



ACIP

Clanton Intermediate School

Chilton County Board of Education

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Clanton, AL 35045-3750

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Executive Summary

Introduction

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

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

Description of the School

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

Clanton Intermediate School is located in Chilton County. It is part of the Chilton County School System, which governs 12 schools. There are four Clanton schools: Clanton Elementary School (CES), Clanton Intermediate School (CIS), Clanton Middle School (CMS), and Chilton County High School (CCHS). CIS serves students in grades 3-5. Clanton Elementary School (K-2) is a feeder school for CIS. CIS is a feeder school for Clanton Middle School (6-8). All four of the Clanton schools are located within a half mile radius of each other.

The City of Clanton, according to 2010 US Census data, has a population of 8,619 people, with 46.3% White, 46% African-American, 2.6 % Hispanic, and 5% Native American, Asian, or other races. The per capita income is slightly above \$15,000 per year, with 20% living below the poverty level, including 27.5% of those under the age of eighteen. Sixteen percent of the households in Clanton feature a single mother with no father present. Chilton County is a historically agrarian area, with few large factories or plants within the county lines. However, Clanton is considered a bed room community. Clanton is located near I-65. There are 3 Clanton exits along this major interstate system. Birmingham and Montgomery are within a 45 minute drive which allows many citizens the opportunity of employment outside of Chilton County.

For the 2018 - 2019 school year, Clanton Intermediate School has 704 students enrolled. There are 249 students in 3rd Grade, 227 students in 4th Grade, and 228 students in 5th Grade. Of those students, 63% are White, 17% African-American, 12% Hispanic, 2% Mixed, and 1% Asian. Of the 704 students enrolled, 50% are male and 50% are female. The enrollment has grown by 37 students from 2017. The free or reduced breakfast/lunch is 71%. CIS receives Title I Federal funding based on its number of free and reduced students.

CIS was opened in 2002. For the 2018-2019 school year, it has 42 teachers. Two are funded with Title I money, 1 librarian, 1 counselor, and 2 administrators. Plus, there are four teacher aides, two administrative support workers, a nurse, and 8 service workers. CIS has 3 male teachers and the Assistant Principal is male, and 3 African American teachers.

CIS's focus for the 2018-2019 school year is to continue the improvement from last years Scantron scores. Third Grade received \$20,000 from the State of Alabama for placing in the top 50 schools who had the most improvement in third grade Reading. This was based on the improvement of the Third Grade students Spring 2nd Grade scores and their Spring Third Grade scores.

School's Purpose

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

The purpose of Clanton Intermediate School is to partner with families and the community to inspire and prepare graduates to be responsible and productive champions of their future. We have a dedicated staff that is committed to professional growth and the development of strong instructional programs.

All of us at CIS strive to encourage our students to become responsible citizens and lifelong learners. We believe that in order to accomplish this goal we must have a supportive partnership between home and school. We appreciate and need your help in making this a successful and positive school year. Our Mission Statement is a promise to students. It is:

- Pursue academic excellence;
- Embrace curiosity of all learners;
- Cherish each student's potential to learn;
- Treat student's with dignity and respect;
- Provide the opportunity for all students to learn in a safe and caring environment;
- Create engaged critical thinkers through collaborative experiences and the use of technology.

Clanton Intermediate Schools Vision Statement is:

Empowering a generation of learners and leaders to have a legacy.

Our values and beliefs guide teaching, learning and working at CIS: 1. Our schools are safe, caring, learning communities engaged in continuous improvement, committed to the pursuit of excellence, and dedicated to the success of each student. 2. Our employees are qualified, dedicated, innovative, and student-centered, engaged in continued learning. 3. Our schools provide quality instructional programs, enriching extracurricular experiences, and a wide variety of opportunities for students to explore their interest, expand their dreams, and develop their talents. 4. Our schools partner with families, business, industry, post-secondary institutions, community agencies, and government to create and sustain outstanding facilities, technology, learning resources, and experiences to maximize student achievement. 5. Our schools embrace diversity, promote respectful relationships, and have high expectations and performance standards for all students and adults. 6. Our schools value integrity, open communication, shared responsibility, innovation, and accountability.

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Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

CIS has a Science Olympiad Team that scored 1st out of 34 schools in the 2018 State competition. Students, sponsors, parents, all faculty and staff members, and the community are proud of this achievement, as well as the Board of Education. Fifth Grade students participate in this competition each year; so, all new 5th Grade students hope to be selected as a member.

Third Grade Reading is a major area for focus for the 2018-2019 school year. Reading test scores in 2018 indicated a tremendous growth of academic knowledge for the Third Grade students. CIS Third Grade received \$20,000 from the Alabama Department of Education. CIS was one of 50 schools in the State to improve the scores of Third Grade readers based on their Spring 2nd Grade scores in comparison to their Spring Third Grade scores. CIS will work to improve to receive this \$20,000 next year.

Last year new programs were implemented to provide item analysis data. This provided diversified instruction for students based on the needs of the students. These programs will continue to be implemented in the 2018-2019 school year. Improved individualized, small group, and whole group instruction is a top priority for CIS. From the data, intervention strategies will be determined and used providing more efficient instruction. Third Grade will continue to improve reading instruction and math instruction, setting a foundation for future 4th and 5th grade students.

Additional Information

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

This is the third year for Louise Pitts to be the Principal of CIS. She has brought to CIS new programs, a positive attitude, a willingness to work with the faculty, community, parents, and students, and a work ethic to lead the school to increase academic scores at CIS.

For the spring 2018 test scores, 3rd grade received a \$20,000 check from the State of Alabama for improved reading scores of the former 2nd Grade students. CIS beat the County's scores in the following: 3rd Grade reading and math, 4th grade reading and math, and 5th grade reading and math.

Improvement Plan Stakeholder Involvement

Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

Stakeholders were selected by the Principal. Parents, business leaders, and elected officials were contacted by phone to invite them to be part of the committee. Grade level Representatives, and other key members of the faculty were also asked to become members of the committee. A date and time were selected for the meeting.

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

Tommy Baugh - Community Business Leader and Parent

Todd Hayes - Parent

Cheryl Perault - Parent

Dana Traywick - Parent

Jessica Patterson - Parent

Brad Carter - Parent

Kyle Sims - Parent

Channel Bingham - Parent

Jill Moatts - 3rd Grade Representative

Lisa Brown - 4th Grade Representative

Trish Karn - 5th Grade Representative

Anita Price - Reading Coach

Brooke Sullivan - Reading Coach and Intervention Teacher

Lisa Baker - Counselor

Louise Pitts - Principal

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

An agenda was given to all committee members. The agenda contained the following information: introduction of committee members, enrollment for the 2018 -2019 school year, a break-down of faculty and staff, information regarding the House System, data, programs, test results resulting in the State presenting to CIS a check for \$20,000, , Title I Budget, State Foundation Budget, and charts were used to convey information to the committee. A determination was made to spend Title I funds on Chromebook carts which contain 30 chrome books and personnel. The team will meet again to review student progress and further needs for the school. When the ACIP is complete, a copy will be placed on the school's website for parents and community to review.

Student Performance Diagnostic

Introduction

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

Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes	The data indicated that CIS scores were higher than the District scores in all areas. Third Grade 2017 Reading scores increase by 10 points as measured by the 2018 4th Grade Performance Series scores. Fourth Grade 2017 Reading scores increase by 5 points as measured by the 2018 5th Grade Performance Series scores. Fourth Grade 2017 Math scores increase by 4 points as measured by the 2018 5th Grade Performance Series scores.	2018 Comparison of Scores

Evaluative Criteria and Rubrics

Overall Rating: 4.0

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

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

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

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates no significant achievement gaps among subpopulations of students, or the achievement gaps have substantially declined.	Level 4

Areas of Notable Achievement

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

3rd Grade student Reading scores increased from their 2nd Grade Reading scores that CIS received \$20,000 from the Alabama State Education Department.

3rd, 4th, and 5th Grades Math scores were extremely higher than the District's scores.

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

Fifth Grade reading and math increased their scores from 2017 to 2018

Which area(s) indicate the overall highest performance?

Third Grade Math and 4th Grade Reading were the overall highest performance areas.

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

Special Ed showed an increase on Performance Series Reading with 58% meeting their 'Targeted Annual Goal'.

Between which subgroups is the achievement gap closing?

Hispanic and All students in math.

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

The Performance Series Test used by CIS indicated the same data as the Reflex Math Data.

Areas in Need of Improvement

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

On the Spring 2018 Performance Series Test, 42% of the Special Ed subgroup did not meet their 'Annual Targeted Goal' in Reading. On the Spring 2018 Performance Series Test in the Black subgroup, 37% did not meet their 'Targeted Goal' in Reading, and in the EL subgroup, 36% did not meet their 'Targeted Annual Goal' in Reading.

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

On the Spring 2018 Performance Series Test, 37% of the Black subgroup did not meet their 'Annual Targeted Goal' and 36% of the EL subgroup did not meet their 'Annual Targeted Goal' in reading.

Which area(s) indicate the overall lowest performance?

According to the data on the Spring 2018 Performance Series, the Special Ed subgroup has the lowest performance in Reading. The Special Ed subgroup had 58% of students did not meet their 'Targeted Annual Goal' in Reading.

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

The Black group shows a trend of decreasing performance. According to the data from the Spring 2018 Performance Series Test, 37% did not meet their 'Targeted Annual Goal.'

Between which subgroups is the achievement gap becoming greater?

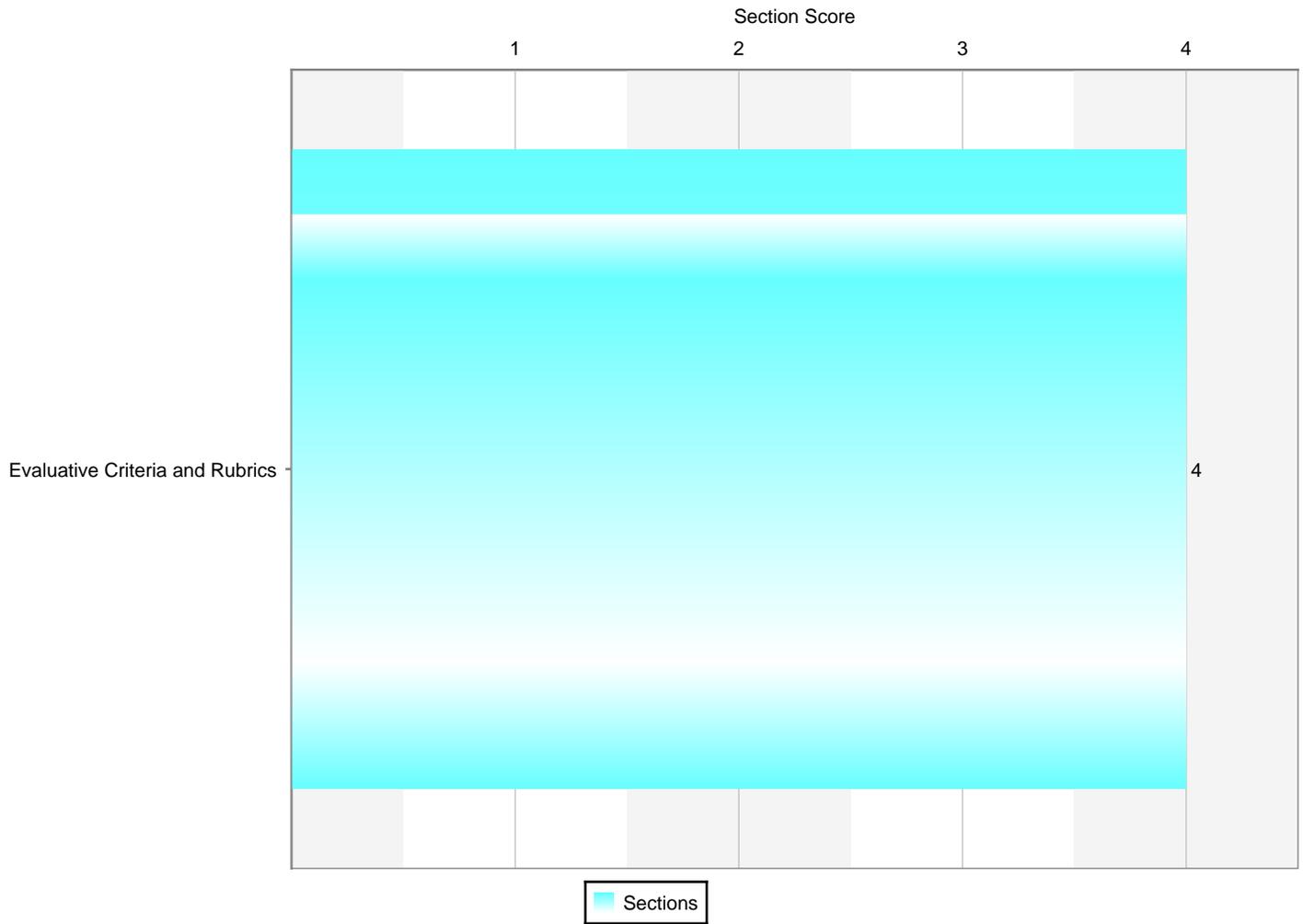
According to the data on the Spring 2018 Performance Series Test, the achievement gap is becoming greater between the subgroup EL and the subgroup All students in the area of Reading.

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

None of the EL students exited the program through the ACCESS testing.

Report Summary

Scores By Section



ACIP Assurances

Introduction

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

ACIP Assurances

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

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

Label	Assurance	Response	Comment	Attachment
3.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Louise Pitts Principal Clanton Intermediate School 824 Temple Road Clanton, Alabama 35045 (205) 280-2790	Teacher Recommendation

Label	Assurance	Response	Comment	Attachment
4.	The institution has a Parent and Family Engagement policy and plan as required in ESSA Section 1116, and ensures that all requirements in Section 1116 and 1112(e)(1)(A)(i)-(ii), Parents' Right-to-Know, are implemented systematically.	Yes	Parents and Guardians are given this information in paper form and through a power point presentation.	Parent-Student Compact Title I Power Point

ACIP

Clanton Intermediate School

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

2018-2019 Plan for ACIP

Overview

Plan Name

2018-2019 Plan for ACIP

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Students in grades 3, 4, and 5 for the 2018-2019 school year will increase their math scores.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
2	Third Grade 2018-2019 students will increase Oral Reading Fluency on the End of Year DIBELS test.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
3	Reading Improvement for 2018-2019 Grades 4 and 5	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$6000
4	EL Goal for 2018-2019 - All EL students at CIS will improve speaking and writing scores.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
5	2018-2019 Special Ed students in Grades 4 and 5 will increase reading scores.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$6000

Goal 1: Students in grades 3, 4. and 5 for the 2018-2019 school year will increase their math scores.

Measurable Objective 1:

A 5% increase of Third, Fourth and Fifth grade students will achieve college and career readiness in mathematic standards in Mathematics by 05/23/2019 as measured by reviewing data derived from Reflex Math and Accelerated Math and then implementing guided practices, cooperative learning, strategic questioning, exit slips, and modeling..

Strategy 1:

Targeted Instruction - This will be accomplished first by reviewing data derived from Reflex Math and Accelerated math and then implementing guided practices, cooperative learning, strategic questiong, exit slips, and modeling.

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

Research Cited: Beesley, A.D. & Anthonp, H.S. (2010). Classroom instruction that works second edition research report.

Activity - Targeted Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Across the grade levels and assessments, students who use Reflex and AM may score higher and achievement may increase.	Academic Support Program	08/09/2018	05/23/2019	\$0	No Funding Required	Math Teachers and Intervention Teachers

Goal 2: Third Grade 2018-2019 students will increase Oral Reading Fluency on the End of Year DIBELS test.

Measurable Objective 1:

A 5% increase of Third grade students will demonstrate a proficiency in fluency in Reading by 05/07/2019 as measured by Spring DIBELS testing.

Strategy 1:

Fluency Skills - Students will participate in weekly Progress Monitoring or Five Minute Fluency practices.

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

Research Cited: State Standards

Activity - Monitor Fluency Progress	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Progress Monitoring scores will be recorded in the DIBELS program.	Academic Support Program	08/20/2018	05/07/2019	\$0	No Funding Required	Reading Teachers, Reading Coaches, and Intervention Teachers
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Goal 3: Reading Improvement for 2018-2019 Grades 4 and 5

Measurable Objective 1:

A 3% increase of Fourth and Fifth grade students will demonstrate a proficiency in reading standards in Reading by 05/23/2019 as measured by Accelerated Reader Program.

Strategy 1:

Accelerated Reading - Monthly reports will indicate student academic growth

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

Research Cited: State Standards

Activity - Accelerated Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Student data will be reviewed monthly	Academic Support Program	08/09/2018	05/23/2019	\$6000	Title I Part A	Reading Teachers, Reading Coaches, and Intervention Teachers

Goal 4: EL Goal for 2018-2019 - All EL students at CIS will improve speaking and writing scores.

Measurable Objective 1:

A 4% increase of English Learners students will demonstrate a proficiency in speaking and in Writing by 05/23/2019 as measured by Spring 2019 ACCESS testing..

Strategy 1:

Presentations - Teachers will refer to EL notes on Google Classroom to develop classroom strategies to implement presentations.

Category: Develop/Implement Professional Learning and Support

Research Cited: State Standards

Activity - Presentations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Monthly Presentations	Academic Support Program	08/09/2018	05/23/2019	\$0	No Funding Required	Teachers, Reading Coaches, EL Teacher, and Intervention Teacher
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Goal 5: 2018-2019 Special Ed students in Grades 4 and 5 will increase reading scores.

Measurable Objective 1:

A 4% increase of Fourth and Fifth grade Students with Disabilities students will demonstrate a proficiency in reading standards in Reading by 05/23/2019 as measured by Accelerated Reader Program.

Strategy 1:

Accelerated Reading - Students will read daily and take comprehensive tests on the Accelerated Reading program.

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

Research Cited: State Standards

Activity - Accelerated Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will read daily and take comprehensive tests on the Accelerated Reading program.	Academic Support Program	08/09/2018	05/23/2019	\$6000	Title I Part A	Teachers, Reading Coaches, Intervention Teacher, and Librarian

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Monitor Fluency Progress	Progress Monitoring scores will be recorded in the DIBELS program.	Academic Support Program	08/20/2018	05/07/2019	\$0	Reading Teachers, Reading Coaches, and Intervention Teachers
Targeted Instruction	Across the grade levels and assessments, students who use Reflex and AM may score higher and achievement may increase.	Academic Support Program	08/09/2018	05/23/2019	\$0	Math Teachers and Intervention Teachers
Presentations	Monthly Presentations	Academic Support Program	08/09/2018	05/23/2019	\$0	Teachers, Reading Coaches, EL Teacher, and Intervention Teacher
Total					\$0	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Accelerated Reading	Students will read daily and take comprehensive tests on the Accelerated Reading program.	Academic Support Program	08/09/2018	05/23/2019	\$6000	Teachers, Reading Coaches, Intervention Teacher, and Librarian
Accelerated Reading	Student data will be reviewed monthly	Academic Support Program	08/09/2018	05/23/2019	\$6000	Reading Teachers, Reading Coaches, and Intervention Teachers
Total					\$12000	

Stakeholder Feedback Diagnostic

Introduction

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

Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes	Parents were handed chrome books during Parents Day and asked to take the survey.	ACIP Title I Survey

Evaluative Criteria and Rubrics

Overall Rating: 3.5

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

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

Areas of Notable Achievement

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

Parent survey question #1 stated, "Do you feel welcome in your child's school?" The 'Yes' response was 99.48%.

Question #10 stated "Do you understand your child's report cards and test scores?" The 'Yes' response was 99.48%.

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

Question #16 stated, "Do you feel that teachers in the school are interested and cooperative when you discuss your child's academic progress and or other concerns?" The 'Yes' response was 97.4%.

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

#1 - Do you feel welcome in your child's school?

Areas in Need of Improvement

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

#6 - Do you know how you can be involved in school planning/review committees?

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

#6 - Do you know how you can be involved in school planning/review committees?

What are the implications for these stakeholder perceptions?

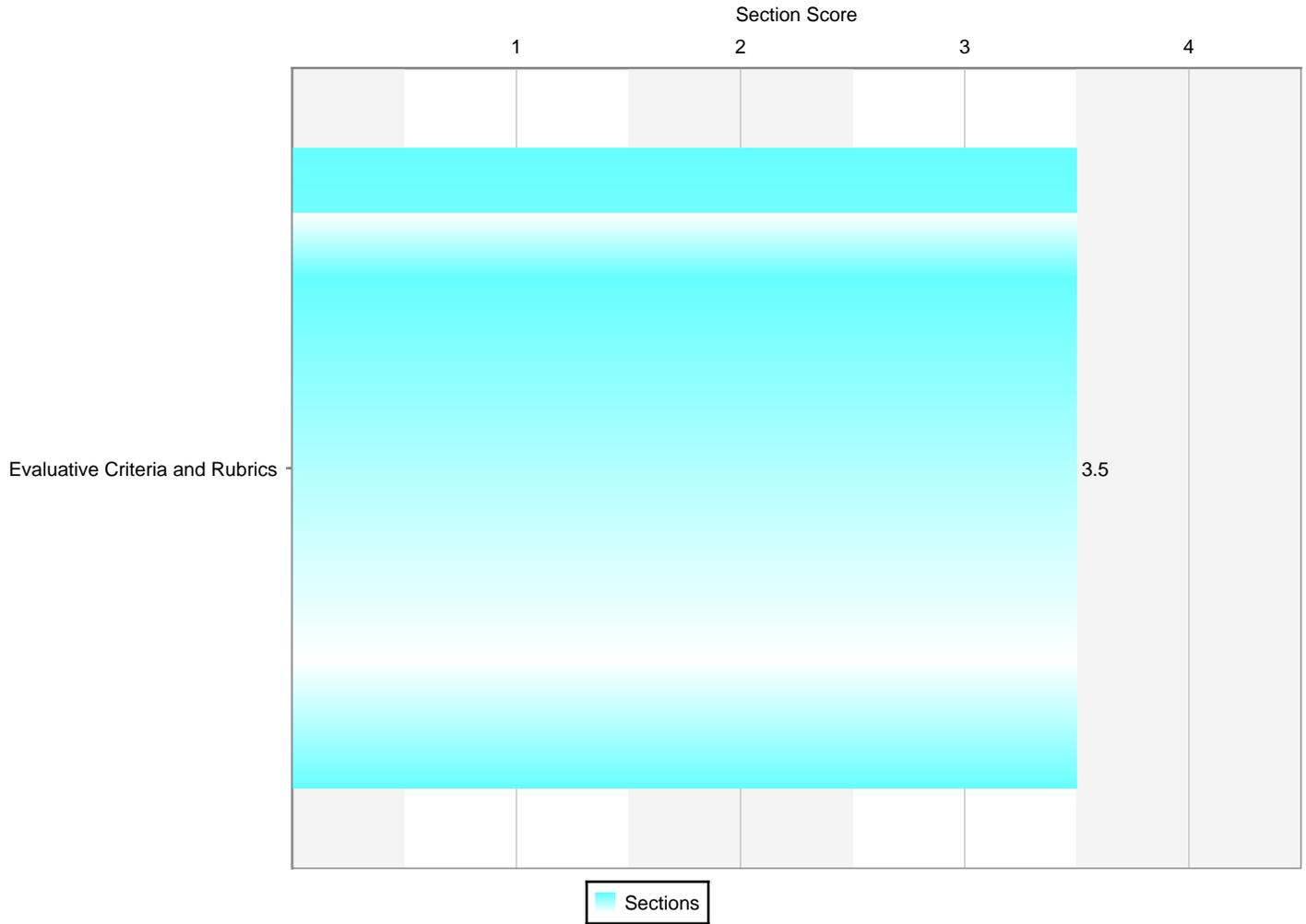
The response implicates that more parents want to be involved in school planning/review committees but do not know how to become active in these areas.

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

#6 - Do you know how you can be involved in school planning/review committees?

Report Summary

Scores By Section



Title I Schoolwide Diagnostic

Introduction

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

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

How was the comprehensive needs assessment conducted?

The comprehensive needs assessment was conducted through surveys.

What were the results of the comprehensive needs assessment?

Parents wanted smaller class sizes and more technology.

What conclusions were drawn from the results?

Title I funds need to be used to hire personnel and to purchase technology.

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

That parents feel welcome at CIS.

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

In order to give diverse instruction for students, smaller class sizes are a necessity.

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

Monthly data meetings portray a clear and detailed analysis of academic success through multiple types of data.

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

Having smaller classes allows all students, even those with disadvantages, to have more one-on-one or small group intervention by the teacher and more use of technology.

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

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

Goal 1:

Students in grades 3, 4, and 5 for the 2018-2019 school year will increase their math scores.

Measurable Objective 1:

A 5% increase of Third, Fourth and Fifth grade students will achieve college and career readiness in mathematics standards in Mathematics by 05/23/2019 as measured by reviewing data derived from Reflex Math and Accelerated Math and then implementing guided practices, cooperative learning, strategic questioning, exit slips, and modeling..

Strategy1:

Targeted Instruction - This will be accomplished first by reviewing data derived from Reflex Math and Accelerated math and then implementing guided practices, cooperative learning, strategic questioning, exit slips, and modeling.

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

Research Cited: Beesley, A.D. & Anthonp, H.S. (2010). Classroom instruction that works second edition research report.

Activity - Targeted Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Across the grade levels and assessments, students who use Reflex and AM may score higher and achievement may increase.	Academic Support Program	08/09/2018	05/23/2019	\$0 - No Funding Required	Math Teachers and Intervention Teachers

Goal 2:

Third Grade 2018-2019 students will increase Oral Reading Fluency on the End of Year DIBELS test.

Measurable Objective 1:

A 5% increase of Third grade students will demonstrate a proficiency in fluency in Reading by 05/07/2019 as measured by Spring DIBELS testing.

Strategy1:

Fluency Skills - Students will participate in weekly Progress Monitoring or Five Minute Fluency practices.

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

Research Cited: State Standards

ACIP

Clanton Intermediate School

Activity - Monitor Fluency Progress	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Progress Monitoring scores will be recorded in the DIBELS program.	Academic Support Program	08/20/2018	05/07/2019	\$0 - No Funding Required	Reading Teachers, Reading Coaches, and Intervention Teachers

Goal 3:

Reading Improvement for 2018-2019 Grades 4 and 5

Measurable Objective 1:

A 3% increase of Fourth and Fifth grade students will demonstrate a proficiency in reading standards in Reading by 05/23/2019 as measured by Accelerated Reader Program.

Strategy1:

Accelerated Reading - Monthly reports will indicate student academic growth

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

Research Cited: State Standards

Activity - Accelerated Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student data will be reviewed monthly	Academic Support Program	08/09/2018	05/23/2019	\$6000 - Title I Part A	Reading Teachers, Reading Coaches, and Intervention Teachers

Goal 4:

EL Goal for 2018-2019 - All EL students at CIS will improve speaking and writing scores.

Measurable Objective 1:

A 4% increase of English Learners students will demonstrate a proficiency in speaking and in Writing by 05/23/2019 as measured by Spring 2019 ACCESS testing..

Strategy1:

Presentations - Teachers will refer to EL notes on Google Classroom to develop classroom strategies to implement presentations.

Category: Develop/Implement Professional Learning and Support

Research Cited: State Standards

Activity - Presentations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monthly Presentations	Academic Support Program	08/09/2018	05/23/2019	\$0 - No Funding Required	Teachers, Reading Coaches, EL Teacher, and Intervention Teacher

Goal 5:

2018-2019 Special Ed students in Grades 4 and 5 will increase reading scores.

Measurable Objective 1:

A 4% increase of Fourth and Fifth grade Students with Disabilities students will demonstrate a proficiency in reading standards in Reading by 05/23/2019 as measured by Accelerated Reader Program.

Strategy1:

Accelerated Reading - Students will read daily and take comprehensive tests on the Accelerated Reading program.

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

Research Cited: State Standards

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Students will read daily and take comprehensive tests on the Accelerated Reading program.	Academic Support Program	08/09/2018	05/23/2019	\$6000 - Title I Part A	Teachers, Reading Coaches, Intervention Teacher, and Librarian

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

Goal 1:

Students in grades 3, 4, and 5 for the 2018-2019 school year will increase their math scores.

Measurable Objective 1:

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

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

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

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

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

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

Dr. Pam Bearden acts as an interpreter for important parent-teacher conferences. Dr. Bearden will also place calls to families and translate documentation sent or received from EL parents.

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

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

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

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

At CIS, only highly qualified teachers are interviewed and hired.

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

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

CIS' turnover rate for this school year is 17%. Two former CIS teachers became Assistant Principals, one took family leave, and one retired.

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

The key teaching and learning personnel for CIS is 67% of the faculty is tenured. However, experienced teachers, who had former teaching positions in other counties and states, were hired which leads to an 84% level of experience.

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

It is expected to have some teachers retire. It is hoped that some teachers, as this past year, will receive promotions to administrative or reading coaching positions. With non-tenured teachers, it is important to have great mentors to work with them to insure new teachers understand Clanton Intermediate School's high expectations for student achievement.

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

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

Data is reviewed to determine teachers' needs. In house PD will be conducted through turn-around training on various programs. Future visits to schools, meaningful workshops, and conferences are also planned.

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

Professional Development is aimed at addressing teachers', administrators', paraprofessionals, and staff needs. In-house PD will be conducted through turn-around training on various programs. Future visits to schools, meaningful workshops, and conferences are also planned. School planned activities will address parent PD.

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

The State of Alabama has developed a mentoring program for first year teachers. It will be followed to fidelity.

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

Mentor teachers meet weekly with their mentees.

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

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

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

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

Faculty meetings and data meetings are held at the beginning of the school year to disaggregate the data. Monthly faculty meetings and data meetings are held throughout the school year as on-going measures to review improvement of instruction and academic success.

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

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

Individual student data is reviewed to identify students who are not proficient. Monthly meetings are held to monitor these students academic improvement.

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

Individual student data is reviewed to identify students who are not proficient. Monthly meetings are held to monitor these students academic improvement.

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

Individual student data is reviewed to identify students who are not proficient. Monthly meetings are held to monitor these students academic improvement. Individual computer research based programs are being implemented and progress is being charted.

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

Chilton County Children's Club after-school program at Clanton Elementary School has joined forces with the YMCA which provides tutoring in various subjects and assistance with homework.

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

Chilton County School System programs are in place to assist these students. Further, at Clanton Intermediate School there is a part time ELL instructor, 2 Reading Coaches, and 6 Special Ed teachers to assist students.

Component 9: Coordination and Integration of Federal, State and Local Programs and Resources (Sec.1114(b)(V))

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

All general ed teachers at CIS are Title I teachers. The ELL teacher, Special Ed teachers, and Reading Coaches communicate in meetings with the general ed teachers to review student progress in an effort to meet schoolwide goals.

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

All general ed teachers at CIS are Title I teachers. The ELL teacher, Special Ed teachers, and Reading Coach communicate in meetings with the general ed teachers to review student progress in an effort to meet schoolwide goals. All teachers have access to a school Google calendar which is maintained; so, all teachers know when meetings are held.

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

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

Spring surveys will be administered in the spring, results from data meetings, and 2018 and 2019 Scantron test results will be reviewed as an evaluation for implementation of schoolwide programs.

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

Administrators, Reading Coaches, and teachers will disaggregate data from the 2018 and 2019 Scantron tests to evaluate the success of schoolwide programs.

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

Administrators, Reading Coaches, and teachers will disaggregate data from the 2018 and 2019 tests to evaluate the success of schoolwide programs.

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

Once the 2018 Scantron test scores are disaggregated and evaluations made regarding programs, a new plan will be developed for the 2018-2019 school year.

Coordination of Resources - Comprehensive Budget

Introduction

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

FTE Teacher Units

Label	Question	Value
1.	Provide the number of Teachers assigned units.	36.83

Provide the number of classroom teachers.

36.83

Label	Question	Value
3.	Provide the total of all salaries for the FTE Teacher Units.	2112699.0

Total

2,112,699.00

Administrator Units

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

Provide the number of administrators.

1

Label	Question	Value
3.	Provide the total of all salaries for the FTE administrator units.	76844.0

Total

76,844.00

Assistant Principal

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

Provide the number of Assistant Principals.

1

Label	Question	Value
3.	Provide the total of all salaries for the Assistant Principal.	64696.0

Total

64,696.00

Counselor

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

Provide the number of Counselors.

1

Label	Question	Value
3.	Provide the total of all salaries for the Counselor.	60001.0

Total

60,001.00

Librarian

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

Provide the number of Librarians.

1

Label	Question	Value
3.	Provide the total of all salaries for the Librarian.	52596.0

Total

52,596.00

Career and Technical Education Administrator

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

Provide the number of Career and Technical Education Administrators.

0

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

Total 0.00

Career and Technical Education Counselor

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

Provide the number of Career and Technical Education Counselors.

0

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

Total

0.00

Technology

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

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

0

Label	Question	Value
3.	Provide the total of all funding for Technology.	12108.0

Total

12,108.00

Professional Development

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

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

0

Label	Question	Value
3.	Provide the total of all funding for Professional Development.	3632.0

Total

3,632.00

EL Teachers

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

Provide the number of EL Teachers.

0

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

Total

0.00

Instructional Supplies

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

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

0

Label	Question	Value
3.	Provide the total of all funding for Instructional Supplies.	21636.0

Total

21,636.00

Library Enhancement

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

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

0

Label	Question	Value
3.	Provide the total of all funding for Library Enhancement.	12108.0

Total

12,108.00

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	174588.79

Provide a brief explanation and breakdown of expenses.

Personnel 1.97 Teaching Units and Subs (1.0 Sarah Lamar, 0.5 Brooke Sullivan, and 0.47 Kaitlyn Spradlin - \$124,337.09)

Parental Involvement - \$ 1,850.29 (Phone Messenger, School Insites, and Parent School Check In)

Materials/Supplies - \$21,367.34

Technology - \$27,034.07

Title II

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

Provide a brief explanation and a breakdown of expenses.

N/A

Title III

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

Provide a brief explanation and a breakdown of expenses.

N/A

Title IV

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

Provide a brief explanation and a breakdown of expenses.

N/A

Title V

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

Provide a brief explanation and a breakdown of expenses.

N/A

Career and Technical Education-Perkins IV

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

Provide a brief explanation and breakdown of expenses.

N/A

Career and Technical Education-Perkins IV

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

Provide a brief explanation and breakdown of expenses.

N/A

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

Provide a brief explanation and breakdown of expenses.

N/A

Other

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

Provide a brief explanation and a breakdown of expenses.

N/A

Local Funds

Label	Question	Value
1.	Provide the total	0.0

Provide a brief explanation and breakdown of expenses.

N/A

Parent and Family Engagement

Introduction

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

Parent and Family Engagement

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

After applying for Title I status, a school receives Title I status, a school receives Title I money based on free and reduced lunch percentages. Surveys are conducted to determine school needs. A meeting is held to review needs and determine how money is spent. An annual meeting is held at the beginning of school where a power point is used to inform parents of their rights, the program, and how the money is spent.

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

CIS has an open-door policy for meeting with parents. Also, formal schoolwide meetings are held periodically and teacher conferences are held at the request of the teacher or parent. Parents have input into the planning and reviewing of the schoolwide plan through surveys and meetings. Title I parental funds are allocated for take home folders, school messenger program, report cards, and a school guide for CIS students.

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

The following are ways that CIS communicates information regarding school activities, academic success, curriculum, and programs: weekly newsletters, daily take home folders, school-website, school messenger, progress reports, report cards, meetings, conferences, and individual phone calls.

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

Parents, teachers, administrators, and students review the School-Parent Compact and make changes that are necessary. Students, parents, teachers, and administrators all sign the compact at the beginning of the school year. When necessary is reviewed.

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

Parents may call or meet with the administrators or with teachers to express a concern regarding the Plan.

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

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

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

CIS has an open door policy to meet with parents when needed. Teachers schedule conferences to review concerns. Parents may call or email the administrators or teachers when needed.

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

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

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

Parents will be invited to meetings held periodically throughout the year to explain programs, take home folders go home daily, school messenger is used, school website is updated regularly, and technology is made available for parents to apply for free and reduced lunch.

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

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

Shall to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other federal programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully

participating in the education of their children.(Describe)

CIS staff and faculty are trained to warmly invite parents to participate in school activities. Parents are greeted with a servants voice in the office. Further, teachers, staff, and administrators open car doors in the morning and afternoon to greet students and parents in a friendly manner.

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

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

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

Parents are invited to meetings to train them on programs that are being used at CIS. Parents are also invited to use computers at CIS to complete forms.

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

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

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

Newsletters, AR reports, AM reports, Reflex math reports, and graded papers go home weekly. School messenger is used to notify parents of upcoming events and to deliver important information.

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

The Chilton County School System has an EL teacher, who is fluent in Spanish, on staff. Upon request she meets with parents, teachers, and in IEP meetings. She also is available by phone to assist parents and staff and faculty members at CIS. Further, she holds workshops and classes to assist parents in Chilton County to learn how to monitor the academic success of their children.