Support: Martin-Smith, Higgins,

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

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Weekly Classroom Newsletters

Frequent Webpage Updates (Monthly at Minimum)

Faculty Meetings

Monthly PTO Committee Meetings

Biannual PTO Community Meetings

Monthly Central Office 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	Performance data was provided by the ACT ASPIRE Summative (2017) School Report.	ACT ASPIRE Summative Data

Evaluative Criteria and Rubrics

Overall Rating: 3.75

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

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

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

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates achievement gaps exist among subpopulations of students, and these achievement gaps have noticeably declined.	Level 3

Areas of Notable Achievement

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

ASPIRE Math

-3rd Grade (Our current 4th Graders)

40% of the students tested scored in the "Exceed Benchmark" range

-4th Grade (Our current 5th Graders)

43% of the students tested scored in the "Exceed Benchmark" range

-5th Grade (Currently 6th Graders)

46% of the students tested scored in the "Exceed Benchmark" range

ASPIRE Reading

-3rd Grade (Our current 4th Graders)

31% of the students tested scored in the "Exceed Benchmark" range

-4th Grade (Our current 5th Graders)

36% of the students tested scored in the "Exceed Benchmark" range

-5th Grade (Currently 6th Graders)

35% of the students tested scored in the "Exceed Benchmark" range.

ASPIRE Science (5th Grade Only)

37% of the students tested scored in the "Exceed Benchmark" range.

The state department reconfigured their assessment program for the 2013-2014 through the spring of the 2017 school years to be comprised of the ACT Aspire Test for Math and Reading for third through fifth grade students. Additionally in 2014-2015, the science sub-test was added for fifth graders. In order to move data and be able to evaluate progress throughout the school year, we have recently, as a school system, added the formative assessment programs that ACT Aspire offers. This year the ALSDE chose to implement the Performance Series in place of Aspire. These assessments will be given 3 times per year and reflect individual student growth. The expected levels of performance will be supported with professional development, school improvement planning, strategic planning, Educate AL PLP, observations (formal/informal), and those opportunities to have powerful conversations as situations arise. We also have a school focus of differentiation. Through this focus, we aim to meet all learners at their current level of performance and challenge them to excel through differentiated teaching and learning activities.

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

The following areas show a positive trend in growth:

ASPIRE Math

-5th Grade

The number of students who met benchmark grew by 3%

ASPIRE Reading

-4th Grade

The number of students who met benchmark grew by 1%.

5th Grade

The number of students who met benchmark grew by 2%.

ASPIRE Science

5th Grade

The number of students who met benchmark grew by 7%.

The positive trends in growth will be supported with professional development, school improvement planning, strategic planning, Educate Alabama PLP, observations (formal/informal), and those opportunities to have powerful conversations as situations arise.

Which area(s) indicate the overall highest performance?

The areas indicating the highest areas of overall performance include the following:

ASPIRE Math

-Our 4th grade math scores indicated the overall highest level of performance with 83% of students reaching benchmark.

ASPIRE Reading

-Our 4th grade reading scores indicated the overall highest level of performance with 70% of students reaching benchmark.

This particular fourth grade group has had a strong foundation in the College and Career Ready Standards. We believe this strong foundation provided an opportunity for these students to rise to challenge and show greater growth. Teachers worked as a whole to build reading stamina and problem-solving perseverance. Their focus in these areas could have also led to a growth in these scores.

The overall highest areas of performance will be supported with professional development, school improvement planning, strategic planning, Educate AL PLP, observations (formal and informal), and those opportunities to have powerful conversations as situations arise.

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

ASPIRE Math

-4th Grade

Our African American subgroup grew by 7%.

Our Asian subgroup grew by 12%.

Our White subgroup grew by 1%.

-5th Grade

Our African American subgroup grew by 5%.

Our White subgroup grew by 5%.

ASPIRE Reading

-4th Grade

Our Asian subgroup grew by 19%.

Our African American subgroup grew by 5%.

-5th Grade

Our Hispanic subgroup grew by 16%.

Our White subgroup grew by 4%.

ASPIRE Science

- 5th Grade

Our White subgroup grew by 14%

Between which subgroups is the achievement gap closing?

In 4th grade our ASPIRE, African American subgroup scores improved in Reading (up 5%) and Math (up 7%).

In 4th grade our ASPIRE, Asian subgroup scores improved in Reading (up 19%) and Math (up 12%).

In 5th grade our ASPIRE, White subgroup scores improved in Reading (up 4%), Math (up 5%), and Science (up 14%).

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

Based on STAR and DIBELS testing information there is a trend showing our reading scores are consistently lower than our math scores on these instruments. The same holds true with our RTI data. We most often have a greater amount of students receiving reading intervention than math intervention. STAR data and DIBELS data help inform us in the placement of these students in Tier 2 and Tier 3 interventions. In order to move data and be able to evaluate progress throughout the school year, we have recently, as a school system, added the formative assessment programs that Performance Series offers. We are hopeful these will assist in keeping us aware and knowledgeable about our progress, so informed decisions can be made periodically. The expected levels of performance will be supported with professional development, school improvement planning, strategic planning, Educate AL PLP, observations (formal/informal), and those opportunities to have powerful conversations as situations arise.

Areas in Need of Improvement

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

ASPIRE Math

-3rd Grade

25% of the students tested scored below benchmark (this number includes students scoring in the "Close to Benchmark" range)

-4th Grade

16% of the students tested scored below benchmark (this number includes students scoring in the "Close to Benchmark" range)

-5th Grade

21% of the students tested scored below benchmark (this number includes students scoring in the "Close to Benchmark" range)

ASPIRE Reading

-3rd Grade

44% of the students tested scored below benchmark (this number includes students scoring in the "Close to Benchmark" range)

- 4th Grade

30% of the students tested scored below benchmark (this number includes students scoring in the "Close to Benchmark" range)

-5th Grade

39% of the students tested scored below benchmark (this number includes students scoring in the "Close to Benchmark" range)

ASPIRE Science (5th grade only)

32% of the students tested scored below benchmark (this number includes students scoring in the "Close to Benchmark" range)

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

According to ASPIRE results comparison from 2016 to 2017:

We have a negative trend in 3rd grade Reading and Math scores.

Which area(s) indicate the overall lowest performance?

According to ASPIRE results from 2017:

ASPIRE Math

Our overall lowest score on the math assessment was our 3rd grade group with a score of 75% meeting benchmark.

ASPIRE Reading

Our overall lowest score on the reading assessment was our 3rd grade group with a score of 56% meeting benchmark.

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

According to ASPIRE results comparison from 2016 to 2017:

We have a negative trend in all subgroups for 3rd grade Reading and Math.

Our 4th grade Hispanic subgroup demonstrated a negative trend in Math.

Our Asian subgroup in 5th grade exhibited a negative trend in Reading and Math.

Our African American subgroup in 5th grade exhibited a negative trend in Reading and Science.

Our Hispanic population demonstrated a negative trend in 5th grade Math and Science.

Between which subgroups is the achievement gap becoming greater?

Based on ASPIRE data comparison from 2016 to 2017 there is no evidence of an achievement gap becoming greater.

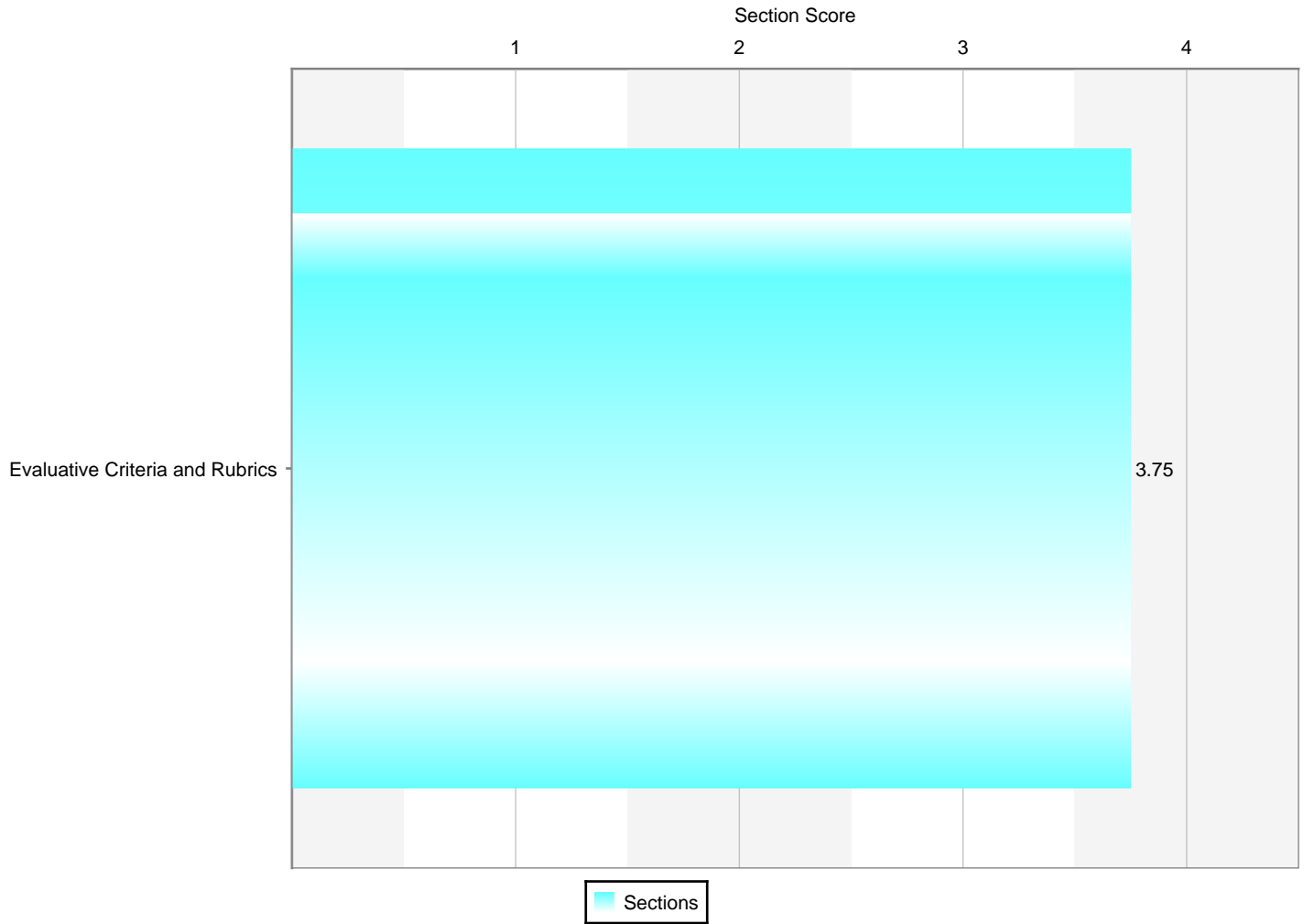
Meeting the needs of all subgroups is a consistent focus for our school. Our academic leadership group and teachers meets to dissect the data along with other instruments throughout the year. We will continue to bring greater focus to the unique needs of each subgroup through professional development, school improvement planning, strategic planning, Educate AL PLP, observations (formal/informal), and those opportunities to have powerful conversations as situations arise.

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

STAR data and DIBELS data holds true with our RTI data which indicates higher performance on math than reading assessments. We most often have a greater amount of students receiving reading intervention than math intervention. STAR data and DIBELS data help inform us in the placement of these students in Tier 2 and Tier 3 interventions. Reading instruction (fluency, comprehension, stamina) has been a focus for our PLCs. We also bring in additional reading resources such as Comprehension Toolkit to supplement our current curriculum. In order to move data and be able to evaluate progress throughout the school year, we have recently, as a school system, added the formative assessment programs that Performance Series offers. We are hopeful these will assist in keeping us aware and knowledgeable about our progress, so informed decisions can be made periodically. We will continue to bring greater focus to the unique needs of each subgroup through professional development, school improvement planning, strategic planning, Educate AL PLP, observations (formal/informal), and those opportunities to have powerful conversations as situations arise.

Report Summary

Scores By Section



2017-2018 ACIP Assurances

Introduction

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

ACIP Assurances

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

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

Label	Assurance	Response	Comment	Attachment
3.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes		Item 3 Assurances

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

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

2017-2018 ACIP

Overview

Plan Name

2017-2018 ACIP

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	SCHOOL 2017-18 LOCAL INDICATOR: Continuous Improvement in the Classroom Learning Environment	Objectives: 1 Strategies: 3 Activities: 5	Organizational	\$0
2	Goal 1: 2017-18, SCHOOL/SYSTEM: Using Learning Targets to Improve Teaching and Learning	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$0
3	Goal 1: 2017-18 SCHOOL/SYSTEM: Continue to Develop a Guaranteed and Viable Curriculum	Objectives: 1 Strategies: 2 Activities: 2	Organizational	\$0
4	Goal 1: During the 2017-2018, Ogletree Elementary will increase relevance, rigor, and relationships through our school wide theme of Pathways to Success while intergrating our strategic plan.	Objectives: 1 Strategies: 3 Activities: 9	Organizational	\$7600
5	2017-2018 Enhance the English as a Second Language (ESL) Program	Objectives: 1 Strategies: 3 Activities: 5	Organizational	\$0

Goal 1: SCHOOL 2017-18 LOCAL INDICATOR: Continuous Improvement in the Classroom Learning Environment

Measurable Objective 1:

demonstrate a proficiency to improve the classroom learning environment by increasing the overall score average on Learning Environment(s) ACTIVE LEARNING of the Effective Learning Environments Observation Tool (ELEOT) from 3.50 to 3.52 (.5%) by 05/18/2018 as measured by observation ratings.

Strategy 1:

Needs Assessment - Analyze ELEOT observation data from the 2016-17 school year, along with other pertinent school performance data, to identify at least one of the seven ELEOT Learning Environments as an improvement focus for the year.

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

Research Cited: AdvanceEd School Performance Standards

Activity - Learning and Support, Admin	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The principal will be provided ELEOT baseline data, AdvancEd eProve Culture and Climate survey data, recent and historical student achievement data, and school performance data through accountability and local quality assurance reports to inform the needs assessment.	Policy and Process	08/01/2017	09/29/2017	\$0	No Funding Required	School Improvement Specialist

Activity - Training and Certification	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The principal and assistant principal(s) will participate in AdvancEd training to administer ELEOT and attain ELEOT Certification Credentials.	Professional Learning	08/09/2017	06/01/2018	\$0	No Funding Required	Principal

Strategy 2:

Learning and Support, Staff - Provide all teachers with an orientation, professional development, and support toward improving performance on the Local Indicator Goal.

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

Research Cited: AdvancEd School Quality School Standards

Activity - Orientation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Orientations will be a part of faculty meetings and followed up in Professional Learning Communities and/or grade level meetings.	Policy and Process	08/09/2017	09/15/2017	\$0	No Funding Required	Principal

ACIP

Ogletree Elementary School

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Ogletree Elementary School participates in PLCs each quarter to review data and attend to professional development. Faculty meetings also provide PD in areas involving entire faculty.	Professional Learning	08/09/2017	05/18/2018	\$0	No Funding Required	Principal

Strategy 3:

Sampling - Principals and assistant principals will observe classroom teaching throughout the school, using the AdvancEd Effective Learning Observation Tool (ELEOT) to collect data and monitor progress.

Category: Develop/Implement Professional Learning and Support

Research Cited: AdvancED School Quality Standards

Activity - Observing and Collecting Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The principal and assistant principals will complete at least three ELEOT observations a month per administrator throughout the year (Oct. 2017 - May 2018) to collect data and monitor progress toward the Local Indicator Goal.	Policy and Process	10/02/2017	05/18/2018	\$0	No Funding Required	Principal

Goal 2: Goal 1: 2017-18, SCHOOL/SYSTEM: Using Learning Targets to Improve Teaching and Learning

Measurable Objective 1:

increase student growth by posting and using learning targets to guide teachers and students toward a clear understanding of what students are intended to learn or accomplish for each lesson by 06/01/2018 as measured by the percentage of all classroom observations/walk throughs recorded where learning targets are posted throughout the year.

Strategy 1:

Consistent and Pervasive Use - Principals will expect and appropriately monitor the posting and use of learning targets in all classrooms for lessons taught throughout the year.

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

Research Cited: AdvancEd Quality Assurance Standards, Learning Targets Research

Activity - Information and Orientation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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The principal will ensure that all teachers are informed of the purpose and importance of posting learning targets and the system imperative to do so. "The Purpose and Importance of Learning Targets as District Practice", a quality assurance document, has been provided to support this activity. (This document is linked to the QAR Team Page for each school.)	Policy and Process	08/09/2017	10/18/2017	\$0	No Funding Required	Principal, CO support, as requested
Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The principal will systematically monitor and measure fidelity with the system expectation of posting Learning Targets by all teachers and for all lessons observed (including but no limited to elect) during the school year. The method for monitoring should yield a percentage of lessons where Learning Targets were posted, as compared to the total number of observations by school administrators. An online "LT Calculator" has been created as a Quality Assurance Tool and may be used to facilitate data collection and reporting. The "LT Calculator" is linked on QAR Team page for each school	Policy and Process	08/09/2017	05/18/2018	\$0	No Funding Required	Principal, Accountability Coordinator
Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The principal may request professional development on Learning Targets, through the Office of Assessment and Instruction. Professional development activities include tools and tenants from the book "Learning Targets", by Moss and Brookhart (2012).	Professional Learning	10/02/2017	01/31/2018	\$0	No Funding Required	Director, Assessment and Instruction, or designee

Goal 3: Goal 1: 2017-18 SCHOOL/SYSTEM: Continue to Develop a Guaranteed and Viable Curriculum

Measurable Objective 1:

demonstrate a proficiency in evaluating, using, monitoring, and maintaining curriculum guides that meet local quality indicators by 06/01/2018 as measured by completed guides that meet quality assurance standards and evidence that course/grade level teams periodically monitor and adjust curriculum guides based upon performance results..

Strategy 1:

Create Quality Assurance Guidance and Support - Required actions and acceptable evidence of a Guaranteed and Viable Curriculum will be established in collaboration with school leaders to address the goal. Each school will establish a Quality Assurance Team to ensure that required actions occur and to document and collect acceptable evidence of goal attainment.

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

Research Cited: Marzano's Five Levels of School Readiness, Marzano, 2012

Activity - Quality Assurance Orientation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Quality Assurance Teams from each school will be provided an orientation to explain the quality assurance process, goals, required actions, acceptable evidence, data collection, and team roles and responsibilities.	Policy and Process	08/04/2017	10/18/2017	\$0	No Funding Required	Accountability Coordinator

Strategy 2:

Curriculum Maintenance - Ensure that course teams meet regularly to discuss the progression and viability of curriculum.

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

Research Cited: Marzano's Five Levels of School Readiness, R. Marzano, 2012

Activity - Guidance and Evidence	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Progression and Viability" is defined by the work of Robert Marzano (2012). The quality indicators are embedded in the online document "Maintenance of Curriculum Guide". Whenever your team(s) meet to address curriculum maintenance and improvement, use the document to guide the conversation and document conclusions.	Policy and Process	09/01/2017	06/01/2018	\$0	No Funding Required	Quality Assurance Team designee and assigned administrator

Goal 4: Goal 1: During the 2017-2018, Ogletree Elementary will increase relevance, rigor, and relationships through our school wide theme of Pathways to Success while intergrating our strategic plan.

Measurable Objective 1:

collaborate to promote rigor, relevance, and relationships within our school setting by 05/18/2018 as measured by level of participation by stakeholders in activities.

Strategy 1:

Relevance - Teachers will continue to use the 7 Habits to reinforce relevance of respect and kindness through collaboration.

Category: Develop/Implement Student and School Culture Program

Research Cited: Stephen R. Covey's book, The Leader In Me, and Tom Rath and Mary Reckmeyer's book, How Full is Your Bucket? for kids are utilized by classroom teachers at the beginning of the year and relevantly used through out the year to enhance school culture and improve behavior.

Activity - Provide copies of books to classroom teachers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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ACIP

Ogletree Elementary School

Teachers will read the following books: Last Stop on Market Street, The 7 Habits, How Full Is Your Bucket? to their students at the beginning of the year and reference them throughout the year to maintain school and classroom culture.	Behavioral Support Program	08/09/2017	05/25/2018	\$400	General Fund	Administration
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Activity - Star Recognition	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Recognize acts of kindness and respect through the use of rewarding stars to students . Stars are pulled each week for special recognition	Behavioral Support Program	08/18/2017	05/25/2018	\$200	Other	Faculty, Staff, Administrators

Activity - KICKS program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students are recognized for individual efforts to serve the community by completing a form reporting their act and being celebrated on the school-wide news.	Community Engagement	08/18/2017	05/25/2018	\$0	No Funding Required	Administration

Activity - eleot observations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Create professional development related to eleot observations with regard to active learning; makes connections from content to real life experiences.	Professional Learning	09/21/2017	05/25/2018	\$0	No Funding Required	Administration

Strategy 2:

Rigor - We will utilize our school data and student culture to provide relevant and thought provoking instruction.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Marzano, Ficher and Frey, Walsh and Sattes

Activity - Professional development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in professional development including but not limited to PLCs, grade level and faculty meetings, and other professional opportunities where data, curriculum, instruction and/or planning are discussed.	Professional Learning	09/22/2017	07/31/2018	\$5000	State Funds	Administration

Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will design differentiated instruction based on formative and summative data while using state standards, by creating activities for brain buckets and maker spaces, etc	Academic Support Program	08/09/2017	05/25/2018	\$0	No Funding Required	Teachers, Administration

Activity - Data analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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ACIP

Ogletree Elementary School

Teachers will be trained to interpret data for the new testing series.	Academic Support Program	09/22/2017	05/25/2018	\$0	No Funding Required	Building test coordinator, instructional coach
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Strategy 3:

Relationships - Ogletree Elementary faculty and staff will work to increase positive relationships with its stakeholders.

Category: Develop/Implement Student and School Culture Program

Research Cited: Stephen R. Covey's book, The Leader In Me, and Tom Rath and Mary Reckmeyer's book, How Full is Your Bucket? for kids are utilized by classroom teachers at the beginning of the year to build relationships within their classroom and continues to be used through out the year to enhance school culture. Todd Whitaker's books are utilized by teachers and administration to build capacity for relationships.

Activity - Book studies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and students will participate in book studies throughout their time at Ogletree Elementary. Teachers will be given copies of books written by educational leaders and participate in book studies; The Leader In Me, Kids Deserve It, What Great Teachers Do Differently, How Full Is Your Bucket. Students will participate in read aloud activities on the following books: Last Stop on Market Street, The 7 Habits, How Full Is Your Bucket?.	Behavioral Support Program	08/09/2017	05/25/2018	\$2000	General Fund	Teachers and Administration

Activity - Character Education	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Resource and Special areas teachers will meet weekly with an assigned class during lunch to build relationships which is called All-Star Lunch Bunch. Monthly during lunch the counselor will provide a character education topic which will be presented and discussed by the class	Behavioral Support Program	08/09/2017	05/25/2018	\$0	No Funding Required	Administration, counselor, and teachers

Goal 5: 2017-2018 Enhance the English as a Second Language (ESL) Program**Measurable Objective 1:**

collaborate to expand and improve performance and support for and meeting the needs of English Learners by 05/25/2018 as measured by an increase in the percentage of students making Adequate Progress in Language Acquisition.

Strategy 1:

Support for Teachers - Professional Development & Professional Learning Communities provided within the school and system headed through the system EL Central Office support and the school EL Teachers

Category: Develop/Implement Professional Learning and Support

Research Cited: Research on professional development

ACIP

Ogletree Elementary School

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
To provide professional development through email, coaching conversations, face to face meetings including grade level meetings and faculty meetings to build teacher capacity so they can more readily meet the needs of all English Learners. Anticipated Evidence: meeting agendas, sign in sheets, presentation documents, handouts	Professional Learning	08/09/2017	05/25/2018	\$0	No Funding Required	Principal & Assistant Principal School EL Teacher

Activity - Professional Learning Community	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
English as a Second Language Teachers and Federal Program director will meet monthly. English as a Second Language Teachers will regularly be engaged in exchange of teaching/coaching strategies. Anticipated evidence includes: meeting agendas, sign in sheets	Professional Learning	08/09/2017	05/25/2018	\$0	No Funding Required	Principal & Assistant Principal EL Teacher

Strategy 2:

Support for Learners - Summer School programs specifically intended for English Language Learners will be provided. This will be implemented through coordination at the system level. The EL teacher and instructional coach are serving as the tutors for school year support. Teachers during summer school will be determined by central office personnel.

Category: Develop/Implement Learning Supports

Research Cited: Research on EL acquisition

Activity - Summer English School at Auburn University	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In conjunction with Auburn University, Auburn City Schools offers small group instruction utilizing research-based strategies to improve and extend language acquisition. Anticipated evidence includes attendance roster.	Academic Support Program, Parent Involvement	03/01/2018	07/31/2018	\$0	No Funding Required	Principal & Assistant Principal EL Teacher

Strategy 3:

Support for the Community - Ogletree and Auburn City Schools will work to support our students and community through the provision of the Summer English School at Auburn University and through the use of Parent Liaisons.

Category: Implement Community Based Support and Intervention System

Research Cited: EL acquisition research

Activity - Summer English School at Auburn University	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In conjunction with Auburn University, Auburn City Schools offers small group instruction utilizing research-based strategies to improve and extend English language acquisition. Anticipated evidence includes attendance rosters.	Community Engagement	03/01/2018	07/31/2018	\$0	No Funding Required	Principal & Assistant Principal EL Teacher

ACIP

Ogletree Elementary School

Activity - Parent Liaisons	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parent information meetings facilitated by parent liaisons and ESL teachers will work to inform parents of school expectations, procedures and provide available resources. Anticipated evidence includes PowerPoint presentations and sign in sheets.	Parent Involvement	08/09/2017	05/25/2018	\$0	No Funding Required	Principal & Assistant Principal EL Teacher

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Star Recognition	Recognize acts of kindness and respect through the use of rewarding stars to students . Stars are pulled each week for special recognition	Behavioral Support Program	08/18/2017	05/25/2018	\$200	Faculty, Staff, Administrators
Total					\$200	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Book studies	Teachers and students will participate in book studies throughout their time at Ogletree Elementary. Teachers will be given copies of books written by educational leaders and participate in book studies; The Leader In Me, Kids Deserve It, What Great Teachers Do Differently, How Full Is Your Bucket. Students will participate in read aloud activities on the following books: Last Stop on Market Street, The 7 Habits, How Full Is Your Bucket?.	Behavioral Support Program	08/09/2017	05/25/2018	\$2000	Teachers and Administration
Provide copies of books to classroom teachers	Teachers will read the following books: Last Stop on Market Street, The 7 Habits, How Full Is Your Bucket? to their students at the beginning of the year and reference them throughout the year to maintain school and classroom culture.	Behavioral Support Program	08/09/2017	05/25/2018	\$400	Administration
Total					\$2400	

State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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ACIP

Ogletree Elementary School

Professional development	Teachers will participate in professional development including but not limited to PLCs, grade level and faculty meetings, and other professional opportunities where data, curriculum, instruction and/or planning are discussed.	Professional Learning	09/22/2017	07/31/2018	\$5000	Administration
Total					\$5000	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Summer English School at Auburn University	In conjunction with Auburn University, Auburn City Schools offers small group instruction utilizing research-based strategies to improve and extend English language acquisition. Anticipated evidence includes attendance rosters.	Community Engagement	03/01/2018	07/31/2018	\$0	Principal & Assistant Principal EL Teacher
eleot observations	Create professional development related to eleot observations with regard to active learning; makes connections from content to real life experiences.	Professional Learning	09/21/2017	05/25/2018	\$0	Administration
Parent Liaisons	Parent information meetings facilitated by parent liaisons and ESL teachers will work to inform parents of school expectations, procedures and provide available resources. Anticipated evidence includes PowerPoint presentations and sign in sheets.	Parent Involvement	08/09/2017	05/25/2018	\$0	Principal & Assistant Principal EL Teacher
Orientation	Orientations will be a part of faculty meetings and followed up in Professional Learning Communities and/or grade level meetings.	Policy and Process	08/09/2017	09/15/2017	\$0	Principal
KICKS program	Students are recognized for individual efforts to serve the community by completing a form reporting their act and being celebrated on the school-wide news.	Community Engagement	08/18/2017	05/25/2018	\$0	Administration
Professional Learning Communities	Ogletree Elementary School participates in PLCs each quarter to review data and attend to professional development. Faculty meetings also provide PD in areas involving entire faculty.	Professional Learning	08/09/2017	05/18/2018	\$0	Principal

ACIP

Ogletree Elementary School

Professional Development	To provide professional development through email, coaching conversations, face to face meetings including grade level meetings and faculty meetings to build teacher capacity so they can more readily meet the needs of all English Learners. Anticipated Evidence: meeting agendas, sign in sheets, presentation documents, handouts	Professional Learning	08/09/2017	05/25/2018	\$0	Principal & Assistant Principal School EL Teacher
Observing and Collecting Data	The principal and assistant principals will complete at least three ELEOT observations a month per administrator throughout the year (Oct. 2017 - May 2018) to collect data and monitor progress toward the Local Indicator Goal.	Policy and Process	10/02/2017	05/18/2018	\$0	Principal
Professional Development	The principal may request professional development on Learning Targets, through the Office of Assessment and Instruction. Professional development activities include tools and tenants from the book "Learning Targets", by Moss and Brookhart (2012).	Professional Learning	10/02/2017	01/31/2018	\$0	Director, Assessment and Instruction, or designee
Summer English School at Auburn University	In conjunction with Auburn University, Auburn City Schools offers small group instruction utilizing research-based strategies to improve and extend language acquisition. Anticipated evidence includes attendance roster.	Academic Support Program, Parent Involvement	03/01/2018	07/31/2018	\$0	Principal & Assistant Principal EL Teacher
Data analysis	Teachers will be trained to interpret data for the new testing series.	Academic Support Program	09/22/2017	05/25/2018	\$0	Building test coordinator, instructional coach
Training and Certification	The principal and assistant principal(s) will participate in AdvancEd training to administer ELEOT and attain ELEOT Certification Credentials.	Professional Learning	08/09/2017	06/01/2018	\$0	Principal
Quality Assurance Orientation	Quality Assurance Teams from each school will be provided an orientation to explain the quality assurance process, goals, required actions, acceptable evidence, data collection, and team roles and responsibilities.	Policy and Process	08/04/2017	10/18/2017	\$0	Accountability Coordinator
Character Education	Resource and Special areas teachers will meet weekly with an assigned class during lunch to build relationships which is called All-Star Lunch Bunch. Monthly during lunch the counselor will provide a character education topic which will be presented and discussed by the class	Behavioral Support Program	08/09/2017	05/25/2018	\$0	Administration, counselor, and teachers

ACIP

Ogletree Elementary School

Learning and Support, Admin	The principal will be provided ELEOT baseline data, AdvancEd eProve Culture and Climate survey data, recent and historical student achievement data, and school performance data through accountability and local quality assurance reports to inform the needs assessment.	Policy and Process	08/01/2017	09/29/2017	\$0	School Improvement Specialist
Differentiated Instruction	Teachers will design differentiated instruction based on formative and summative data while using state standards, by creating activities for brain buckets and maker spaces, etc	Academic Support Program	08/09/2017	05/25/2018	\$0	Teachers, Administration
Professional Learning Community	English as a Second Language Teachers and Federal Program director will meet monthly. English as a Second Language Teachers will regularly be engaged in exchange of teaching/coaching strategies. Anticipated evidence includes: meeting agendas, sign in sheets	Professional Learning	08/09/2017	05/25/2018	\$0	Principal & Assistant Principal EL Teacher
Guidance and Evidence	Progression and Viability" is defined by the work of Robert Marzano (2012). The quality indicators are embedded in the online document "Maintenance of Curriculum Guide". Whenever your team(s) meet to address curriculum maintenance and improvement, use the document to guide the conversation and document conclusions.	Policy and Process	09/01/2017	06/01/2018	\$0	Quality Assurance Team designee and assigned administrator
Information and Orientation	The principal will ensure that all teachers are informed of the purpose and importance of posting learning targets and the system imperative to do so. "The Purpose and Importance of Learning Targets as District Practice", a quality assurance document, has been provided to support this activity. (This document is linked to the QAR Team Page for each school.)	Policy and Process	08/09/2017	10/18/2017	\$0	Principal, CO support, as requested

ACIP

Ogletree Elementary School

Progress Monitoring	The principal will systematically monitor and measure fidelity with the system expectation of posting Learning Targets by all teachers and for all lessons observed (including but no limited to elect) during the school year. The method for monitoring should yield a percentage of lessons where Learning Targets were posted, as compared to the total number of observations by school administrators. An online "LT Calculator" has been created as a Quality Assurance Tool and may be used to facilitate data collection and reporting. The "LT Calculator" is linked on QAR Team page for each school	Policy and Process	08/09/2017	05/18/2018	\$0	Principal, Accountability Coordinator
Total					\$0	

Stakeholder Feedback Diagnostic

Introduction

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

Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes	2016-2017 was the first year surveys were conducted through Title I Targeted Assistance. We will use this year as baseline data to compare to future student, parent, and staff survey results.	Stakeholder Feedback Data Document

Evaluative Criteria and Rubrics

Overall Rating: 3.0

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

	Statement or Question	Response	Rating
2.	Stakeholder Feedback Results and Analysis	One or more of the stakeholder questionnaires had an average item value below 3.20 (on a 5.0 scale). Results of stakeholder feedback collected by the institution were indifferently analyzed and presented with little clarity.	Level 2

Areas of Notable Achievement

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

Areas that indicate the overall highest level of satisfaction or approval include the following:

Parents feel welcome at school- 100%

Parents feel encouraged to be involved in child's education- 93%

Parents are informed about academic content standards- 95%

Parents feel teachers are interested and cooperative when discussing child's academic progress- 93%

Parents understand child's report cards and test scores- 93%

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

The 2016-2017 school year was the first year Ogletree received Title I status. We have no previous survey data to compare to 2016-2017 data results. We will use this as baseline data for future trends in our stakeholder surveys.

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

Ogletree earned Title I Targeted Assistance in the 2016-2017 school year. Title I Parents answered the Targeted Assistance Parent Survey.

Listed below are positive highlights of parent feedback.

Parents feel welcome at school- 100%

Parents feel encouraged to be involved in child's education- 93%

Parents are informed about academic content standards- 95%

Parents feel teachers are interested and cooperative when discussing child's academic progress- 93%

Parents understand child's report cards and test scores- 93%

In the spring of 2016-2017, parents were asked to complete the AdvancED Climate and Culture Survey. Parents most frequently selected the words supportive, comfortable, and helpful when describing their interactions with teachers.

Areas in Need of Improvement

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

Areas that indicate the overall lowest level of satisfaction or approval include:

36% of parents surveyed reported that they did not know how they could be involved in school planning/review committees

27% of parents surveyed reported that they were not aware of the school's referral program to community services outside of the school

34% of parents surveyed reported that they do not know what it means to be a Title I school and do not know what their rights are

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

The 2016-2017 school year was the first year Ogletree received Title I status. We have no previous survey data to compare to 2016-2017 data results. We will use this as baseline data for future trends in our stakeholder surveys.

What are the implications for these stakeholder perceptions?

It is evident that some parents do not feel informed about school involvement opportunities, community services provided outside of school, or their rights as parents of Title I students. To address these issues, the Title I teacher will provide Title I parent workshops multiple times throughout the school year. Materials shared will be sent home in hard copy form and posted on the school web page for parents unable to attend these meetings.

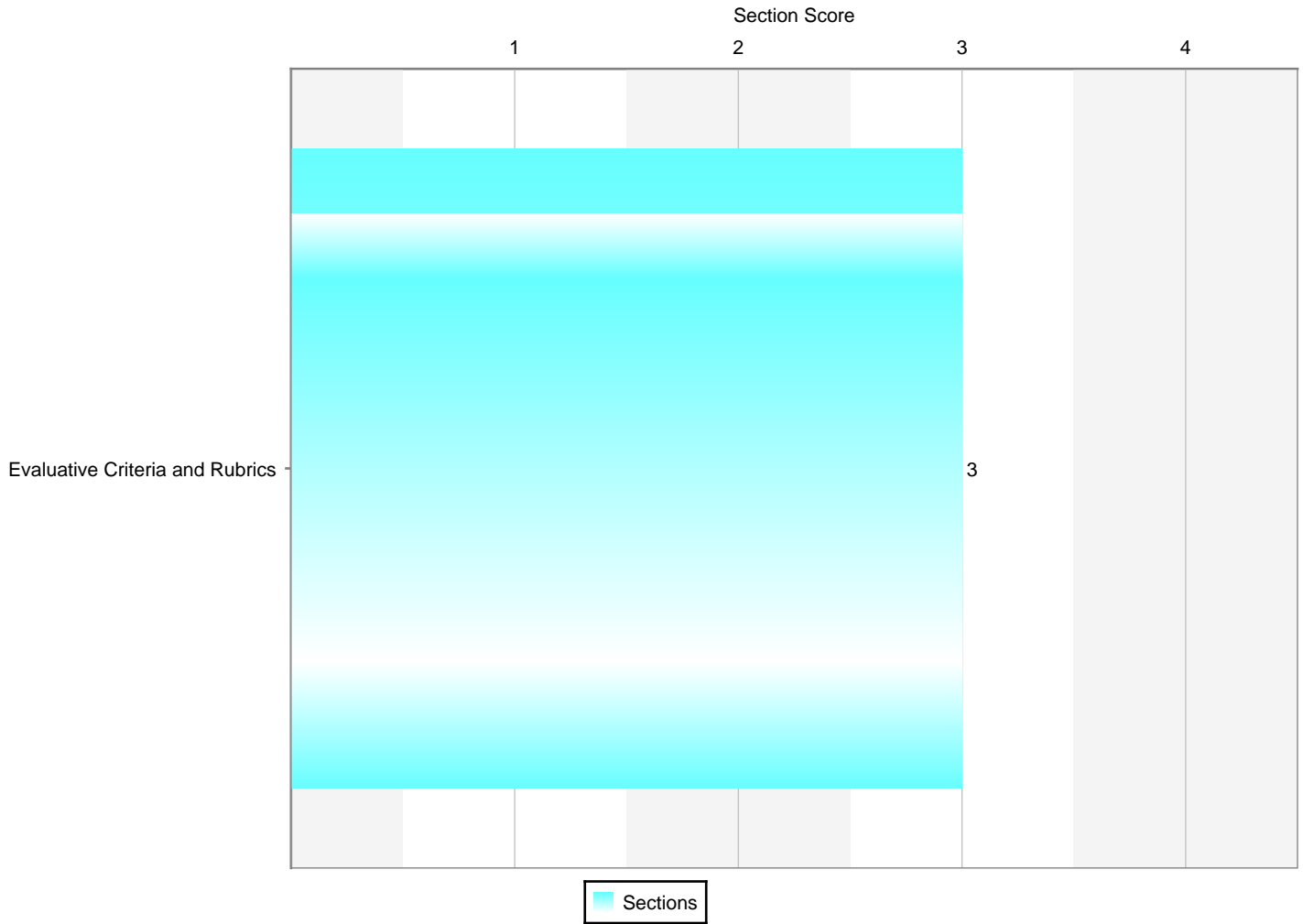
Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

Ogletree has earned Targeted Assistance with Title One this school year.

As a result, we do not have the feedback data required in the spring of last school year, 2015-2016.

Report Summary

Scores By Section



2017-2018 Title I Targeted Assistance Diagnostic

Introduction

This diagnostic tool is aligned to requirements for Title I Targeted Assistance 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?

In the spring, Title I Parent surveys were sent home in the form of a hard copy. Parents answered survey questions and returned surveys to school. Responses were recorded electronically. Student surveys were administered electronically in a small group setting at school. Faculty and staff surveys were completed electronically as well.

2. Describe the process used to determine which students will be served. Eligible students should be those who are failing or most at risk of failing to meet the challenging State academic standards.

Teachers brought students to our first DSI meeting who were struggling and needed extra intervention in reading and math based on screening instruments for reading and math. Team members used STAR Reading and STAR Math, DIBELS, and ASPIRE scores from the previous year for grades 4 and 5. A criteria sheet was created for recommended students to determine Title One intervention eligibility.

3. For schools with Preschool through Grade 2: What criteria were used to identify young students who are failing or most at risk of failing to meet the state's challenging content and student performance standards?

NA

Component 2: Services to Eligible Students

1. Describe what methods and instructional strategies will be used to ensure eligible children receive supplemental assistance that strengthen the academic program of the school. Such activities may include expanded learning time, before-and after school programs, summer programs , tiered behavioral models that address behavior problems, and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) (Sec. 1115(b)(B)(i)(ii))

A Title One criteria checklist is utilized to determine which students are eligible to receive reading intervention through the Title I program. The checklist is organized into rank order before an intervention schedule is made. Qualifying students receive reading intervention through the Title I reading teacher or the Title I aide. Students are progress monitored to track academic progress.

2. What were the established multiple and educationally related objective criteria that ensured the needs assessment process was consistently used to identify students by grade level and content area who are failing or most at risk of failing to meet the state core curriculum standards in the four core academic areas? (Sec. 1115(b)(2))

Criteria used to identify illegibility in our rubric were as follows:

Students received Tier 2 or Tier 3 in the previous year

Retention in previous years

Excessive absences

ASPIRE Reading- "in need of support" or "close"/did not participate

STAR Reading- "urgent intervention" or "intervention"

Grades in reading D or F

DIBELS - does not read fluently/intensive support

Migrant, Homeless, Immigrant or ESL status

Speech problems or English is not first language

Behavior plan

3. Describe the process for determining student eligibility, indicating the ranking of students and cut-off scores. (Sec. 1115(C)(B))

Students needing reading intervention are brought to our DSI team meeting where they are referred for Title I services. A criteria checklist using 10 factors (previously listed) is used to determine placement in Title One. The checklist/rubric is rank ordered to prioritize need. Students earning a score of 2 points or above qualify to receive services.

4. How are students with the greatest needs receiving services?

Ogletree children who qualify for Title One are placed in intervention groups with the Title I/RTI/ESL teacher or Title I aide. While in these groups, they work through scientifically based programs to gain additional support and monitor progress.

5. What are the multiple criteria by which students may exit the program?

Criteria for exiting the Title One program may be determined as follows:

Grade improvement

Success/improvement in scientifically based program monitoring

Improvement in testing results - DIBELS, STAR, Performance Series

Status changes in ESL, migrant, homelessness, immigrant, Speech, or behavior plan success

6. Describe program resources used to help participating children meet the State's challenging academic standards. Resources may include programs, activities, and academic courses necessary to provide a well-rounded education. (Sec. 1115 (b)(A))

Programs and resources used to help children meet the state's criteria are as follows:

V Math

Leveled Literacy Intervention

SPIRE

Phonics First

Wonders Intervention

Moby Max

Component 3: Incorporated Into Existing School Program Planning

1. How is program planning for eligible students incorporated into the existing School Improvement planning process?

Ogletree has multiple working components to our school improvement planning process. Our school goal comes from our OES Strategic Plan, supported by our SIP/ASSIST information and school wide PLPs. This year our theme of "Pathways to Success" encompasses the importance of Rigor, Relevance, and Relationships. The effort is to tie all of our plans, protocols and requirements under this umbrella. When analyzing these plans and looking at our Title One program, we are building not only personal relationships with these students but also academic relationships. When students are having success outside of the class with intervention programs, they start to build self-confidence and self worth thereby applying themselves and working harder in the general education setting. They begin to understand the importance of Rigor, Relevance and Relationships. What students are doing outside of the classroom setting matters and they will continue to benefit from the extra support they receive both academically and emotionally

Component 4: Instructional Strategies

1. What evidence indicates effective methods and instructional strategies are in place at the school that help provide an accelerated, high-quality curriculum? (Sec. 1115)(b)(2)(G)(i))

Our school has a strategic and school improvement plan to assist in strengthening the core academic program. We also work diligently to secure professional development in areas of instructional methods and strategies, supported by our school PLP goals. Decisions to make changes to student interventions is made in a timely manner when brought to the team for review of progress.

Grade level, special education, and resource PLCs are also held each quarter to support teacher learning to assist students.

The RTI/DSI process is used to progress monitor Tier 2 and 3 on a scheduled basis. Data meetings are also held after formative and summative assessments to gauge progress and evaluate instructional needs. Information from these meetings is used in grade level planning, Shine Time grouping decisions, and vertical team meetings.

2. What evidence indicates that extended (supplemental) learning time helps an accelerated quality curriculum?

The regular classroom teacher teaches the core curriculum while the Title I teacher and aide offer additional support through the Title I program.

3. What evidence is available to show how the school minimizes the removal of children from the regular classroom during regular school hours for instruction provided under this part (e.g. extended learning opportunities)? (Sec. 1115(2)(b)(2)(G)(ii))

SIPADS are kept on students that receive additional interventions in reading, math and behavior.

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

Goal 1:

Goal 1: During the 2017-2018, Ogletree Elementary will increase relevance, rigor, and relationships through our school wide theme of "Pathways to Success" while intergrating our strategic plan.

Measurable Objective 1:

collaborate to promote rigor, relevance, and relationships within our school setting by 05/18/2018 as measured by level of participation by stakeholders in ACIP activities.

Strategy1:

Rigor - We will utilize our school data and student culture to provide relevant and thought provoking instruction.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Marzano, Ficher and Frey, Walsh and Sattes

Activity - Professional development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in professional development including but not limited to PLCs, grade level and faculty meetings, and other professional opportunities where data, curriculum, instruction and/or planning are discussed.	Professional Learning	09/22/2017	07/31/2018	\$5000 - State Funds	Administration

Activity - Data analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be trained to interpret data for the new testing series.	Academic Support Program	09/22/2017	05/25/2018	\$0 - No Funding Required	Building test coordinator, instructional coach

Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will design differentiated instruction based on formative and summative data while using state standards, and creating activities for brain buckets and maker spaces, etc	Academic Support Program	08/09/2017	05/25/2018	\$0 - No Funding Required	Teachers, Administration

Goal 2:

2017-2018 Enhance the English as a Second Language (ESL) Program

Measurable Objective 1:

collaborate to expand and improve performance and support for and meeting the needs of English Learners by 05/25/2018 as measured by an increase in the percentage of students making Adequate Progress in Language Acquisition.

Strategy1:

Support for the Community - Ogletree and Auburn City Schools will work to support our students and community through the provision of the Summer English School at Auburn University and through the use of Parent Liaisons.

Category: Implement Community Based Support and Intervention System

Research Cited: EL acquisition research

Activity - Summer English School at Auburn University	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In conjunction with Auburn University, Auburn City Schools offers small group instruction utilizing research-based strategies to improve and extend English language acquisition. Anticipated evidence includes attendance rosters.	Community Engagement	03/01/2018	07/31/2018	\$0 - No Funding Required	Principal & Assistant Principal EL Teacher

Activity - Parent Liaisons	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parent information meetings facilitated by parent liaisons and ESL teachers will work to inform parents of school expectations, procedures and provide available resources. Anticipated evidence includes PowerPoint presentations and sign in sheets.	Parent Involvement	08/09/2017	05/25/2018	\$0 - No Funding Required	Principal & Assistant Principal Principal EL Teacher

Strategy2:

Support for Learners - Summer School programs specifically intended for English Language Learners will be provided. This will be implemented through coordination at the system level. The EL teacher and instructional coach are serving as the tutors for school year support. Teachers during summer school will be determined by central office personnel.

Category: Develop/Implement Learning Supports

Research Cited: Research on EL acquisition

Activity - Summer English School at Auburn University	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In conjunction with Auburn University, Auburn City Schools offers small group instruction utilizing research-based strategies to improve and extend language acquisition. Anticipated evidence includes attendance roster.	Parent Involvement Academic Support Program	03/01/2018	07/31/2018	\$0 - No Funding Required	Principal & Assistant Principal Principal EL Teacher

Strategy3:

Support for Teachers - Professional Development & Professional Learning Communities provided within the school and system headed through the system EL Central Office support and the school EL Teachers

Category: Develop/Implement Professional Learning and Support

Research Cited: Research on professional development

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
To provide professional development through email, coaching conversations, face to face meetings including grade level meetings and faculty meetings to build teacher capacity so they can more readily meet the needs of all English Learners. Anticipated Evidence: meeting agendas, sign in sheets, presentation documents, handouts	Professional Learning	08/09/2017	05/25/2018	\$0 - No Funding Required	Principal & Assistant Principal Principal School EL Teacher

ACIP

Ogletree Elementary School

Activity - Professional Learning Community	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
English as a Second Language Teachers and Federal Program director will meet monthly. English as a Second Language Teachers will regularly be engaged in exchange of teaching/coaching strategies. Anticipated evidence includes: meeting agendas, sign in sheets	Professional Learning	08/09/2017	05/25/2018	\$0 - No Funding Required	Principal & Assistant Principal EL Teacher

Component 5: Title I and Regular Education Coordination

1. How does coordination with the regular classroom program occur, including transition strategies, which may include services to assist preschool children in the transition from early childhood programs to elementary school programs? (Sec. 1115(C)(b)(2)(C))

Coordination with the regular classroom program occurs throughout the school year through the following:

Data Meetings

Professional Learning Communities with grade levels

Monday faculty meetings

Tuesday grade level meetings

Benchmark assessments

Meetings with sister school as applicable

Administrators meeting about 2nd to 3rd grade transition of students

Second graders from sister school visit in the spring, along with a parent night for 2nd grade parents

Curriculum Nights

Component 6: 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? What action is being taken to meet this requirement?	Yes		

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

Component 7: High Quality and Ongoing Professional Development

1. How does the school provide professional development with resources provided under this part, and, to the extent practicable, from other sources, to teachers, principals, other school leaders, paraprofessionals, and, if appropriate, specialized instructional support personnel, and other school personnel who work with eligible children in programs under this section or in the regular education program? (Sec. 1115)(b)(2)(D))

Our school and system provide professional development for faculty and staff to support instruction of Title One students.

Our instructional coach, administrators and central office personnel provide PD during the year and summer months.

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

1. 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.

Ogletree students who receive Title One have intervention 2-4 times per week, determined by need from monitoring and initial rubric. After-school tutoring services are offered two days a week by a local non-profit organization for students who are able to attend. The Boys and Girls Club of Auburn also offers tutoring for students needing academic support.

2. Describe procedures used to address challenges for each group of Migrant, English Learners, Economically Disadvantaged, Special Education, Neglected and/or Delinquent, and Homeless Students. (Sec. 1115(c)(2)(A-E))

Students who have the above challenges are supported with tiered instruction, assistance with translating for parents, social skills, homework and individual needs.

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

NA

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

Students who are struggling academically are referred during DSI team meetings. They are supported with the RtI/DSI model and through the Title I program. These students are progress monitored to track their success.

Component 9: Coordination and Integration of Federal, State and Local Programs and Resources**1. How does the Targeted Assistance program coordinate and integrate federal, state, and local services and programs to ensure that participating students achieve proficient or above on statewide assessments?**

Teachers in the regular classroom focus on tier one for a strong academic core for instruction, supported by small group work and additional resources provided by the school and system, both programs and technological assistance. They also support with tier two in the classroom for those students in need of this support.

The instructional coach, Title One Teacher, Title I aide, resource teachers, lab students, interns, work study students, and volunteers are also additional support.

2. List the State, Federal and local programs that are consolidated/coordinated in the Targeted Assistance program and describe how all programs and resources are coordinated and integrated toward the achievement of the Targeted Assistance goals. (Sec. 1115(b)(3))

Ogletree has had a school-wide focus on differentiated instruction based on survey results from previous years. We have worked to put in place protocols to ensure we are meeting needs of high and struggling learners.

As needed, students receive individual and small group instruction from their regular classroom teacher, and depending on need, other personnel will work with him/her for additional sessions.

Shine Time is an intervention/enrichment time for students. Teachers group students according to academic needs based on classroom data/performance. Classroom teachers provide remediation while resource teachers provide enrichment.

Students receiving Tier 2 or Tier 3 interventions are progress monitored to determine effectiveness.

3. If appropriate and applicable, how does the school coordinate and integrate Federal, State, and local services and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d); (Sec. 1115(b)(2)(F))

NA

Component 10: Evaluation

1. How does the school evaluate the implementation of the Targeted Assistance program?

State-wide assessment data is delivered to the school each fall for review and evaluation to assist in student improvement and any instructional changes.

This data is a part of our criteria rubric for referred students.

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

Students who are struggling academically are referred to our DSI team. Teachers present data such as STAR Reading and DIBELS scores, grades, attendance and performance in the classroom. Criteria check sheets are completed to determine who will receive Title One intervention. Students receiving intervention through Title I or Rtl are progress monitored through STAR, a computer based program to track their success.

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

Students are referred for intervention through our DSI Team meetings. Teachers present data requesting intervention for students. Based on these referrals, criteria check sheets are used to determine which students are eligible to receive intervention through Title I. Students can be referred regardless of race, gender, ethnicity or language. An example being that ESL students can be referred for Title One services. Students in Tier 3 reading interventions are seen in small groups for 30 minute time frames four to five days a week to support their academic needs. Tier 2 and tier 3 students are progress monitored to measure growth and success. There is regular communication with parents. They receive progress monitoring graphs and letters every 4 1/2 weeks showing student progress.

4. What process is followed by the school to revise the plan on an ongoing basis, review the progress of eligible children, and revise the targeted assistance program if necessary, based on the evaluation, to ensure continuous improvement of students in the Targeted Assistance program? (Sec. 1115(b)(2)(G)(iii))

The Title I teacher evaluates the progress, along with the classroom teacher and discusses student progress in DSI team meetings.

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

Our strategic plan/SIP directed our goals and will remain the same.

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

We implemented STAR lunches to provided monthly, cross grade level communication and character promoting through our school counselor. We changed the STAR lunch program this year and renamed it as All-Star Lunch Buddies. Resource teacher have lunch on a weekly basis with an assigned class. This helped support mentors and advocates for each child with a variety of faculty and staff.

2017-2018 Coordination of Resources - Comprehensive Budget

Introduction

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

FTE Teacher Units

Label	Question	Value
1.	Provide the number of Teachers assigned units.	28.13

Provide the number of classroom teachers.

34.08

Label	Question	Value
3.	Provide the total of all salaries for the FTE Teacher Units.	1593178.0

Total

1,593,178.00

Administrator Units

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

Provide the number of administrators.

1

Label	Question	Value
3.	Provide the total of all salaries for the FTE administrator units.	101920.0

Total

101,920.00

Assistant Principal

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

Provide the number of Assistant Principals.

1

Label	Question	Value
3.	Provide the total of all salaries for the Assistant Principal.	69897.0

Total

69,897.00

Counselor

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

Provide the number of Counselors.

1

Label	Question	Value
3.	Provide the total of all salaries for the Counselor.	67174.0

Total

67,174.00

Librarian

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

Provide the number of Librarians.

1

Label	Question	Value
3.	Provide the total of all salaries for the Librarian.	54461.0

Total

54,461.00

Career and Technical Education Administrator

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

Provide the number of Career and Technical Education Administrators.

0

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

Total

0.00

Career and Technical Education Counselor

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

Provide the number of Career and Technical Education Counselors.

0

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

Total

0.00

Technology

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

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

0

Label	Question	Value
3.	Provide the total of all funding for Technology.	5790.0

Total

5,790.00

Professional Development

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

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

0

Label	Question	Value
3.	Provide the total of all funding for Professional Development.	2093.0

Total

2,093.00

EL Teachers

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

Provide the number of EL Teachers.

0

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

Total

0.00

Instructional Supplies

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

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

0

Label	Question	Value
3.	Provide the total of all funding for Instructional Supplies.	16036.0

Total

16,036.00

Library Enhancement

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

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

0

Label	Question	Value
3.	Provide the total of all funding for Library Enhancement.	822.0

Total

822.00

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	88448.43

Provide a brief explanation and breakdown of expenses.

Teacher salary- \$70,892.60

Parent Involvement- \$1,448.43

Title One Tutor \$11,580.00 (128 school days 4 hours each day)

Materials and supplies-\$4,527.40

Title II

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

Provide a brief explanation and a breakdown of expenses.

The district spends all of its money on class size reduction.

Title III

Label	Question	Value
1.	For English Learners. Provide the total.	73262.0

Provide a brief explanation and a breakdown of expenses.

This is a district total spent.

Parent liaisons-\$40,000.00

Summer enrichment program-\$10,000.00

Professional development-\$10,000.00

Technology-\$3,000.00

Digital curriculum-\$10,262.00

All funds budgeted at district level.

Title IV

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

Provide a brief explanation and a breakdown of expenses.

N/A

Title V

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

Provide a brief explanation and a breakdown of expenses.

N/A

Career and Technical Education-Perkins IV

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

Provide a brief explanation and breakdown of expenses.

N/A

Career and Technical Education-Perkins IV

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

Provide a brief explanation and breakdown of expenses.

N/A

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

Provide a brief explanation and breakdown of expenses.

N/A

Other

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

Provide a brief explanation and a breakdown of expenses.

N/A

Local Funds

Label	Question	Value
1.	Provide the total	0.0

Provide a brief explanation and breakdown of expenses.

Detailed information is not available at this time.

2017-2018 Parent and Family Engagement

Introduction

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

Parent and Family Engagement

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

During the first nine weeks of school, we hold our Annual Title I Meeting. Parents are notified of this meeting through flyers, email reminders, and postings on the school website. Topics that are discussed at this meeting include the Parent and Family Engagement Plan, School-Parent Compact, CIP, Parent's Right to Know, and the Title I Budget for Parent Engagement. The meeting topics are presented through the ALSDE Title I Informational Powerpoint. Family engagement opportunities that will be offered during the 2017-2018 school year include:

Meet the Teacher Night

Curriculum Night

PTO Meetings

Veteran's Day Assembly

Holiday Musical

Black History Program

Engineering Night

Grandparent's Day

Dedicated Dad's Breakfast

Physically Active Lifestyle (PAL's) Events

Parent Conferences

School wide surveys

School wide KICKS events

Club Performances

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

Parent Conference Day is held annually for parents and teachers to discuss the needs of students and determine how best to meet those needs. In addition to this, parents are invited to schedule conferences as needed throughout the school year. The annual Parent Title I meeting is offered in the evening to accommodate working parents. Parents unable to attend this meeting have the opportunity to access the presentation through our school website and a hard copy of the presentation is sent home. A Title I Parent Strategies Summer Workshop was offered during the lunch hour and in the evening to accommodate parent schedules.

A parent survey is sent home in the spring to solicit parent input. Stakeholders have the opportunity to review the School Parent Compact to offer suggestions.

Parent involvement funds were used to provide parents with materials to assist students with summer learning. Materials purchased

included: a composition notebook, 3 chapter books, index cards, playing cards, pencils, pencil sharpener, and instructional handouts.

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

Correspondence is provided to parents in their native language when available. TransAct is a resource that provides faculty and staff with access to school documents translated in various languages.

Parents are provided with an academic progress report every 4 1/2 weeks which includes progress monitoring information. Parents can request a conference at any time to discuss their child's progress. System forms are generated in multiple languages to be provided to parents.

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

Our School-Parent Compact identifies the responsibilities of the teacher, parent, and student. The Compact is kept by the classroom teacher for accountability purposes. The School-Parent Compact is reviewed by faculty and parents annually. Stakeholder feedback is submitted and considered at that time.

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

Ogletree Elementary School Reviews the Continuous Improvement Plan (CIP) in a variety of settings, allowing for feedback and Q/A. The teachers have Professional Learning Communities that meet one time per quarter, faculty meetings, grade level, Title One parent meetings, PTO meetings and multiple social media outlets. PLCs offer opportunity for teachers to monitor progress, update and make changes as the year moves ahead. Faculty meetings held on most Mondays allow for review in a whole group setting to hear any Q/A or vertical feedback. Parents have the plan available on the web page. Presentations are made in leadership team or PTO board meetings to make parents aware of school goals. There are also goals integrated into our school newsletter. The principal gives PTO Board updates at each quarterly meeting allowing for any feedback or suggestions.

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

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

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

Teachers and administrators at Ogletree Elementary encourage parents to be involved in their student's education by attending Curriculum Night, PTO meetings, parent conferences, and school events. Emphasis is placed on building parent-teacher relationships through the following avenues:

Meet the Teacher Night (prior to the start of school)

Curriculum Nights

Positive parent phone contact within the first two weeks of school

Regular communication (Daily/weekly take-home folder, classroom newsletter, progress report comments, teacher websites, email, Remind 101, Class Dojo, text and email messaging through the school office)

Volunteer work in classrooms

Parents were invited to attend a Parent Summer Strategies Workshop presented by the Title I teacher. Parents were provided with materials to assist their child with summer review and learning.

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

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

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

Ogletree believes in building relationships with all stakeholders. Classroom teachers, resource teachers, and administrators are available to discuss student needs with parents. Teachers are provided opportunities for professional development through East Alabama Regional In-service Center (EARIC), Auburn City Schools, and Professional Learning Communities. Parents are encouraged to participate in school events such as: PTO, Parent Conference Day, Physically Activity Lifestyles (PALS), Dedicated Dads, Engineering Night, Grandparents' Day, Musical and Holiday Programs, Club events.

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

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

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

Parent involvement programs are coordinated through Title I, ESL, and school-wide programs. Title I funds provide parents with various materials to encourage educational support at home. Materials distributed include playing cards, index cards, composition notebooks, chapter books, and writing utensils). MobyMax is a computer program that provides academic practice in reading and math. Parents receive information letters explaining how to use this program at home. Our school counselor hosts Dedicated Dads breakfasts multiple times throughout the school year. Dads are invited to attend with their child to hear character and relationship building messages provided by guest speakers from the surrounding community.

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

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

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

Auburn City Schools Parent Liaisons are utilized for Title I parent meetings and I-ELP meetings to interpret information and answer questions in the languages of Korean and Spanish. Correspondence is provided to parents in their native language when available. TransAct is a resource utilized by faculty and staff to access system-wide school documents translated in various languages.

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

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

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

Ogletree has established multiple avenues of communication to build and maintain relationships. The school communicates with parents through daily student take-home folders, weekly classroom newsletters, monthly school newsletter, school website, school marquee advertising school events, text and messaging for school reminders. Parent liaisons are used to assist non-English speaking parents as they take advantage of opportunities to be involved in their child's education.

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

Ogletree ensures the provision for participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities) through multiple avenues to engage family participation. Parents are welcomed and encouraged to participate in school events and the academic success of their children. The ESL teacher communicates with non-English speaking parents through phone calls, texts, and emails to answer questions if/when they arise. If needed, the ESL teacher utilizes the parent liaison to communicate with these parents. TransAct is also used to translate information that needs to be communicated to parents in their native language.

Ogletree is a handicap accessible school and abides by all ADA regulations and policies.