# School Improvement Plan

<table>
<thead>
<tr>
<th>School Name:</th>
<th>J.M. Odom Elementary</th>
</tr>
</thead>
</table>
| School Mailing Address: | 2902 Sardis Church Road  
Moultrie, GA 31788 |
| LEA Name: | COLQUITT COUNTY SCHOOLS |
| LEA Title One Director/Coordinator Name: | Mr. James Harrell |
| LEA Title One Director/Coordinator Signature: | Date: |
| LEA Title One Director/Coordinator Mailing Address: | Colquitt County Board of Education  
710 28th Ave SE  
Moultrie, GA., 31768 |
| Email Address: | jharrell@colquitt.k12.ga.us |
| Telephone: | 229-890-6230 |
| Fax: | 229-890-6239 |
| Superintendent: | Dr. Samuel DePaul |
| Email Address: | sdepaul@colquitt.k12.ga.us |
| Telephone: | 229-890-6205 |
| Fax: | 229-890-6246 |
The School Improvement Plan is reviewed, revised, and adjusted every September based upon the student achievement data obtained during July and August.
### Planning Committee Members:

<table>
<thead>
<tr>
<th>NAME</th>
<th>POSITION/ROLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Melissa J. Hurst</td>
<td>First Grade Teacher</td>
</tr>
<tr>
<td>Julie Faison</td>
<td>Second Grade Teacher</td>
</tr>
<tr>
<td>Beth Barry</td>
<td>Third Grade Teacher</td>
</tr>
<tr>
<td>Marilyn Delprete</td>
<td>Fourth Grade Teacher</td>
</tr>
<tr>
<td>Twila Liles</td>
<td>Fifth Grade Teacher</td>
</tr>
<tr>
<td>Rachel Weeks</td>
<td>Parent</td>
</tr>
<tr>
<td>Lilanna Rodriguez</td>
<td>Parent</td>
</tr>
<tr>
<td>Lee Cooper</td>
<td>Business Partner</td>
</tr>
<tr>
<td>Kevin Hopper</td>
<td>Community Partner</td>
</tr>
<tr>
<td>Melissa Duke</td>
<td>ESOL Lead Teacher</td>
</tr>
<tr>
<td>Crystal Bell</td>
<td>Special Education Teacher</td>
</tr>
<tr>
<td>Tonja Horne</td>
<td>Professional Learning Coordinator</td>
</tr>
<tr>
<td>Leamon Madison</td>
<td>Assistant Principal</td>
</tr>
<tr>
<td>Trish Lirio</td>
<td>Principal</td>
</tr>
</tbody>
</table>
School Improvement Plan

VISION and MISSION

The J. M. Odom Vision, Mission, and Belief statements are owned by the entire school. The process of establishing these statements has been a binding and unifying experience for all teachers and staff.

The statements were discussed in depth by the School’s Improvement Plan committee. It was decided that each grade group would work independently to come up with new or revised statements. Grade groups went through the School Beliefs Inventory as part of the process. Grade groups reported back to the committee. The Vision, Mission, and Beliefs statements were also discussed at faculty meetings. The committee, which included a parent representative and a community representative, looked at the recommendations and revised the statements. The revised statements released by the committee reflect a consensus of the entire school and community.

Vision

J. M. Odom Elementary teachers, staff, and parents will provide a challenging curriculum and a caring community. This will produce students who accept responsibility and are motivated to become successful members of our American Society.

Mission

J. M. Odom Elementary is committed to providing a quality education in a safe environment. This commitment will enable students to achieve on grade level and beyond.

BELIEFS

1. Students learn in different ways, therefore, instructional practices should incorporate learning activities that take into account differences in learning styles.
2. A safe environment promotes student learning.
3. Students learn best when they are actively engaged in the learning process.
4. Teachers, parents, and the community share the responsibility for the support of the school’s mission.
5. Cultural diversity increases student understanding of different peoples and cultures.
6. Challenging expectations increase individual student performance.
7. Each student is a valued individual with unique physical, social, emotional, and intellectual needs.
8. All students can learn, achieve, and succeed.
## Title I School Improvement Plan Components

**1.** A comprehensive needs assessment of the entire school that addresses all academic areas and other factors that may affect achievement.

<table>
<thead>
<tr>
<th>A.</th>
<th>We have developed our school-wide plan with the participation of individuals who will carry out the comprehensive school-wide/school improvement program plan. Those persons involved were: Trish Lirio-Principal, Leamon Madison-Assistant Principal, Melissa Duke-ESOL Lead Teacher, Tonja Horne-Professional Learning Coordinator, Melissa Hurst-1st grade teacher, Julie Faison-2nd grade teacher, Beth Barry-3rd grade teacher, Marilyn Del Prete-4th grade teacher, Twila Liles-5th grade teacher, Crystal Bell Special Education Teacher, Rachel Weeks-Parent, Lilanna Rodriguez –Parent, Kevin Hopper-Community Partner and Lee Cooper-Business Partner. The committee members met to discuss data and the action plan to determine the effects on student achievement.</th>
</tr>
</thead>
</table>
| B. | We have used the following instruments, procedures, and processes to obtain this information through:

- Brainstorming
- Classroom Observations
- Grade Group Meetings
- Learning Team Meetings
- School Council
- Faculty Meetings
- Title I Parent Meetings
- Survey (Students, Teachers, and Parents)
- PTO Meetings

| C. | We have taken into account the needs of migrant children by:

- Two Migrant Tutors
- Pre-School Readiness Classroom with a certified teacher and paraprofessional
- Four System Recruiters
- Two System PAC meetings (Odom’s Migrant President attends system meetings)
- Odom hosts two migrant informational nights
- Migrant Summer school
- Assist with immunizations, doctor visits, glasses, and any other documentation needed to attend school |
<table>
<thead>
<tr>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>D.</td>
<td>We have reflected current achievement data that will help the school understand the subjects and skills in which teaching and learning need to be improved. Odom utilizes data from CRCT, CRCT-M, DIBELSNEXT, ACCESS, and the Georgia Grade 5 State Writing test to address academic strengths and weaknesses. Analyzed data is tracked within the domains taught as well as by sub groups. The data is displayed in the school’s data room. Teachers meet to determine individual student achievement. Students are identified for the upcoming school year as at risk, on grade level, or exceeding.</td>
</tr>
<tr>
<td>---</td>
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</tbody>
</table>
| E. | We have based our plan on information about all students in the school and identified students and groups of students who are not yet achieving to the state academic content standards and the state student academic achievement standards including:

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**Revised December 16, 2013**
School Improvement Plan

*1. A comprehensive needs assessment of the entire school that addresses all academic areas and other factors that may affect achievement.

- The following data is our new baseline data using new state standards because

CRCT Data By Grade Level

<table>
<thead>
<tr>
<th>Third Grade</th>
<th>ELA</th>
<th>Reading</th>
<th>Math</th>
<th>Science</th>
<th>Social Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>DNM</td>
<td>E</td>
<td>DNM</td>
<td>M</td>
<td>E</td>
</tr>
<tr>
<td>2011</td>
<td>12</td>
<td>62</td>
<td>23</td>
<td>9</td>
<td>62</td>
</tr>
<tr>
<td>2012</td>
<td>15</td>
<td>62</td>
<td>23</td>
<td>9</td>
<td>62</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fourth Grade</th>
<th>ELA</th>
<th>Reading</th>
<th>Math</th>
<th>Science</th>
<th>Social Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>DNM</td>
<td>M</td>
<td>E</td>
<td>DNM</td>
<td>M</td>
</tr>
<tr>
<td>2011</td>
<td>10</td>
<td>55</td>
<td>35</td>
<td>18</td>
<td>47</td>
</tr>
<tr>
<td>2012</td>
<td>10</td>
<td>62</td>
<td>28</td>
<td>12</td>
<td>59</td>
</tr>
<tr>
<td>2013</td>
<td>9</td>
<td>65</td>
<td>26</td>
<td>10</td>
<td>61</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fifth Grade</th>
<th>ELA</th>
<th>Reading</th>
<th>Math</th>
<th>Science</th>
<th>Social Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>DNM</td>
<td>M</td>
<td>E</td>
<td>DNM</td>
<td>M</td>
</tr>
<tr>
<td>2011</td>
<td>13</td>
<td>59</td>
<td>28</td>
<td>13</td>
<td>67</td>
</tr>
<tr>
<td>2012</td>
<td>7</td>
<td>62</td>
<td>31</td>
<td>12</td>
<td>71</td>
</tr>
<tr>
<td>2013</td>
<td>5</td>
<td>67</td>
<td>28</td>
<td>13</td>
<td>73</td>
</tr>
</tbody>
</table>

- We no longer have AYP (Adequate Yearly Progress). This data is based on SLDS (Statewide Longitudinal Data System). We are a High Progress School-a Title I school among 10% of Title I school in the state making the most progress in improving the performance of the “all students” group over three years on statewide assessments.
*1. A comprehensive needs assessment of the entire school that addresses all academic areas and other factors that may affect achievement.

F. The data has helped us reach **conclusions** regarding achievement or other related data. Below is a list of strengths and weaknesses in which we will address.

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>Strengths</th>
<th>Weaknesses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language</td>
<td>• 95% of 5th grade students met or exceeded ELA</td>
<td>• There is substantial gap between SWD and EL in comparison to all students.</td>
</tr>
<tr>
<td></td>
<td>• All grade levels increased the amount of meet or exceeds</td>
<td></td>
</tr>
<tr>
<td>Math</td>
<td>• 4th and 5th grade increased the amount of meet and exceeds</td>
<td>• 3rd grade SWD increased the amount of DNM.</td>
</tr>
<tr>
<td>Reading</td>
<td>• 4th, 5th, EL, Migrant had an increase in meets and exceeds</td>
<td>• 5th grade and SWD increase the amount of DNM</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• 2nd, 4th, and 5th grades show a high percentage of students at risk on DIBELS</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Decrease of 8% in gifted students that exceeded</td>
</tr>
<tr>
<td>Science</td>
<td>• Increase of meets and exceeds of students in 3rd, 4th, SWD, EL, and migrant</td>
<td>• Increase of DNM with gifted and 5th</td>
</tr>
<tr>
<td>Social Studies</td>
<td>• 4th grade EL and migrant increase meets and exceeds</td>
<td>• 3rd, 5th, SED and gifted increased DNM</td>
</tr>
</tbody>
</table>
School Improvement Plan

*1. A comprehensive needs assessment of the entire school that addresses all academic areas and other factors that may affect achievement.

G. The measurable goals/benchmarks we have established to address the needs are

**Math:**
- All students will increase their achievement on the CRCT in grades 3-5 from 82% meeting and exceeding standards at the end of school year 2012 to 85% meeting and exceeding standards at the end of school year 2013.
- EL students will increase their achievement on the CRCT in grades 3-5 from 60% meeting and exceeding standards at the end of school year 2012 to 63% meeting and exceeding standards at the end of school year 2013.
- Students with Disabilities will increase their achievement on the CRCT in grades 3-5 from 55% meeting and exceeding standards at the end of school year 2012 to 74% meeting and exceeding standards at the end of school year 2013.

**Reading:**
- All students will increase their achievement on the CRCT in grades 3-5 from 86% meeting and exceeding standards at the end of school year 2012 to 89% meeting and exceeding standards at the end of school year 2013.
- EL students will increase their achievement on the CRCT in grades 3-5 from 60% meeting and exceeding standards at the end of school year 2012 to 63% meeting and exceeding standards at the end of school year 2013.
- Students with Disabilities will increase their achievement on the CRCT in grades 3-5 from 88% meeting and exceeding standards at the end of school year 2012 to 90% meeting and exceeding standards at the end of school year 2013.

**Language Arts:**
- All students will increase their achievement on the CRCT in grades 3-5 from 89% meeting and exceeding standards at the end of school year 2012 to 91% meeting and exceeding standards at the end of school year 2013.

*2. School-wide reform strategies that are scientifically researched based.

2(a). School-wide reform strategies that provide opportunities for all children in the school to meet or exceed Georgia’s proficient and advanced levels of student performance.

The ways in which we will address the needs of all children in the school particularly the needs of students furthest away from demonstrating proficiency related to the State’s academic content and student academic achievement standard are found in the action plan on page 17 for math section 5 and on page 20 for English language arts section 5.
## 2(b). Are based upon effective means of raising student achievement.

Following are examples of the SCIENTIFICALLY BASED RESEARCH supporting our effective methods and instructional practices or strategies:

- SONDAY
- Treasures Basal Series
- WIDA Training
- Differentiation Box provided through Reading First
- Do the Math by Marilyn Burns
- Yearly math training provided by system
- Clustering of the gifted students
- DIBELS Next Team-a team of staff members test all students to allow for more instructional time for classroom teachers.
- Fast Forward
- Reading Assistant
- Study Island

## 2(c). Use effective instructional methods that increase the quality and amount of learning time.

We will increase the amount and **quality** of learning time by protecting instructional time with limited announcements and interruptions. Morning SONDAY groups provided for at-risk students in grades 3-5, morning Fast Forward groups available to 1& 2 graders to improve reading skills, Fast Forward groups throughout the school days based on grade level, DIBELS Next team members perform testing for all classroom teachers, and Remedial Instruction for grades 3 & 5 who scored level 1 on CRCT.

## 2(d). Address the needs of all children, particularly targeted populations, and address how the school will determine if such needs have been met and are consistent with improvement plans approved under the Elementary and Secondary Education Act of 1965 (ESEA).

As we continuously review our achievement data, we target those students who are struggling. We progress monitor in the area of reading: fluency, vocabulary, phonics, phonemic awareness and reading comprehension utilizing the Reading Toolkit, Differentiation Box, and DIBELS Next. Through the adoption of the K-5 comprehensive reading program, we have studied and will continue to study the data that reflects our implementation of scientifically based reading strategies. Additionally, we review reading/ELA and math data of all students. We are using the Georgia State Reading and Writing frameworks for grades 1-5. Students reading below the proficient levels as indicated by DIBELS Next will receive intervention services that provide them with more opportunities and intense practice using those strategies. This intervention will be provided by various Title services. One indicator of the effectiveness of our program will be the number of students in need of substantial intervention; we expect that number to decrease as students are served by our core reading curriculum and our interventions.
<table>
<thead>
<tr>
<th>*3.</th>
<th>Instruction by highly qualified professional staff.</th>
</tr>
</thead>
<tbody>
<tr>
<td>*3(a).</td>
<td>Strategies to attract highly qualified teachers to high-needs schools.</td>
</tr>
</tbody>
</table>

A. We will provide instruction by highly qualified teachers who meet the standards established by the state of Georgia. All staff members are highly qualified.

<table>
<thead>
<tr>
<th>*4.</th>
<th>Professional development for staff to enable all children in the school</th>
</tr>
</thead>
</table>

A. We have included teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff in our staff development that addresses the root causes of our identified needs.

Professional development opportunities are included in the action plan. In addition to school based learning opportunities, our district provides many supportive workshops throughout the school year based upon instructional needs. Coastal Plains RESA stands ever ready to assist with any needs.

B. We have aligned professional development with the State’s academic content and student academic achievement standards . . .

Professional Development is centered around Reading, Writing and Math, Science, Social Studies, ESOL and Special Education.

C. We have devoted sufficient resources to carry out effectively the professional development activities that address the root causes of academic problems.

Funding from all sources is combined to meet instructional needs at the school. For instance, federal funds (parent coordinator, social worker), state funds (social worker/teachers/principal/counselor/etc.), and local funds (Superintendent special allotment) are spent to enhance the educational setting and to ensure all staff members have the necessary staff development to carry out the plan.

D. We have included teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program in the following ways: We have provided training opportunities for all staff members to be trained in the areas of: DIBELSNext, ACCESS, CRCT, ESOL, and...
School Improvement Plan

*4. Professional development for staff to enable all children in the school

Gifted Endorsements. The school meets during grade level planning to discuss unit assessments and to create a plan to best serve the students.

Professional development opportunities are included in the action plan. In addition to school based learning opportunities, our district provides many supportive workshops throughout the school year based upon instructional needs. Coastal Plains RESA stands ever ready to assist with any needs.

*5. Strategies to increase parental involvement.

We have involved parents in the planning, review, and improvement of the comprehensive school-wide program plan by . . .

   Strategies to increase parental involvement are included in the action plan. Some examples include: planning, School Advisory Council, ESOL/Migrant Nights, Academic Night and Parent Workshops and hiring of a bilingual parent liaison.

   A. We have developed a parent involvement policy included in our appendices that
      ➢ includes strategies to increase parental involvement Title I Night, PTO meetings, Parental Workshops
      ➢ the school will provide individual student academic assessment results during parent conference weeks as well as ESOL/Migrant Night and Academic Night
      ➢ the comprehensive school-wide program plan is made available to the LEA, parents, and the public in the Media Center and school webpage
      ➢ compacts required – include with policy
      ➢ Parent Involvement survey

*6. Plans for assisting preschool children in the transition from early childhood programs to local elementary school programs.

Our plans for assisting students to transition into our school include:

We have a Pre-K program at our school, so these Pre-K children have a seamless transition to Kindergarten. In addition we have several parent education opportunities to help with the transition. We also have a Pre-K parent coordinator and a school social worker who are key in helping these children successfully move from Pre-K to Kindergarten. The Kindergarten year opens with several opportunities for parents to come to Open House and individual conferences. We invite Head Start and Culbertson to tour the school and visit the Pre-K classrooms. Odom offers a Migrant preschool program as well to assist in the transition to Pre-K. Our Pre-K students take a tour of the Kindergarten classrooms throughout the year to foster the transition as well as the Kindergarten teachers hold an informational meeting for the Pre-K parents. The fifth graders attend “Smooth Moves” at the local middle school to become acquainted with the school.

*7. Measures to include teachers in the decisions regarding the use of assessment to
provide information on, and to improve, the performance of individual students and
the overall instructional program.

A. The ways that we include teachers in decisions regarding use of academic
assessments are: weekly grade group meetings, Team Leaders and Learning
Team Meetings. The school improvement committee met to analyze CRCT
scores as well as determine strengths and weaknesses.

<table>
<thead>
<tr>
<th>*8. Coordination and integration of Federal, State, and local services and programs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>This component requires a description of how the school will implement the programs listed above, a description of how Title I resources and other resources will be coordinated to support student achievement goals in the school improvement plan, and a listing of all state and federal programs consolidated in the school-wide plan.</td>
</tr>
<tr>
<td>8(a). List of State and local educational agency programs and other federal programs that will be included.</td>
</tr>
<tr>
<td>*Title I *ESOL *Migrant *Homeless Funding</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>8(b). Description of how resources from Title I and other sources will be used.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I resources will be used in Migrant Education, ESOL, Parent Coordinator, Social Worker, Homeless Funds</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>8(c). Plan developed in coordination with other programs, including those under the School-to-Work Opportunities Act of 1994, the Carl D. Perkins Vocational and Applied Technology Act, and National and Community Service Act of 1990.</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
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<thead>
<tr>
<th>*9. Activities to ensure that students who experience difficulty mastering standards shall be provided with effective, timely assistance, which shall include:</th>
</tr>
</thead>
<tbody>
<tr>
<td>We are providing activities to ensure that students who experience difficulty mastering proficient or advanced levels of academic achievement standards shall be provided with effective, timely additional assistance.</td>
</tr>
<tr>
<td>• Small group instruction within the classroom</td>
</tr>
<tr>
<td>• Tier 2 Interventions</td>
</tr>
<tr>
<td>• SONDAY Groups</td>
</tr>
<tr>
<td>• Benefits of Special Education inclusion model and the ESOL push in model.</td>
</tr>
<tr>
<td>• YMCA Boys &amp; Girls Club</td>
</tr>
<tr>
<td>• Fast Forward</td>
</tr>
</tbody>
</table>
9(a). Measures to ensure those students’ difficulties are identified on a timely basis.
Formative testing is done throughout the school year. We follow the steps on the Pyramid of Intervention. The Differentiation Box, Reading Toolkit for reading, Math Intervention Training, as well as Thinking Map training.

9(b). Periodic training for teachers in the identification of difficulties and appropriate assistance for identified difficulties.
Math teachers meet by grade level throughout the year. Teacher resources are always available in the Media Center. Elementary Curriculum Director holds grade level meetings throughout the year. Educational Impact is used to address staff development. Thinking Map training has been provided for ESOL teachers.

9(c). Teacher-parent conferences that detail what the school will do to help the student, what the parents can do to help the students and additional assistance available to the student at the school or in the community.
Our entire county has committed two early release days (October and March) for the purpose of parent teacher conferences. In addition, the school will hold four academic nights in order to provide understanding of the standards based report card. The-School agenda book (purchased with Title I funds) is an valuable tool for parent/teacher communication.

10. Description of how individual student assessment results and interpretation will be provided to parents.
Teacher/Parent Communicators are sent daily to parents with instructional grade level news. Test papers are sent home weekly for parents to review and sign. School newsletters are sent to parents monthly. Four academics will be set up in conjunction with the release of report cards in order to provide parents with understanding of the standards based report cards, and Parent Portal is available daily for grades 3-5 to access grades. Parents receive individual CRCT, ITBS, and State Writing scores when they are received. Teachers explain scores during Parent/Teacher conferences and Academic Night, and a Student Learning Academic Plan is discussed with students and parents.

11. Provisions for the collection and disaggregation of data on the achievement and assessment results of students.
Data is collected, analyzed, reported, and used annually. Charts are posted in the conference room for all to see. Test data is discussed in school council meetings and at PTO meetings.
<p>| | |</p>
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<tbody>
<tr>
<td><strong>12.</strong></td>
<td>Provisions to ensure that disaggregated assessment results for each category are valid and reliable.</td>
</tr>
<tr>
<td></td>
<td>Data used is reported by the state through the CRCT summaries. Data can easily be manipulated using the Student Longitudinal Data System. The state website is also used for the reporting of disaggregated data.</td>
</tr>
<tr>
<td><strong>13.</strong></td>
<td>Provisions for public reporting of disaggregated data.</td>
</tr>
<tr>
<td></td>
<td>Disaggregated data is printed in chart form and is displayed in the conference room. Information is shared with the faculty, School Council, and PTO. Data is included in the school annual report of progress. Our school's AYP status is reported on school website and placed in school improvement plan. A copy is kept in the parent resource center in Media Center.</td>
</tr>
<tr>
<td><strong>4.</strong></td>
<td>Plan developed during a one-year period, unless LEA, after considering the recommendation of its technical assistance providers, determines that less time is needed to develop and implement the school-wide program.</td>
</tr>
<tr>
<td></td>
<td>The school-wide plan for improvement is revisited and updated at least once each year. An annual report is filed noting progress on all goals.</td>
</tr>
<tr>
<td><strong>15.</strong></td>
<td>Plan developed with the involvement of the community to be served and individuals who will carry out the plan including teachers, principals, other school staff, and pupil service personnel, parents and students (if secondary).</td>
</tr>
<tr>
<td></td>
<td>The entire school staff is involved in the development of our school improvement plan. Parents and stakeholders are involved on each of the school improvement plan committees. We work closely with PTO and School Council members.</td>
</tr>
<tr>
<td><strong>16.</strong></td>
<td>Plan available to the LEA, parents, and the public.</td>
</tr>
<tr>
<td></td>
<td>A copy of our school improvement plan is available for all stakeholders in the Media Center. The plan is also posted on our school server. We will consider the possibility of posting the entire school improvement plan on our website.</td>
</tr>
<tr>
<td><strong>17.</strong></td>
<td>Plan translated to the extent feasible, into any language that a significant percentage of the parents of participating students in the school speak as their primary language.</td>
</tr>
<tr>
<td></td>
<td>With the assistance of our system-wide translator, newsletters and parent communication can be translated into Spanish. The translator also comes to our PTO/parent involvement meetings. The translator is available for parent-teacher conferences upon request. ESOL teachers use Transact as well to ensure school forms are translated into the parent’s native language. A parent liaison is also available to translate.</td>
</tr>
</tbody>
</table>
### School Improvement Plan

18. Plan is subject to the school improvement provisions of Section 1116. All provisions are met.

### Action Plan for Improved Student Achievement

#### Desired Results Desired Results for Student Learning: Math

**Goal Statement:**
- All students will increase their achievement on the CRCT in grades 3-5 from 85% meeting and exceeding standards at the end of school year 2013 to 88% meeting and exceeding standards at the end of school year 2014.

<table>
<thead>
<tr>
<th>ACTION STEPS</th>
<th>TIME LINE</th>
<th>ESTIMATED RESOURCES</th>
<th>PERSONS RESPONSIBLE</th>
<th>MEANS OF EVALUATION</th>
</tr>
</thead>
</table>
| 1. Staff development will provide teachers with strategies to improve math, problem solving, & critical thinking skills. | Aug. 2013- May 2014 | *Staff Development Funding for initial and follow-up training  
*Title 1 Funds  
*Dreambox  
*EdCity                     | *Offered to all teachers  
*Asst. Principal  
*Grade level math teachers | *Professional Learning Program Report                                             |
| 2. A seventy minute block a day will be devoted to math instruction.         | Aug. 2013- May 2014 | *Time                                                                               | *Principal  
*Classroom Teachers | *Daily Schedules                                                            |
| 3. Common Core Georgia Performance Standards (CCGPS) will be taught using Harcourt Math, Math Investigations Do the Math Think Math | Aug. 2013- May 2014 | *Staff Development  
*Math Investigations  
*Think Math  
*Pacing Guides  
*DOE Frameworks  
*Math Share Drive  
*Smartboard  
*CPS Units  
*Dreambox  
*Study Island  
*Staff Development  
*Math Investigations  
*Think Math  
*Pacing Guides  
*DOE Frameworks  
*Math Share Drive  
*Smartboard  
*CPS Units  
*Dreambox  
*Study Island | *Principal  
*Classroom Teachers  
*Special Education teachers  
*EL teachers  
*Migrant Tutors | *Lesson Plans  
*GKIDS - Georgia Kindergarten Assessment Program  
*CRCT - Grades 3-5  
*ITBS - Iowa Test of Basic Skills Grades 3 & 5  
*Pre/Post Unit Test K-5 |
| 4. Analyze results of tests:  
* GKIDS –Georgia Kindergarten Assessment Program  
*CRCT -Criterion Referenced Competency Test Grades 3-5  
*ITBS Grades 3 & 5  
*ACCESS for ELs in Grades K-5 | Aug. 2013- May 2014 | Analysis of test results                                                          | *Principal  
*Asst. Principal  
*Classroom Teachers  
*Special Education Teachers  
*EL Teachers  
*Migrant Tutors | *Future test results  
*Teacher notes & observation  
*Pre/Post Test Grades K-5 |
### School Improvement Plan

| 5. Instructional strategies will be designed to address weaknesses on test scores. | Aug. 2013-May 2014 | *Instructional materials*  
*Math Manipulatives*  
*Teacher resource books*  
*Computer software: eHarcourt, Mega Math*  
*Small Group Instruction*  
*Summer Migrant Program*  
Grades P-5  
*Remedial Instruction:*  
Grades 3 & 5  
*Dreambox*  
*Smartboard Lessons*  
*BrainPOP* | *Classroom Teachers*  
*Special Education Teachers*  
*EL Teachers*  
*Computer Lab Instructor*  
*Paraprofessionals* | *Lesson Plans*  
*Teacher Observation*  
*Future test results-CRCT* |

| 6. Provide additional assistance to students with limited English proficiency and students achieving below grade level. | Aug. 2013-May 2014 | *Instructional materials*  
*Teacher Resource Books*  
*Computer software: eHarcourt, Mega Math,*  
*Migrant Instructional Assistance*  
*EL strategies*  
*Summer Migrant Program:*  
Grades P-5  
*Remedial Instruction:*  
Grades 3 & 5  
*Invite EL parents to attend an informational meeting to discuss ACCESS scores and WIDA Standards*  
*Provide parents with strategies to support students as they work to meet standards*  
*Dreambox*  
*Do the Math* | *Classroom Teachers*  
*EL Teachers*  
*Migrant Tutors*  
*Special Education teachers*  
*Computer Lab Instructor* | *Teacher Observation*  
*ACCESS for EL Students*  
Grades K-5  
*GKIDS - Georgia Kindergarten Assessment Program*  
*Harcourt*  
*Investigations*  
*Lesson Plans*  
*Sign In Sheets from Parent Meetings* |

| 7. Parents will be encouraged to assist students with math skills. | Aug. 2013-May 2014 | *Homework activities*  
*Teacher/Parent Communicator*  
*School-wide Academic Night with Spanish translated sessions*  
*Harcourt Math*  
*Parent Resource Center* | *Classroom teachers*  
*Parent Involvement Coordinator*  
*EL Teachers*  
*Special Education* | *Teacher/Parent Communicator*  
*Parent/Teacher Conference Sign-In sheet*  
*Academic Night Sign-In sheet*  
*Parent Involvement* |
**Desired Results for Student Learning:** Reading

**Goal Statement:**
- All students will increase their reading achievement on the CRCT in grades 3-5 from 90% meeting and exceeding standards at the end of school year 2013 to 93% meeting and exceeding standards at the end of school year 2014.

**Desired Results for Student Learning:** Language Arts

**Goal Statement:**
- All students will increase their achievement on the CRCT in grades 3-5 from 89% meeting and exceeding standards at the end of school year 2013 to 92% meeting and exceeding standards at the end of school year 2014.

<table>
<thead>
<tr>
<th>ACTION STEPS</th>
<th>TIME LINE</th>
<th>ESTIMATED RESOURCES</th>
<th>PERSONS RESPONSIBLE</th>
<th>MEANS OF EVALUATION</th>
</tr>
</thead>
</table>
3. Common Core Georgia Performance Standards (CCGPS) will be taught during a Literacy Block with a lesson, work session, and closure.

<table>
<thead>
<tr>
<th>Date</th>
<th>Categories</th>
</tr>
</thead>
</table>
| Aug. 2013-May 2014 | *Staff Development  
*Classroom Library  
*Teacher Resource Shelf in Media Center  
*Leveled Reading Bookroom  
* Treasures Reading Series  
*CPS Units  
*Integrated Units  
*Smartboards  
*Fast Forward/Reading Assistant  
*Study Island  
*Differentiation Box |
| | *Principal  
*Classroom Teachers  
*Special Education Teachers  
*EL Teachers |
| *GKIDS -Georgia Kindergarten Assessment Program  
*CRCT -Criterion Referenced Competency Test Grades 3-5  
*Benchmark Test Grades 1-5 |

4. Analyze test results:
* GKIDS -Georgia Kindergarten Assessment Program  
*DIBELS Next

<table>
<thead>
<tr>
<th>Date</th>
<th>Categories</th>
</tr>
</thead>
</table>
| Aug. 2013-May 2014 | *Analysis of test results  
* computers  
*F/P levels  
*Fluency passages  
*Phonics Inventory  
*CRCT Scores |
| | *Principal  
*Asst. Principal  
*Classroom Teachers  
*Special Education Teachers  
*EL Teachers  
*Migrant Tutors |
| *GKIDS Reports  
*ACCESS Reports  
*DIBELS Next Scores |

5. Instructional strategies will be designed to address weaknesses on test scores.

<table>
<thead>
<tr>
<th>Date</th>
<th>Categories</th>
</tr>
</thead>
</table>
| Aug. 2013-May 2014 | *Instructional materials  
* Computer programs: RAZ-Kids  
* SONDAY Program  
*Migrant Instructional Assistance  
*21st Century Mentors  
*Differentiation Box  
*Summer Migrant Program Grades P-5  
*Remedial Instruction: grades 3 & 5  
*Treasures  
*Triumph  
*Fast Forward/Reading Assistant  
*Study Island  
*BrainPOP |
| | Classroom Teachers  
*Special Education Teachers  
*EL Teachers  
*Computer Lab Instructor  
*Paraprofessional |
| *Lesson Plans  
*CRCT scores  
*SONDAY Assessment  
*DIBELS Next Reports  
*Study Island Reports |

6. Provide additional assistance to students with limited English and students achieving below grade level.

<table>
<thead>
<tr>
<th>Date</th>
<th>Categories</th>
</tr>
</thead>
</table>
| Aug. 2013-May 2014 | *Instructional materials  
* Computer programs: Rosetta Stone  
*Bilingual Books Available  
*Parents Resource Center with: Books with cassettes  
*English/Spanish Dictionaries  
*Games and activities |
| | *Classroom teachers  
*EL teachers  
*Migrant Tutors  
*Special Education teachers  
*Computer Lab Instructor |
| *Teacher notes & observation  
*ACCESS for EL Students Grades K-5  
*Fast Forward Reports  
*RAZ Kids Reports |
<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
</table>
| **7. Increase amount of books read through the following programs:**  
  * Literacy Block  
  * Book-It | Aug. 2013 - May 2014 | * Additional Books  
  * Leveled Reading  
  * Classroom Library  
  * Fast Forward Reading Assistant |
|   |   | * Classroom Teachers  
  * EL teachers  
  * Migrant Teacher  
  * Special Education teachers  
  * Media Specialist  
  * Administration |
|   |   | * 9 week Reading Goals  
  * Student Learning Academic Plan |

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
</table>
| **8. A daily literacy block will be devoted to English Language Arts.** | Aug. 2013 - May 2014 | * Time in schedule  
  * Instructional activities:  
  * Treasures  
  * ELA Integrated Units |
|   |   | * Classroom Teachers  
  * Computer Lab Instructor |
|   |   | * Daily Schedule  
  * Treasure's Assessments |

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
</table>
| **9. Parents will be encouraged to assist students with reading skills.** | Aug. 2013 - May 2014 | * Homework activities  
  * Teacher/Parent Communicator  
  * Parent Resource Center  
  * School-wide Academic Night with EL sessions  
  * Parent Workshops  
  * Parent/Teacher Conferences  
  * ESOL-Invite EL parents to attend an informational meeting to discuss ACCESS scores  
  * Provide parents with strategies to support students as they work to meet standards/Migrant Nights  
  * Latino Family Literacy  
  * Triumph Learning |
|   |   | * Classroom Teachers  
  * Parent Involvement Coordinator  
  * EL Teachers  
  * Special Education Teachers |
|   |   | * Teacher/Parent Communicator  
  * Parent/Teacher Conference Sign In Sheets  
  * Academic Night Sign-In sheet  
  * EL Parent meeting Sign-In sheet  
  * Latino Family Project Sign-In sheet |
## School Improvement Plan

| *Fast Forward/Reading Assistant*  
| *Study Island* | *Classroom teachers*  
| *Special Education teachers*  
| *EL teachers*  
| *Computer Lab Instructor*  
| *Migrant Tutors* | *Improved test scores on:*  
| CRCT  
| ITBS  
| Fluency tests  
| Progress Monitoring  
| Study Island |
### Desired Results for Student Learning: Science

**Goal Statement:**
- All students will increase their Science achievement on the CRCT in grades 3-5 from 73% meeting and exceeding standards at the end of school year 2013 to 75% meeting and exceeding standards at the end of school year 2014.

<table>
<thead>
<tr>
<th>ACTION STEPS</th>
<th>TIME LINE</th>
<th>ESTIMATED RESOURCES</th>
<th>PERSONS RESPONSIBLE</th>
<th>MEANS OF EVALUATION</th>
</tr>
</thead>
</table>
| 1. Staff development will provide teachers with strategies to improve science standards. | Aug. 2013-May 2014 | *Staff Development Funding for initial and follow-up training*  
*STEM Training*  
*Title 1 Funds* | *Offered to all teachers*  
*Principal*  
*Asst. Principal*  
*ESOL*  
*Migrant*  
*Paraprofessionals* | *Professional Learning Program Report* |
| 2. Common Core Georgia Performance Standards (CCGPS) will be taught during Science Units. | Aug. 2013-May 2014 | *Staff Development*  
*CPS Units*  
*Integrated Units*  
*Smartboards*  
*Study Island*  
*School wide Science Fair*  
*STEM Investigation* | *Principal*  
*Classroom Teachers*  
*Special Education Teachers*  
*EL Teachers* | *CRCT -Criterion Referenced Competency Test Grades 3-5*  
*Study Island Tests*  
*Number of Science Fair participants* |
*Study Island Benchmarks and Teacher made tests* | *Principal*  
*Asst. Principal*  
*Classroom Teachers*  
*Special Education Teachers*  
*EL Teachers*  
*Migrant Tutors* | *CRCT Test*  
*System and Teacher made tests*  
*Study Island* |
| 4. Instructional strategies will be designed to address weaknesses on test scores. | Aug. 2013-May 2014 | *Instructional materials*  
*School wide Science Fair*  
*Remedial Instruction: grades 3 & 5*  
*Advanced Content*  
*Study Island*  
*BrainPop* | Classroom Teachers  
*Special Education Teachers*  
*EL Teachers*  
*Computer Lab Instructor*  
*Paraprofessional* | *Lesson Plans*  
*CRCT scores* |
| 5. Provide additional | Aug. | *Instructional materials* | *Classroom teachers* | *Teacher notes & |

*Page 21 of 32*  
*Revised December 16, 2013*
## School Improvement Plan

| Assistance to students with limited English and students achieving below grade level. | 2013-May 2014 | Computer programs: Rosetta Stone  
Bilingual Books Available  
Parents Resource Center with: Books with cassettes English/Spanish Dictionaries Games and activities  
EL Strategies  
Migrant Instructional Assistance  
Remedial Instruction: Grades 3 & 5 | EL teachers  
Migrant Tutors  
Special Education Teachers  
Computer Lab Instructor | Observation |
|---|---|---|---|---|
Special Education teachers  
EL teachers  
Computer Lab Instructor  
Migrant Tutors | Improved test scores on: CRCT ITBS  
Progress Monitoring |
**Desired Results for Student Learning:** Social Studies

**Goal Statement:**
- All students will increase their Social Studies achievement on the CRCT in grades 3-5 from 78% meeting and exceeding standards at the end of school year 2013 to 81% meeting and exceeding standards at the end of school year 2014.

<table>
<thead>
<tr>
<th>ACTION STEPS</th>
<th>TIME LINE</th>
<th>ESTIMATED RESOURCES</th>
<th>PERSONS RESPONSIBLE</th>
<th>MEANS OF EVALUATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Staff development will provide teachers with strategies to improve social studies standards.</td>
<td>Aug. 2013-May 2014</td>
<td>*Staff Development Funding for initial and follow-up training *Title 1 Funds</td>
<td>*Offered to all teachers *Principal *Asst. Principal *ESOL *Migrant *Paraprofessionals</td>
<td>*Professional Learning Program Report</td>
</tr>
<tr>
<td>2. Common Core Georgia Performance Standards (CCGPS) will be taught during a Social Studies Unit.</td>
<td>Aug. 2013-May 2014</td>
<td>*Staff Development *CPS Units *Integrated Units *Smartboards *Study Island *Brain POP</td>
<td>*Principal *Classroom Teachers *Special Education Teachers *EL Teachers</td>
<td>*CRCT -Criterion Referenced Competency Test Grades 3-5 *Study Island</td>
</tr>
<tr>
<td>3. Analyze test results:</td>
<td>Aug. 2013-May 2014</td>
<td>*Analysis of test results *computers *CRCT Scores *Study Island</td>
<td>*Principal *Asst. Principal *Classroom Teachers *Special Education Teachers *EL Teachers *Migrant Tutors</td>
<td>*CRCT DATA *Study Island Data</td>
</tr>
<tr>
<td>4. Parents will be encouraged to assist students with social studies skills.</td>
<td>Aug. 2013-May 2014</td>
<td>*Homework activities *At home projects *Teacher/Parent Communicator *Parent Resource Center *School-wide Academic Night with EL sessions *Parent Workshops *Parent/Teacher Conferences</td>
<td>*Classroom Teachers *Parent Involvement Coordinator *EL Teachers *Special Education Teachers</td>
<td>*Teacher/Parent Communicator *Parent/Teacher Conference Sign In Sheets *Academic Night Sign-In sheet *EL Parent meeting Sign-In sheet *Latino Family Project Sign-In sheet</td>
</tr>
</tbody>
</table>
5. Practice test taking skills.

| Aug. 2013- May 2014 | *Study Island  
|                     | *OAS |
|                     | *Classroom teachers  
|                     | *Special Education teachers  
|                     | *EL teachers  
|                     | *Computer Lab Instructor  
|                     | *Migrant Tutors  
| *Improved test scores on:  
|                     | CRCT  
|                     | ITBS  
|                     | Study Island  
|                     | *Progress Monitoring |
Monitoring the Implementation of the School Improvement Plan

Odom has four action plans which address reading/language arts, math, science and social studies within the school improvement plan. Each action step has a means of evaluation. Odom will monitor the benchmark testing three times a year. The school staff will adhere to the School Improvement Plan. The progress of the below mentioned items will be shared with all stakeholders' in one or more of the following ways: learning team meetings, student-teacher conferences, parent-teacher conferences, Academic Night and PTO/Title I nights.

In the area of **Math**, the following is a list of ways the school will monitor the actions steps.

- Lesson plans
- Classroom observations
- Daily schedules
- GKIDS assessments
- CRCT data
- ITBS data
- Pre/Post unit test
- Teacher observations
- Sign In Sheets
- Teacher/Parent Communicator
- Parent/Teacher Sign In Sheets
- Academic Night agenda and Sign In Sheets
School Improvement Plan

In the area of Reading and Language Arts, the following is a list of ways the school will monitor the action steps.

- Professional learning program report
- Daily schedules
- GKIDS data
- CRCT scores
- ACCESS reports
- Lesson plans
- SONDAY Assessments
- Teacher notes and observations
- 9 week reading goals
- Grade level reading goals
- Treasure’s assessments
- Parent teacher communicator
- Academic Night Sign In Sheets
- DIBELS Next scores
School Improvement Plan

In the area of Science, the following is a list of ways the school will monitor the actions steps.

- Lesson plans
- Classroom observations
- Daily schedules
- CRCT data
- ITBS data
- Teacher observations
- Study Island

In the area of Social Studies, the following is a list of ways the school will monitor the actions steps.

- Lesson plans
- Classroom observations
- Daily schedules
- CRCT data
- ITBS data
- Teacher observations
- Study Island
Student Profile Data

The school serves students from Pre-School/Pre-Kindergarten through Grade 5 with an enrollment as of September 2013 of 668 students. Most parents work and are unable to assist the school on a regular basis.

The school is situated in the center of a farming community with a high migrant population, thus the majority of the students of J. M. Odom Elementary School come primarily from low socioeconomic homes. According to information acquired from census.gov, the per capita income for Colquitt County is $17,922 and the median household income is $33,345; statewide it is $25,383 and $49,736. The percent of people living in Colquitt County below the poverty level is 24.5%. The Odom percentage is well above this number as indicated by the percent of families who participate in the federally subsidized nutrition program. Odom’s number is 89.32% whereas countywide it is only 73.8%. J. M. Odom has one of the highest numbers of Hispanics in all the Colquitt County school system. This contributes to Odom's fluctuating enrollment throughout the year with many students of families qualifying for migrant status. The Average Daily Attendance rate for school year 2011-2012 was 95.37% (an unusually high percentage because many students come to school sick and parents are unable to come the distance to pick them up because of lack of transportation or inability to leave work). According to Colquitt County’s student information system enrollment in grades K-5, 2012-2013, consisted of 38% Caucasian, 48% Hispanic, 11% African American, .0% Asian, and 3% multi-racial. The Hispanic population showed the highest increase in percentages from the last five years.

The educational levels of residents are diverse. Colquitt County has seen a sharp rise in unemployment from 3.9 % in 1995 to 9% in 2012, according to the Department of Labor. This naturally has a negative effect upon children.

Demographic Highlights

- 668 Students
- 96.47% Average daily attendance rate
- 38% Caucasian
- 48% Hispanic
- 11% African American
- 3% Multi-racial
- 9% Special Education
- 37% ESOL
- 10% Gifted
### Georgia Kindergarten Inventory of Developing Skills (GKIDS)

<table>
<thead>
<tr>
<th></th>
<th>2013</th>
<th>2012</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA</td>
<td>71.5</td>
<td>76.6</td>
<td>81.6</td>
</tr>
<tr>
<td>Math</td>
<td>81.6</td>
<td>83.4</td>
<td>85.9</td>
</tr>
<tr>
<td>Approaches to Learning</td>
<td>74</td>
<td>70.4</td>
<td>78</td>
</tr>
<tr>
<td>Personal and Social Dev</td>
<td>83.7</td>
<td>83.7</td>
<td>91.1</td>
</tr>
</tbody>
</table>

GKIDS data in the above table indicate that students leaving Kindergarten are lacking the appropriate language skills necessary to meet the standard.

### CRCT Data By Grade Level

#### Third Grade

<table>
<thead>
<tr>
<th></th>
<th>ELA</th>
<th>Reading</th>
<th>Math</th>
<th>Science</th>
<th>Social Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>DNM</td>
<td>M</td>
<td>E</td>
<td>DNM</td>
<td>M</td>
</tr>
<tr>
<td>2011</td>
<td>4</td>
<td>73</td>
<td>23</td>
<td>7</td>
<td>66</td>
</tr>
<tr>
<td>2012</td>
<td>16</td>
<td>55</td>
<td>29</td>
<td>21</td>
<td>50</td>
</tr>
<tr>
<td>2013</td>
<td>15</td>
<td>62</td>
<td>23</td>
<td>9</td>
<td>62</td>
</tr>
</tbody>
</table>

#### Fourth Grade

<table>
<thead>
<tr>
<th></th>
<th>ELA</th>
<th>Reading</th>
<th>Math</th>
<th>Science</th>
<th>Social Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>DNM</td>
<td>M</td>
<td>E</td>
<td>DNM</td>
<td>M</td>
</tr>
<tr>
<td>2011</td>
<td>10</td>
<td>55</td>
<td>35</td>
<td>10</td>
<td>54</td>
</tr>
<tr>
<td>2012</td>
<td>10</td>
<td>62</td>
<td>28</td>
<td>12</td>
<td>59</td>
</tr>
<tr>
<td>2013</td>
<td>9</td>
<td>65</td>
<td>26</td>
<td>10</td>
<td>61</td>
</tr>
</tbody>
</table>

#### Fifth Grade

<table>
<thead>
<tr>
<th></th>
<th>ELA</th>
<th>Reading</th>
<th>Math</th>
<th>Science</th>
<th>Social Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>DNM</td>
<td>M</td>
<td>E</td>
<td>DNM</td>
<td>M</td>
</tr>
<tr>
<td>2011</td>
<td>13</td>
<td>59</td>
<td>28</td>
<td>13</td>
<td>67</td>
</tr>
<tr>
<td>2012</td>
<td>7</td>
<td>62</td>
<td>31</td>
<td>12</td>
<td>71</td>
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<tr>
<td>2013</td>
<td>5</td>
<td>67</td>
<td>28</td>
<td>13</td>
<td>73</td>
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</tbody>
</table>
## School Improvement Plan

### Disaggregation of CRCT Data in Subgroups

#### Students with Disabilities

<table>
<thead>
<tr>
<th></th>
<th>ELA</th>
<th>Reading</th>
<th>Math</th>
<th>Science</th>
<th>Social Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>DNM</td>
<td>M</td>
<td>E</td>
<td>DNM</td>
<td>M</td>
</tr>
<tr>
<td>2011</td>
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<td>14</td>
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</tr>
<tr>
<td>2012</td>
<td>36</td>
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<tr>
<td>2013</td>
<td>28</td>
<td>67</td>
<td>6</td>
<td>31</td>
<td>61</td>
</tr>
</tbody>
</table>

#### Gifted

<table>
<thead>
<tr>
<th></th>
<th>ELA</th>
<th>Reading</th>
<th>Math</th>
<th>Science</th>
<th>Social Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>DNM</td>
<td>M</td>
<td>E</td>
<td>DNM</td>
<td>M</td>
</tr>
<tr>
<td>2011</td>
<td>0</td>
<td>19</td>
<td>81</td>
<td>0</td>
<td>17</td>
</tr>
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<td>2012</td>
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<td>30</td>
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<td>2013</td>
<td>0</td>
<td>22</td>
<td>78</td>
<td>2</td>
<td>24</td>
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#### English Learners

<table>
<thead>
<tr>
<th></th>
<th>ELA</th>
<th>Reading</th>
<th>Math</th>
<th>Science</th>
<th>Social Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>DNM</td>
<td>M</td>
<td>E</td>
<td>DNM</td>
<td>M</td>
</tr>
<tr>
<td>2011</td>
<td>10</td>
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<td>69</td>
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<td>2012</td>
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#### Migrant

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<th>ELA</th>
<th>Reading</th>
<th>Math</th>
<th>Science</th>
<th>Social Studies</th>
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<tbody>
<tr>
<td></td>
<td>DNM</td>
<td>M</td>
<td>E</td>
<td>DNM</td>
<td>M</td>
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<td>2012</td>
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## Writing Assessment Data

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<td>2012</td>
<td>25</td>
<td>72</td>
<td>3</td>
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<tr>
<td>2013</td>
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## DIBELS NEXT Data

<table>
<thead>
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<th>% of At Risk Students by Grade</th>
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<td>2013</td>
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## DAZE Comprehension

<table>
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<th>% of At Risk Students by Grade</th>
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## Lexile Data

<table>
<thead>
<tr>
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<th>% of students meeting state benchmark</th>
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<td>State Average</td>
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<td>2013</td>
<td>86</td>
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The results below were derived from the AdvancED Stakeholder Survey. The survey specifically addressed the AdvancED Standards for Quality. It serves primarily to indicate data regarding our Stakeholders’ perceptions of our performance toward those standards.

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<tbody>
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<td>4.43</td>
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<td>Student (Elementary)</td>
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<td>2.89</td>
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<td>Staff</td>
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<td>4.32</td>
<td>4.05</td>
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