

Evaluation Plan

W.E. Striplin Elementary

21st CCLC Program

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Evaluation Plan

Introduction

The 21st Century Community Learning Center Program evaluation for W.E. Striplin Elementary School will consist of examinations of all the factors and parameters of the program which relate to overall success and the meeting of the goals and objectives of the program. The purpose of the evaluation will be to examine strengths and weaknesses of the program so that program ideals are firm and stable.

The evaluation will not concentrate solely on weaknesses of the program, but also on the strengths which need to be kept in place and enhanced where possible. Those aspects of the program which need attention for improvement will also be set forth and examined. Data, artifacts, interviews, and observations will be the tools utilized in the evaluation process.

Program Description and Background

Program History

Striplin Elementary School is located in northeast Alabama. We serve approximately 357 students in this majority, minority school, of which 25% are English Language Learners and the majority of students reside in one of the four public housing facilities located in the school zone. A total of 91.6% of the students qualify for free and/or reduced price meals. There are 150 students below proficiency in Reading/Language Arts. An overwhelming 170 students are below proficiency in Math.

Needs Addressed

There are 150 students below proficiency in Reading/Language Arts. An overwhelming 170 students are below proficiency in Math. According to a needs survey conducted by Gadsden City Schools Community Education along with the needs assessment provided by United Way of Etowah County the following were identified:

Needs for Program

- A. Academic Tutoring and Enrichment Needs - Reading and Math - Students are not performing at the same level as other students in our state.
- B. Academic Tutoring and Enrichment Needs - Science Teachers report the need for additional training in this area and students exhibit the need for more learning experiences to connect new scientific concepts and skills to create knowledge of STEAM.
- C. Need for After School Care in a Safe Location - 75% of Striplin Elementary students report being home alone or under sibling supervision. Striplin

teachers report a growing need for help with homework for at least 80% of the students in their class.

- D. Sedentary lifestyle and obesity - Striplin K-5 students weigh an average of 82 pounds.
- E. Project Based Learning Needs - Only 10% of our students report participation in any community or service projects.
- F. Needs of Parents of students at Striplin - Parents reported the need for after-school care and dealing with discipline issues at home.

Target Population

W.E. Striplin Elementary School ensures that all students regardless of disability, sex, race, religious belief, national origin, ethnic group, color, or age will have the opportunity to participate if they meet the criteria of enrollment in the school. The Gadsden City Board of Education recommends this grant proposal to obtain a Community Learning and Life Skills Center (CCLC) which will serve 100 students in K-5th grades at W.E. Striplin Elementary. Striplin Elementary School is located in northeast Alabama. We serve approximately 357 students in this majority, minority school, of which 25% are English Language Learners and the majority of students reside in one of the four public housing facilities located in the school zone. A total of 91.6% of the students qualify for free and/or reduced price meals. There are 150 students below proficiency in Reading/Language Arts. An overwhelming 170 students are below proficiency in Math.

Goals and Measurable Objectives

W.E. Striplin Elementary School has identified six overarching goals that will be achieved through quality academic enrichment through math, language arts, science, STEAM, behavioral, service learning, EL activities, health and nutrition activities, and parental involvement activities.

G 1: Increase students' academic proficiency by integrating technology into math, language arts, and science to increase knowledge of STEAM while covering state standards.

O I.1 By May 2020, realize a 5% improvement in scores of students on mandated tests and locally developed science benchmark assessments, showing at least a 5 percentage point gain yearly. Implement an individualized, evidenced-based literacy curriculum learning program. Offer self-paced, interactive tutorials. Provide academic/enrichment/STEAM activities and homework assistance. Provide PD, for teachers to learn same skills.

G 2 Improve overall behavior and social skills for participating students, while increasing attendance during the school year and utilizing community partners.

O 2.1 By May 2020, students will demonstrate improved character ed/social skills, and positive character traits including methods to battle peer pressure and seduction as related to drugs, violence and bullying. Teacher surveys and discipline records will reflect a 5% decrease yearly. At least 75% of regular attendees will increase school attendance yearly. Assign community mentors and partners to at-risk students. Institute a character ed. program focusing on the six pillars of character. Lessons will be infused into other subject areas such as English, science, and social studies. The program will include optional components for family and community involvement.

G 3 Meet the identified needs of parents and family members of participating students.

O 3.1 By June, 2020, the school will have a documented 60% families who participate in training and parent involvement opportunities, with a 10% yearly increase. A wide selection of fun and educational family activities Page 5 of 17 will be offered to accommodate parental work schedules and other responsibilities. Provide adult classes to promote technology, literacy and empowerment.

G 4 Students will participate in Service Learning Opportunities

O 4.1 By July 2020, 100% of students will participate in a service learning project. Students will establish and maintain a community garden. Vegetables from the garden will be provided to families and community members. After-school will host a coat drive and partner with Cintas (for cleaning of the coats) and distribute to those in need.

G 5 EL Students and families will participate in a “Newcomers” after-school workshop each semester at the Resource Center.

O 5.1 By July 2020, 40% of after-school EL students and families will attend at least one “Newcomers” workshops, with an increase of 10% participation yearly.

G 6 Increase knowledge of Health and Nutrition Activities for Families

O 6.1 By July 2020 50% of Students and Families will participate in a Family Pedometer Night with a 10% increase in participation each year. After-school will partner with the agencies to host fun-filled pedometer events with numerous activities to keep the students and parents moving.

Resources

Gadsden City has a host of community partners and volunteers who strive to ensure success of all after-school programs. The Advisory Council will be a large component to the 21st Century Program. It will function by the bylaws set forth and approved by Gadsden City Board of Education. The Advisory Council will serve as an instrument to guide the program in the direction which is considered best for all stakeholders involved. The Council will meet a

minimum of (2) times each year, however; will strive to meet quarterly. The Advisory Council will also be considered a “working council.” The Advisory Council will volunteer at Family Nights, Staff Trainings, and daily operations of the program. The advisory council supports, advances, and advocates for the 21st Century Community Learning Center, participants and their families in promoting academic achievement, youth development, and a strong sense of community. When needs assessments are evaluated, community partners work in collaboration with the Community Education Coordinator to ensure each need is addressed and each of our primary partners will be updated on the program regularly. A log of Community involvement activities and collaborations will be documented on site.

Mary G. Hardin Center for Cultural Arts - educational field trips and service

Bobby Welch 256 549 2787

Child Nutrition Program (CNP) - snacks/meals and summer lunch program-

Johnnie Parker 256 549 2916

Children's Policy Council - community education and child advocacy -

Emily Sims 256 546 4357,

Gadsden YMCA - swimming and fitness opportunities -

Leroy Falcon 256 547 4947

United Way - Success By Six - books for children 6 and under -

Emily Sims 256 546 4357

The United Methodist Church in Gadsden - Community Projects -

Mark Condra 256 543 8200

Family Success Center - parenting classes, anger management classes, and other family opportunities -

Tammy Jackson 256 547 6888

Quality of Life Health Services, Inc. -

Operations

The CCLC will operate an after school program 5 days a week, 180 days per year, 36 weeks a year, during the school year from 3:00- 5:30 pm. The after-school program will operate 2.5 hours each day; 12.5 hours each week. It will also offer a 6 week summer program. Certified teachers will begin at 8:00 a.m. and will work until 5:30 p.m. The summer program will exist on a rotation basis with teachers, to insure that teachers do

not work over 40 hours each week. The Summer Program will operate 9.5 hours each day; 47.5 hours each week for 30 days at W.E Striplin Elementary School Campus.

Feeder School

N/A

Long Term Outcomes

Students will gain in academic success with emphases on reading, math, science, technology and engineering. Additional emphases will be on healthy lifestyles, increased family literacy and adult educational opportunities.

Evaluation Activities

Stakeholders

(1) First and foremost are the children in the program who are to benefit from academic and cultural enrichment activities. Their progress will be measured by various means including, but not limited to, progress measures, state tests, attendance records, and improved patterns of behavior. (2) Administrators will gain from the program in that students in the 21st Century CLC extended day activities generally show a significant increase in test and achievement scores thus increasing overall school achievement averages. In addition, better community and school cooperation results. (3) Teachers will benefit due to program activities increasing the progress of the enrolled students and with remediation of students when necessary. (4) Families of enrolled students will benefit in that classes involving literacy, technology, and parenting will be available to them. (5) Community leaders and organizations will benefit from joint activities in which skills and knowledge can be shared from them and in a reciprocal way from the school.

Each of the stakeholders will be involved in the evaluation of the program through surveys, direct participation in program activities, scheduled meetings to include feedback related to the program, and in the reporting of evaluation results to stakeholders as needed. Surveys from administrators, teachers, students, and parents will be utilized. Test and achievement results will be analyzed to see if program goals and objectives have been met and that information will be disseminated to stakeholders.

In addition, the summative evaluation from the external evaluator will be made available to interested parties for examination, consideration, and possible feedback.

Purpose

The overall purpose of the evaluation process is to help define the desired outcomes of the program in relation to the goals and objectives as stated in the 2018-2019 grant.

Goals and Measurable Objectives

W.E. Striplin Elementary School has identified six overarching goals that will be achieved through quality academic enrichment through math, language arts, science, STEAM, behavioral, service learning, EL activities, health and nutrition activities, and parental involvement activities.

G 1: Increase students' academic proficiency by integrating technology into math, language arts, and science to increase knowledge of STEAM while covering state standards.

O I.1 By May 2020, realize a 5% improvement in scores of students on mandated tests and locally developed science benchmark assessments, showing at least a 5 percentage point gain yearly. Implement an individualized, evidenced-based literacy curriculum learning program. Offer self-paced, interactive tutorials. Provide academic/enrichment/STEAM activities and homework assistance. Provide PD, for teachers to learn same skills.

Evaluation Questions:

- 1. Was there a 5% improvement in scores of students on mandated tests and local science benchmark assessments, with a 5% gain?*
- 2. Did the CCLC implement an individualized, evidence-based literacy curriculum learning program?*
- 3. Did the CCLC offer self-paced, interactive tutorials?*
- 4. Did the CCLC provide academic/enrichment/STEAM activities and homework assistance?*
- 5. Did the CCLC provide professional development for teachers to learn skills for CCLC program?*

Measurement: assessments in math, language arts, and science; curriculum plans; calendar of events; professional learning events and evidence.

G 2 Improve overall behavior and social skills for participating students, while increasing attendance during the school year and utilizing community partners.

O 2.1 By May 2020, students will demonstrate improved character ed/social skills, and positive character traits including methods to battle peer pressure and seduction as related to drugs, violence and bullying. Teacher surveys and discipline records will reflect a 5% decrease yearly. At least 75% of regular attendees will increase school attendance yearly. Assign community mentors and partners to at-risk students. Institute a character ed. program focusing on the six pillars of character. Lessons will be infused

into other subject areas such as English, science, and social studies. The program will include optional components for family and community involvement.

Evaluation Questions:

- 1. Did students demonstrate improved character ed/social skills and positive behavior traits, including methods to battle peer pressure and seduction as related to drugs, violence, and bullying?*
- 2. Did teacher surveys and discipline reports reflect a 5% decrease yearly in behavioral problems?*
- 3. Did at least 75% of regular attendees increase school attendance by the end of the year?*
- 4. Did the CCLC assign community mentors and partners to at-risk students?*
- 5. Were behavioral lessons infused into academics?*
- 6. Were there optional components for family and community involvement?*

Measurement: survey and interview data; teacher surveys; discipline reports; school attendance; mentor and partner documentation for at-risk students; behavioral components of academic planning; evidence of family and community involvement opportunities.

G 3 Meet the identified needs of parents and family members of participating students.

O 3.1 By June, 2020, the school will have a documented 60% families who participate in training and parent involvement opportunities, with a 10% yearly increase. A wide selection of fun and educational family activities will be offered to accommodate parental work schedules and other responsibilities. Provide adult classes to promote technology, literacy and empowerment.

Evaluation Questions:

- 1. Did 60% of families attend training and parental involvement opportunities, increasing 10% yearly?*
- 2. Were there activities scheduled for families accommodating parental work schedules?*
- 3. Did the CCLC offer adult classes to promote technology, literacy, and empowerment?*

Measurement: EZ Reports on family training and parental involvement; calendar of events for families; classes offered to parents.

G 4 Students will participate in Service Learning Opportunities

O 4.1 By July 2020, 100% of students will participate in a service learning project. Students will establish and maintain a community garden. Vegetables from the garden

will be provided to families and community members. After-school will host a coat drive and partner with Cintas (for cleaning of the coats) and distribute to those in need.

Evaluation Questions:

1. *Did 100% of students participate in service learning project?*
2. *Did students establish and maintain a community garden?*
3. *Were vegetables provided to families and community members?*
4. *Did the CCLC participate in a coat drive with Cintas to provide coats to those in need?*

Measurement: participation documentation in service learning; evidence of community garden and distribution of produce; evidence of coat drive.

G 5 EL Students and families will participate in a “Newcomers” after-school workshop each semester at the Resource Center.

O 5.1 By July 2020, 40% of after-school EL students and families will attend at least one “Newcomers” workshops, with an increase of 10% participation yearly.

Evaluation Question:

1. *Did 40% of after-school EL students and families attend a Newcomers workshop, and was there a 10% increase from the previous year?*

Measurement: EZ Reports documentation of workshop attendees

G 6 Increase knowledge of Health and Nutrition Activities for Families

O 6.1 By July 2020 50% of Students and Families will participate in a Family Pedometer Night with a 10% increase in participation each year. After-school will partner with the agencies to host fun-filled pedometer events with numerous activities to keep the students and parents moving.

Evaluation Questions:

1. *Did 50% of students and families participate in pedometer night?*
2. *Did CCLC host with partners fun-filled pedometer events?*

Measurements: EZ Reports of attendance; calendar of events.

In addition to the data collected for the evaluation questions, stakeholders will also complete surveys to determine if there is qualitative evidence the perceptions of the stakeholders are such that students are improving because of their participation in the 21st Century CLC program.

Data Collection Methods

Data will be collected, assembled, and analyzed from the following sources: EZ Reports, SIR reports, surveys, sign-in sheets, assessment and test data. Sufficient representative samples will provide enough information from which conclusions can be drawn. In addition, site observations, surveys (questionnaires), and interviews will be utilized to gain further insights for evaluation purposes.

The program coordinator and teachers along with the external evaluator will assemble the above mentioned data sources and will together discuss the volition of each source. The information gained will then be used to formulate an overall evaluation of program effectiveness toward reaching program goals and objectives. This information will form the basis for the summative evaluation which will then be disseminated as warranted to the various stakeholders, but especially to advisory council members, teachers, administrators, and board of education members.

All data collected will be secured in the office of the program coordinator. Any data from individuals will be handled discreetly and will be disposed of as necessary in a secure fashion.

Using the Results

The information and feedback received from the evaluation will be used in two ways. First, positive aspects of the program will be acknowledged and steps will be taken to continue the workings of those aspects. Second, should areas of concern be discovered as a result of the evaluation, steps will be taken to eliminate those concerns by addressing them as a part of a program improvement plan. It will be the task of the program coordinator in conjunction with administrators and program teachers to ensure that necessary changes for program enhancement are carried out.

Evaluation results will be shared with administrators, teachers, advisory council members, partners, board of education members, and others who may have a vested interest in the program and its outcomes. The information will also be shared with the State Department of Education. The method of sharing information with all parties will be by written reports and oral presentations in meetings with interested groups where appropriate.

Feedback and solicitations from stakeholders will be welcomed. Discussions in meetings and entertaining questions whether written or verbal from stakeholders will be utilized to gain their perspectives of the program.

Appendices

Logic Plan

Timeline

Evaluator's vita

W.E. Striplin’s Logic Model

Inputs	Outputs		Outcomes	Performance Measures	Goals
<p>\$150,000.00</p> <p>Community Partnerships</p> <p>Curriculum</p> <p>Technology</p> <p>Teachers</p> <p>Tutors</p> <p>Facilities</p> <p>Transportation</p> <p>STEAM</p>	<p>Tutoring help in reading, math, and other problematic areas for students.</p> <p>More opportunities for cultural arts and service learning projects.</p> <p>Parental activities including classes.</p> <p>More literacy and technology opportunities.</p> <p>More opportunities for STEAM lessons</p> <p>More opportunities for service learning.</p> <p>More opportunities for nutrition and health training.</p>	<p>Enrichment activities in academics through cultural arts and service learning</p> <p>More opportunities to provide parental training.</p> <p>Meetings to inform parents of student academics.</p> <p>Increased focus on technology, literacy, and mathematics in all classes included in the 21st CCLC program.</p> <p>More opportunities for students to experience success.</p>	<p>Improved standardized test scores.</p> <p>Improvement in overall attendance of participants.</p> <p>Improvement in the parental involvement and support of students.</p> <p>Improvement in student behavior based on academic success.</p> <p>Improvement in student health and nutrition.</p> <p>Increased opportunities for students to provide services.</p>	<p>Goal #1: assessments in math, language arts, and science; curriculum plans; calendar of events; professional learning events and evidence.</p> <p>Goal #2: survey and interview data; teacher surveys; discipline reports; school attendance; mentor and partner documentation for at-risk students; behavioral components of academic planning; evidence of family and community involvement opportunities.</p> <p>Goal #3: EZ Reports on family training and parental involvement; calendar of events for families; classes offered to parents.</p> <p>Goal #4: participation documentation in service learning; evidence of community garden and distribution of produce; evidence of coat drive.</p> <p>Goal #5: EZ Reports documentation of workshop attendees</p> <p>Goal #6: EZ Reports of attendance; calendar of events.</p>	<p>G1: Increase students’ academic proficiency by integrating technology into math, language arts, and science to increase knowledge of STEAM while covering state standards.</p> <p>G2: Improve overall behavior and social skills for participating students, while increasing attendance during the school year and utilizing community partners.</p> <p>G3: Meet the identified needs of parents and family members of participating students.</p> <p>G4: Students will participate in Service Learning Opportunities</p> <p>G5: Students and families will participate in a “Newcomers” after-school workshop each semester.</p> <p>G6: Increase knowledge of Health and Nutrition Activities for Families</p>

Timeline of Events
W.E. Striplin's 21st Century CLC
2019-2020 Grant Implementation

Dec	Jan	Feb-Apr	May	Jun	Jul	Aug	Sep
<p>1. Initial meeting with evaluator. Nov 19</p> <p>2. First onsite meeting with all site directors and evaluator to go through evaluation plan - Nov. 19</p> <p>3. Evaluation Plan submitted to ALSDE - Dec 30.</p>	<p>1. Mid-year report - Jan. 30th</p>	<p>1. Surveys completed for all stakeholders. - TBD</p> <p>2. Onsite visit from evaluator for additional information. TBD</p>	<p>1. All data for attendance and discipline due by the end of school for analysis. - TBD</p> <p>2. All surveys completed and data sent to evaluator. TBD</p>	<p>1. All testing data provided to evaluator to begin end of academic reporting. - TBD</p> <p>2. Onsite visit of summer program activities and data collection. - TBD</p>	<p>1. Evaluator will continue working on the final analysis.</p>	<p>1. Evaluator will continue working on the final analysis.</p>	<p>1. Final evaluation of the 2018-2019 21st CCLC implementation due - Sept 30.</p> <p>2. Onsite delivery of evaluation. - TBD</p>

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Employee Profile/Experience

Through previous work experience, educational training, graduate work, and ongoing professional learning opportunities, I have the ability to perform the following activities as well as learn new techniques and methods as needed:

Chief Executive Officer: Lead student and educator motivational and educational consulting business in a nation-wide effort to provide students and educators with the support and motivation to move forward towards a 21st Century educational focus on college and careers. Lead students through motivational and educational techniques through written materials and online support. Lead teachers through motivational and educational techniques through professional learning opportunities, written materials and presentations, and online support. Evaluate programs for 21st Century with unbiased professional evaluation practices. Provide professional learning opportunities for teachers and administrators.

Professional Coursework & Training: (All Graduate Level Courses)

Graduate Coursework Completed	Graduate Coursework Completed
• Organizational Behavior	• Project Coordination
• Executive Leadership & Management	• Research & Development Project
• Managerial Informational Technology	• Program Research & Evaluation
• Strategic Marketing Management	• Research Project Seminar
• Managerial Finance	• Research Seminar
• Effective Executive Communication	• Research in Instructional Technology
• Legal Issues in Business	• Quantitative Methods I
• Corporate Responsibility	• Quantitative Methods II
• Non-Profit Management	• Alternative Instructional Models
• Entrepreneurship	• Advanced Measurement & Evaluation

Graduate Coursework Completed	Graduate Coursework Completed
• International Business	• Research - Dissertation
• Research & Evaluation	• Directed Study & Research
• Instructional Design	• Program Research & Evaluation
• Performance Systems Technology	• Advanced Instructional Design
• Needs Assessment	• Qualitative Research in Education
• Training Interventions	• School Law
• School Administration	• Foundations of Exceptionality
• Curriculum Development	• Curriculum Fundamentals
• Advanced Educational Psychology	• Educational Search and Assessment
• Foundations of Educational Research	• Professional Dev. in Middle Grades
• Teaching Natural and Social Sciences	• Foundations of Education

Educational Researcher: Conduct educational research in the area of student assessment, student engagement, and student learning. Design and conduct educational studies to add to the general knowledge of research-based strategies for educators. Conduct educational research in the area of instructional strategies to meet the needs of various sub-populations within public classrooms.

Educational Specialist: Analyze, develop, design, implement, and evaluate various programs needed within a school district to meet the requirements of guidelines set forth by federal, state, and local authorities. Provide experience in writing school improvement plans and implementing them as well as performing program evaluations for the implementation of the school improvement plan.

Course Designing: Design online courses using a variety of methods, with experience in eCollege, Blackboard, and Desire 2 Learn as well as the Vann-Ray student portal. Design a variety of educational and training materials to be used in a distance- learning environment, displaying instructional design skills and technology performance. Provide face-to-face training in areas of assessment, curriculum, data analysis, student learning, and business models.

Instructional Design: Design various types of instruction using current instructional systems and strategies. Evaluate existing training methods and recommend continuance or changes of those methods. Serve as a team player and leader in the implementation of training programs within a learning organization, having few or many team players.

Consulting: Provide expertise in training to entities asking for assistance in needs assessment and the implementation of a training program. Provide current research and problem solving techniques to clients on an as-needed basis. Provide workshop training for those needing miniature training sessions within an organization.

Secondary Science Instructor: Capable of providing instruction for students as well as guidance for teachers in STEM, STEAM, or STREAM in the area of all sciences as well as career development. Current certificate allowing for instruction of 253 courses currently listed by the ALSDE Teacher Certification Department.

Education

M.A. in Management and Leadership *January 2009-May 2011*
Liberty University, Lynchburg, Virginia

M.Ed.. in Teaching and Learning, *August 2006- December 2008*
Liberty University, Lynchburg, Virginia

Ph.D. Instructional Design, *January, 2004-July, 2006*
University of South Alabama

M.S. Instructional Design, Performance Technology, *May, 2002- December, 2003*
University of South Alabama

B.S. Secondary Education, Science Composite, *August, 1993- December 1995*
University of South Alabama

Associate Degree in General Studies, *August, 1991-May, 1993*
Alabama Southern Community College

College credit for courses completed with *1985-1987*
special permission to attend while still in high school

Experience

Vann-Ray, LLC *2012- present*
President & Chief Executive Officer

- Manage all aspects of Vann-Ray, LLC
- Create business model
- Hire employees for Vann-Ray, LLC
- Meet with advisory board
- Create products and services

- Provide ACT Prep to students
- Evaluator for 21st Century Schools
- Consultant to businesses
- Consultant to school districts

Software Technology, Inc. *2009 - 2012*

Chief Academic Officer of Achievement Services

- Manage the division of STIAchievement Services.
- Collaborate with administrators and teachers in making decisions to improve student performance.
- Lead consultants in coaching business with school districts in multiple states.
- Design new programs for STIAchievement Services.
- Conduct educational research for STIAchievement Services.
- Act as a liaison between clients, coaches, and company.

Software Technology, Inc. *2007-2009*

Director of Achievement Services

- Manage the department of STIAchievement Services.
- Conduct educational research that leads to the development of the coaching materials used by STIAchievement Services.
- Coordinate coaching efforts with members of the STI Sales Team.
- Coordinate the creation of coaching materials needed by the STIAchievement Services Team.
- Led the STIAchievement Services Team in state-wide coaching projects for states that purchase coaching services.
- Partner with the STIAssessment Team in the promotion of the formative assessment software designed to improve student learning.
- Research schools and districts in need of coaching services as well as the content and other areas in need of improvement.
- Analyze data from schools and districts to determine the best course of action for school improvement.
- Design the improvement plans needed to assist schools.
- Oversee the implementation of coaching and school improvement plans.
- Assist in the development of formative assessments for schools in the coaching program.
- Prepare analyses of coaching programs for administrators of schools and districts in contract with STIAchievement Services.

Software Technology Inc., *2006-2007*

Assessment Specialist

- Coordinate with members of the STIAssessment Team for the continual development, implementation, sale, support, and maintenance of the STIAssessment software.

- Develop formative assessments for various clients based on course of study standards.
- Provide intensive training and consulting for districts and clients on formative assessments and using data to improve instruction.
- Conduct educational research on various research topics related to STIAssessment.
- Analyze data from research conducted at STIAssessment.

Choctaw County Board of Education, *2005-2006*

School Improvement Specialist and Professional Development Provider

- Assisted schools in the designing of a school improvement plan that addressed the academic, learning culture, and professional development needs of the schools.
- Monitored the progress of the implementation of school improvement plans within the schools.
- Provided professional development to teachers and administrators.
- Provided resources for schools in the areas of testing and school improvement.
- Designed practice assessments that correlate with the item specifications provided by the Alabama State Department of Education.
- Researched for practice assessment materials that correlate with the Alabama Course of Study.
- Provided training to parents in the area of assessment and helping their students become proficient in school and on State Assessments.

Alabama State Department of Education, *2006-2007*

ACCESS Online Teacher

- Taught Physics for Alabama Online High School (Jan-May, 06)
- Taught Biology for ACCESS (June-July, 06)
- Taught Physics for ACCESS (Aug-Dec)
- Taught Chemistry for ACCESS (Jan-May)

Alabama State Department of Education, *2006*

ACCESS Course Developer and Consultant

- Developed the new ACCESS Physics Online Course (April-July, 06)
- Developing the new ACCESS Physical Science Course (July-Dec, 06)

Mobile County Public School Educator, *1996-2005*

Lott Middle School

- Title I Facilitator (2003-2005)
- Partner In Education Liaison (2003-2005)
- Parenting Liaison (2003-2005)
- Technology Support Person (2003-2005)

- Facilitator of At-Risk Programs (2003-2005)
- Guided Study through Technology Instructor (2004-2005)
- Science Instructor for 8 years (1995-2004)
- TRIP researcher for MCPSS (2003)
- BBSST Chairperson for School (2000-2004)
- SACS Chairperson for School (2001-2002)
- Math Tutor (2001-2002)
- Outstanding Teacher of the Year (2001-2002)
- Student Council Leader (4 Years)

Alabama Southern Community College, 1996-2004
Upward Bound

- Served as part-time Science Instructor for 8 years (1996-2004)
- Instructed students in science and technology.
- Taught rising Sophomores, Juniors, and Seniors
- Taught the following subjects: Biology, Anatomy, Physics, and Chemistry

Publications

Odom, S.B. (2013). 21 Things You Need to Know about Testing. Workbook. Vann-Ray, LLC

Odom, S.B. (2012). 21 Things You Need to Know about Career Readiness. Vann-Ray, LLC.

Odom, S.B. (2012). 21 Things You Need to Know about Career Readiness. Workbook. Vann-Ray, LLC.

Odom, S.B. (2012). 21 Things You Need to Know about Testing. Vann-Ray, LLC.

Odom, S.B. (2012). My 21-Day Journey to Develop a Habit of Fitness & Exercise. Vann-Ray, LLC

Odom, S.B. & Valos, J. (2011). *Common Core Common Ground*. Software Technology, Inc.

Odom, S.B. (2010). *Can America recover: Total Recovery presented as a credit recovery solution*. Software Technology, Inc.

Odom, S.B. (2010). *Problem solving and critical thinking among middle school students*. Software Technology, Inc.

Odom, S.B., Bouldin, D. (2010). *Ready! Set! Go! A comprehensive school reform model*. Software Technology, Inc.

Odom, S.B., Litchfield, B.C., Ouimette, J. (2008). Guidelines for implementing a formative assessment program through a web-based testing format. Presentation accepted and published for 6th International Conference

Odom, S.B. (2007). *Student learning under the microscope: Using data to improve instruction*. Software Technology Inc.

Odom, S.B. (Dissertation, 2006). *The effects of Self-regulated Learning strategies and Technology instructional strategies on the math achievement of junior high students*.

Odom, S.B., Litchfield, B.C. (2005). Developing self-regulated learning skills in middle school students in a web-enhanced course. *Selected Proceedings of the Southeastern Conference in Instructional Design & Technology*. Challenges of eLearning & IDT, Mobile, AL.

Conference Presentations

Odom, S.B. (2012). *Rigorous Curriculum Design*. Presentations in Illinois, Missouri, and Alabama schools.

Odom, S.B. (2012). *Does Common Core bring common ground?* Presentation at STI's Common Core Institute in Indianapolis, Indiana.

Odom, S.B. (2011). *Does Common Core bring common ground?* Presentation at New Jersey's Charter School Convention in Trenton, NJ.

Odom, S.B. (2010). *Using data to create formative assessments: Ready, Set, Go!* Presentation in Indianapolis, IN and Ann Arbor, MI.

Odom, S.B. (2010). *Building a Powerful Learning Community: Ready, Set, Go!* Presentation at the Southern Illinois Technology Showcase.

Odom, S.B. (2010). *Building a Powerful Learning Community: Ready, Set, Go!* Presentation accepted for ASCD 2010, San Antonio, TX.

Odom, S.B., Litchfield, B.C., Ouimette, J. (2008). *Guidelines for implementing a formative assessment program through a web-based testing format*. Presentation accepted and published for 6th International Conference on Education and Information Systems, Technologies and Applications (EISTA 2008), Orlando, FL.

Odom, S.B. (2007). *Using data to improve instruction*. Presentation accepted for the Alabama Educational Technology Conference (AETC), Birmingham, AL.

Odom, S.B. (2007). *Foundations for Success*. Presentation accepted for the Alabama Educational Technology Conference (AETC), Birmingham, AL.

Odom, S.B. (2005). *Developing self-regulated learning skills in middle school students in a web-enhanced course*. Study presented at the Southeastern Conference in Instructional Design & Technology- Challenges of eLearning & IDT, Mobile, AL.

Odom, S.B. (2005). *Using Blackboard to supplement the middle school classroom*. Paper accepted for the Alabama Educational Technology Conference (AETC), Birmingham, AL.

Odom, S. B. (2005). *Meeting State requirements for BBSST*. Presentation given for educators and administrators of Mobile County explaining the importance and necessity of meeting the mandates of Lee vs. Macon in all schools across the county.

Odom, S.B., Dickson, R. (2003). *BBSST at Lott Middle School*. Presentation given at the Mega Conference in Mobile, AL on procedures used for compliance with Lee vs. Macon.

Professional Development and Workshop Presentations

- *Vann-Ray, LLC: Vann Ray* (Presentation for potential partners), Aug, 2017
- *Vann-Ray, LLC: Formative Assessments* (Consulting Workshop for WCBE), Aug, 2017
- *Vann-Ray, LLC: Goal-setting for Students* (Consulting Workshop for WCBE), Aug, 2017
- *Vann-Ray, LLC: Who Moved My Cheese* (Consulting Workshop in AL), Aug, 2013

- *Vann-Ray, LLC: Where Are We Now* (Consulting Workshop in IL) July, 2013
- *Vann-Ray, LLC: Rigorous Curriculum Design* (Consulting Workshops in MO and AL), July and Aug. 2013.
- *Vann-Ray, LLC: ACT PREP Workshops for Students* (Workshops in AL public and private schools). Dec. 2012 and March 2013.
- *STIAchievement Services: Rigorous Curriculum Design* (Consulting workshops in IL, MO, & OK) June & July 2012.
- *STIAchievement Services: Does Common Core bring common ground* (Consulting workshops in Tamms, IL and Hayti, MO) May, 2011 & June, 2011.
- *STIAchievement Services: Converge 20/20* (Coaching workshop in Mobile, AL) July, 2011.
- *STIAchievement Services: MIDAS* (Coaching workshop in Mobile, AL) July, 2011.
- *STIAchievement Services: Curriculum pacing and building formative assessments* (Coaching workshops for Missouri school districts in Charleston and Hayti Missouri) May, 2010.
- *STIAchievement Services: Ready! Set! Go!* (Consulting training at STI in Mobile, AL) March, 2010.
- *STIAchievement Services: Opening School with Pacing and Testing* (Coaching Workshop in Berwyn, IL) August, 2009.
- *STIAchievement Services: Curriculum Pacing* Kennett, Missouri, September, 2009.
- *STIAchievement Services: Curriculum Pacing* Caruthersville, Missouri, October, 2009.
- *STIAchievement Services: Consultant Training* Mobile, Alabama. August, 2008.
- *STIAchievement Services: Formative Assessments* (Coaching Workshop in Tallapoosa County, AL) August, 2007.
- *Analysis Reporting* (Regional Training Sessions for Alabama) May, 2007.
- *Running with the Numbers* (Regional Training Sessions for Alabama) May, 2007.
- *Regional Training Sessions: Formative Assessments* (Regional Training Sessions for Alabama) May, 2007.
- *A STIAssessment presentation on: A District Plan* (Consultation Jefferson Co, Alabama) March, 2007.
- *A Focus on Student Achievement: Ensuring A Successful Roll-out of STI Assessment* (Leadership Seminar in Oklahoma) March, 2007.
- *A Focus on Student Achievement: Ensuring A Successful Roll-out of STI Assessment* (Leadership Seminar in Missouri) February, 2007.
- *A Focus on Student Achievement: Ensuring A Successful Roll-out of STI Assessment* (Leadership Seminar in Indiana) December, 2006.
- *90/90/90 Model for Education* (Choctaw County Schools) September-October, 2006.
- *ARMT and SAT-10 Longitudinal Data* (Choctaw County Schools) September-October, 2006.
- *Choctaw County ARMT AMO District Comparisons* (Board of Education) August, 2006.
- *Building Teams and Committees within Schools* (Choctaw County High School) March 13, 2006.
- *Helping Parents understand the ARMT/SAT10* (Choctaw County High School, Southern Choctaw High School) March, 2006.
- *School Improvement Plan Review* (Choctaw County High School) February 7, 2006.
- *Blue Ribbon School 2007* (Southern Choctaw High School) January 3, 2006.

- *Effective Lesson Planning* (Choctaw County Elementary School) November 14, 2005.
- *Using Data to Drive Instruction and Improvement Planning* (Choctaw County Schools) October, 2005.
- *Disaggregating Testing Data* (Choctaw County High School) August 8, 2005.
- *How to be an Effective Teacher* (Choctaw County High School) August 1, 2005.

Goals (Short and Long-Term)

- Write professionally using educational research and women leadership as topics of interest and research.
- Create a nation-wide consulting/coaching entity which meets the needs of educational professional development communities.
- Speak nation-wide on educational and motivational topics of interest to educators and women.
- Work with Native American Indians to improve their educational conditions.
- Travel extensively to research the educational theories and ideals throughout the world.
- Provide services to my home town, county, and state and become a philanthropist to give back what I have been given.
- Address the needs of minority, at-risk, and rural school children in public education.
- Research the possibilities that technology offers for at-risk students in poverty situations.
- Research the theory of self-regulation especially in middle school students.
- Design training programs for educators.
- Fulfill the dream of becoming a researcher and/or professor in academia.

This document was last revised March 11, 2019.