



ACIP

Clanton Intermediate School

Chilton County Board of Education

Mr. Louise . Pitts
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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 8619 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 an 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 2016-2017 school year, Clanton Intermediate School 628 students enrolled. There are 209 students in 3rd Grade, 216 students in 4th Grade, and 203 students in 5th Grade. Of those students, 67% are White, 18% African-American, 14% Hispanic, 2% Mixed, and 1% Asian. The Hispanic population has increase from 4% in 2015. Of the 628 students enrolled, 48% are male and 52% are female. In 2015 the enrollment had more males than females. 70.5% qualify for free or reduced lunch. CIS receives Title I Federal funding based on the number of free and reduced students. Finally, the 5th grade boasts 211 students, 4th grade 202, and 3rd grade 210.

CIS was opened in 2002. For the 2016-2017 school year, it has 35 teachers (2 are funded with Title I money), 1 librarian, 1 counselor, 2 administrators. Plus, there are five teacher aides, two administrative support workers, a nurse, and 9 service workers. CIS has 3 male teachers and the Assistant Principal is male and 3 African American teachers.

CIS's focus for the 2016-2017 school year is to improve State mandated reading test scores. CIS is a focus school and the State has assigned a District Reading Coach to the school. She is to assist CIS's Reading Coach in implementing strategies to improve instruction and student engagement in 3rd Grade. The State's basis for this decision is the 2015 ACT Aspire Reading scores. The score for CIS was 28%. The State has set a goal for 3rd Grade at CIS of 38% in Reading as evidenced by the Spring 2017 test results.

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.

Clanton Intermediate School strives to foster and maintain an academic and social climate that creates high expectations, promotes critical thinking skills, builds character, inspires creativity, and instills scholarly attributes for every student, with the purpose of shaping life-long learners and productive citizens capable of reaching their full potential.

Our purpose is to provide a safe academic environment conducive to intellectual, physical, and social growth for all students. To achieve this, we strive as professional educators to grow ourselves. It is the belief of the educators that all students can become productive citizens. We have also re-evaluated safety drills, morning procedures, and discipline options so that all students, faculty, and parents know that Clanton Intermediate School is a safe and nurturing school.

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 in the 2015 State competition and Runner-up in the 2016 competition. Students, sponsors, and all faculty and staff members are proud of this achievement, as well as the Board of Education and the community. Fifth Grade students participate in this competition and hope to be selected as a member.

Third Grade Reading is a major area for focus for the 2016-2017 school year. Test scores in 2015 was a 28%. This past year the scores dropped to a 26%. Therefore, CIS is a focus school and has been assigned a District Reading Coach.

This year new programs have been implemented to provide item analysis data. This will provide diversified instruction for students based on the needs of the students. 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. Due to poor Third Grade 2015 reading scores on the State mandated ACT Aspire test, CIS is focusing on Third Grade reading instruction.

Additional Information

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

Louise Pitts is the new Principal of CIS. This is the fourth principal in 4 years for the faculty, staff, and students. Mrs. Pitts was the Principal at Jemison Elementary School (JES) for 12 years. The State mandated ACT Aspire scores at JES were the highest in the County and were higher than the State's average scores. 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.

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 new 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 asked to 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.

Ann Baker - Community Leader
Lisa McCullough - Alabama Cooperative Extension
Pamela Harris - School Improvement/ACIP/Central Office
Mistie Price - Parent
Sherri Calhoun - Parent
Kyle Sims - Parent
Shirley Bates - Grandparent
Robin Wilson - Special Education Teacher
Tiffany Lockhart - 3rd Grade Representative
Lisa Brown - 4th Grade Representative
Trish Karn - 5th Grade Representative
Anita Price - Reading Coach
Lisa Baker - Counselor
Roger Sheffield - Assistant Principal
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, test results, 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 chromebooks. The team will meet again to review student progress and further needs for the school. When the ACIP is complete, parents will receive a copy through email.

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	ACT Aspire Data was reviewed.	ACT Aspire Data

Evaluative Criteria and Rubrics

Overall Rating: 3.5

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

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

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

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates achievement gaps exist among subpopulations of students, and these achievement gaps demonstrate a modest decline.	Level 2

Areas of Notable Achievement

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

Science increased 8% percentage points. Hispanic students performed higher than Black students.

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

Science increased 8% points from 2015 to 2016.

Which area(s) indicate the overall highest performance?

Third grade math scores were the highest performance category.

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

The female subgroup demonstrated an increase in performance in all three subjects tested.

Between which subgroups is the achievement gap closing?

The Hispanic group is closing the achievement gap with the White subgroup.

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

Global Scholar also indicates that math in 3rd Grade is increasing.

Areas in Need of Improvement

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

The black subgroup's performance in math and science is below what is expected.

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

The reading scores demonstrate a negative trend in performance, especially in 3rd grade.

Which area(s) indicate the overall lowest performance?

third Grade Reading is the overall lowest performing area.

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

The Black subgroup shows a trend toward decreasing performance in Science.

Between which subgroups is the achievement gap becoming greater?

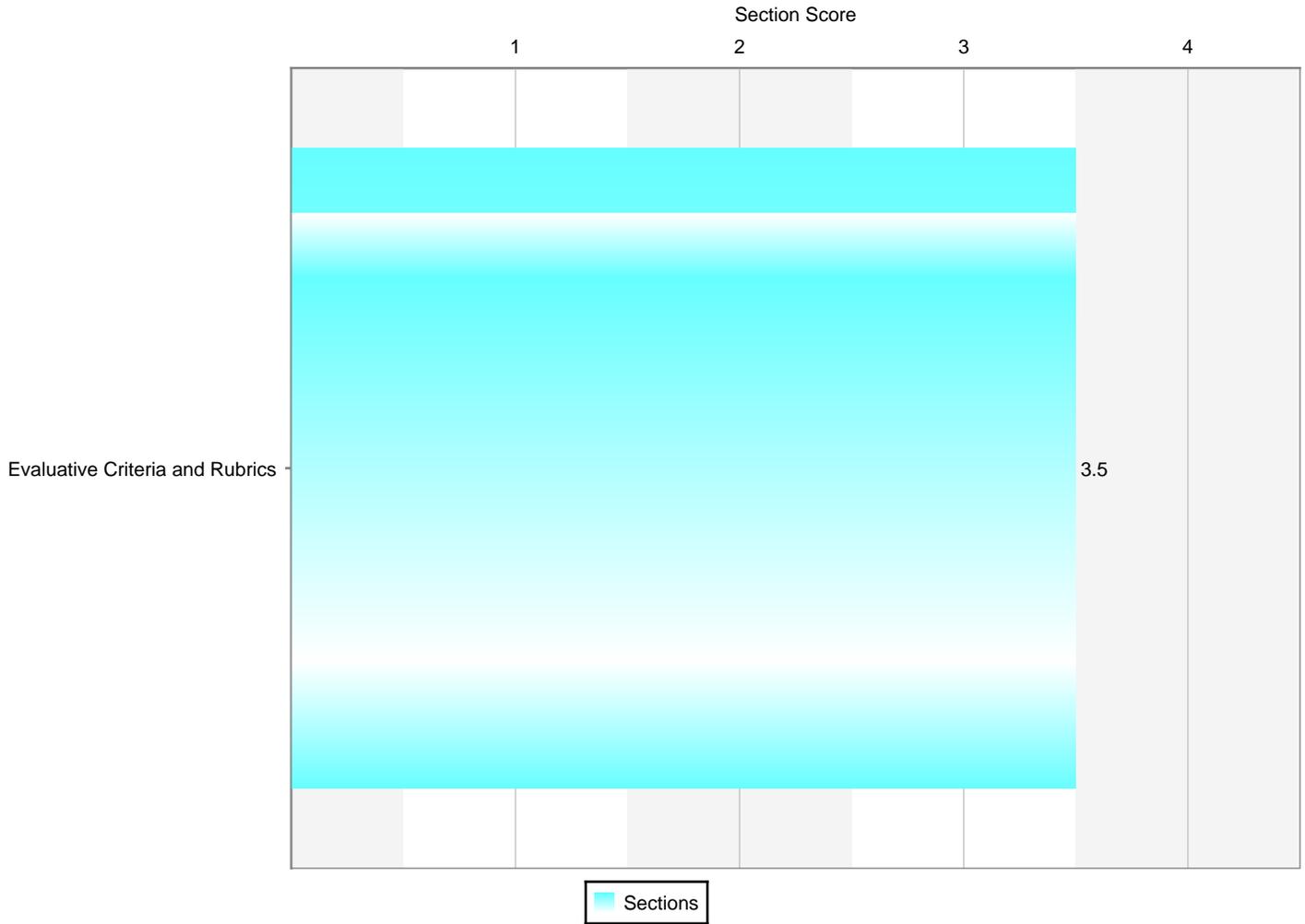
The achievement gap is becoming greater between the White and Black subgroups.

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

The widening achievement gap between White and Black subgroups is evident in other data sources, such as Reflex Math and Accelerated Math.

Report Summary

Scores By Section



ACIP Assurances

Introduction

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

ACIP Assurances

Label	Assurance	Response	Comment	Attachment
1.	The Instructional Leadership Team members that should be present include the principal, guidance counselor, district school improvement specialist (or other designee), appropriate content-area teachers, parent representatives, and student representatives (as appropriate). Depending on the data, additional members may include special population representatives (Technology Coordinator, Special Education, ELL, etc.), district federal programs coordinator, district chief school financial officer, community stakeholders, or any other member as appropriate. Documentation will be maintained on site.	Yes	Ann Baker - Community Leader Lisa McCullough - Alabama Cooperative Extension Pamela Harris - School Improvement/ACIP Misti Price - Parent Sherri Calhoun - Parent Kyle Sims - Parent Shirley Bates - Grandparent Robin Wilson - Special Ed Teacher Tiffany Lockhart - 3rd Grade Representative Lisa Brown - 4th Grade Representative Trish Karn - 5th Grade Representative Anita Price - Reading Coach Lisa Baker - Counselor Roger Sheffield - Assistant Principal Louise Pitts - Principal	Agenda and Signature Page

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.	Equal Opportunity Employment Equal Opportunity Employment

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	

Label	Assurance	Response	Comment	Attachment
4.	The institution has a Parent Involvement policy and plan as required in NCLB Section 1118, and ensures that all requirements in Section 1118 and 1111(h)(6), Parents' Right-to-Know, are implemented systematically.	Yes	Parents and Guardians are provided with this information in paper form and through a poser point presentation.	Title I 2016

Label	Assurance	Response	Comment	Attachment
5.	The institution has a School-Parent Compact. If a Title I school, the School-Parent Compact contains the required components (NCLB Section 1118(d)(1-2)(A,B,C)) and was jointly developed with parents of participating students.	Yes	Parents or guardians and students review this document and then sign it.	School-Parent Compact

2016-2017 ACIP Plan

Overview

Plan Name

2016-2017 ACIP Plan

Plan Description

2016-2017 ACIP Plan

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	2% of students at Clanton Intermediate School will improve scores in reading and listening.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
2	Students in grades 3 will increase their math scores.	Objectives: 1 Strategies: 1 Activities: 3	Academic	\$21887
3	CIS will increase parental involvement to increase academic achievement.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
4	Reading Improvemnt	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$4939
5	Special Ed students will improve their reading scores.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$4900

Goal 1: 2% of students at Clanton Intermediate School will improve scores in reading and listening.

Measurable Objective 1:

2% of English Learners students will demonstrate a proficiency to move to a level 4 in Reading by 05/26/2017 as measured by ACCESS test.

Strategy 1:

Strategy 1 - Kay Hilyer, EL teacher, - the EL teacher will provide quality EL instruction during a protected instructional time.

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

Research Cited: WIDA

Activity - Academic Support Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
EL teacher will provide training for faculty and staff through a professional development activity. Content area teachers and EL teacher will implement the strategies during instruction.	Academic Support Program	09/01/2016	05/26/2017	\$0	Title III	Kay Hilyer, EL Instructor

Goal 2: Students in grades 3 will increase their math scores.

Measurable Objective 1:

A 5% increase of Third grade students will achieve college and career readiness in mathematic standards in Mathematics by 05/12/2017 as measured by Scantron Performance Global Scholar Math Assessment results used in determining our rate of increase from 41% to 46%..

Strategy 1:

Targeted Instruction - Targeted instruction will enable teachers to adapt and deliver both individualized and whole group instruction that meets the needs of all students. This will be accomplished first 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: Develop/Implement Research Based Best Practices for Continuous Improvement

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

McREL. Retrieved from www.mcrel.org/PDF/Instruction/0121RR_CITW_report.pdf

Activity - Differentiated Instruction and Tier II	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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ACIP

Clanton Intermediate School

Differentiated Instruction is effective teaching that involves providing students with different avenues to acquiring content for processing, constructing, or making sense of ideas. From these deductions, teachers will develop teaching materials and assessment measures so that all students within a classroom can learn effectively, regardless of differences in ability. The use of flexible grouping, as well as differentiated instruction will be used to provide Tier II instruction for students not making adequate progress on daily formative assessments.	Academic Support Program	08/09/2016	05/25/2017	\$0	Title I Schoolwide	All teachers, support personnel, and administration
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Activity - Reflex Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Across the grade level and assessments, students who use Reflex may score higher and achievement may increase.	Academic Support Program	08/09/2016	05/25/2017	\$2887	Title I Schoolwide	Math Teachers and Intervention Teachers

Activity - Accelerated Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Accelerated math is administered daily, and all students will take this standard based assessment using a computer generated format.	Academic Support Program	08/09/2016	05/25/2017	\$19000	Title I Schoolwide	Math Teachers and Intervention Teachers

Goal 3: CIS will increase parental involvement to increase academic achievement.**Measurable Objective 1:**

A 1% increase of All Students will demonstrate a proficiency in parental involvement in school activities from 62% to 63% in Practical Living by 05/12/2017 as measured by the 2016 Student Surveys..

Strategy 1:

Parental Involvement - Orientation, Open House, Grandparents Day, Title I Meeting for Stakeholders, Spelling Bee, Awards Ceremonies, Spring Carnival, Christmas Parties, End of year Parties, Daily Lunch/Breakfast, Field Trips, Automated phone-Messaging for School Information, Weekly Newsletters, Parent Volunteers, and Parent Training on Various Programs

Category: Develop/Implement Student and School Culture Program

Research Cited: Student Surveys

Activity - Parental Involvement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Parents will be invited to school activities in an effort to increase parental involvement and student academics.	Parent Involvement	08/04/2016	05/25/2017	\$0	No Funding Required	Principal, Assistant Principal, Counselor, Teachers, Reading Coach, and Staff
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Goal 4: Reading Improvemnt

Measurable Objective 1:

100% of Third grade students will demonstrate a proficiency of 38% in Reading by 04/21/2017 as measured by the 2017 ACT Aspire Reading test.

Strategy 1:

Accelerated Reading - Students will read AR books and take tests for comprehension on their books

Category: Develop/Implement College and Career Ready Standards

Research Cited: Accelerated Reading

Activity - Acceelrated Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will read AR books and take tests to measure comprehension.	Academic Support Program	08/09/2016	05/25/2017	\$4939	Title I Part A	Librarian, Principal, Assistant Principal, Teachers, and Staff

Goal 5: Special Ed students will improve their reading scores.

Measurable Objective 1:

A 4% increase of Third grade Students with Disabilities students will increase student growth in reading standards in Reading by 05/25/2017 as measured by the 2017 ACT Aspire Reading test.

Strategy 1:

Accelerated Reading - Students will read AR books to increase comprehension.

Category: Develop/Implement College and Career Ready Standards

Research Cited: AR is a research based program.

ACIP

Clanton Intermediate School

Activity - Accelerated Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students select books from the library and read them for comprehension.	Academic Support Program	08/09/2016	05/25/2017	\$4900	State Funds	Librarian, Teachers, Principal, Assistant Principal, Counselor, Reading Coach

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Accelrated Reading	Students will read AR books and take tests to measure comprehension.	Academic Support Program	08/09/2016	05/25/2017	\$4939	Librarian, Principal, Assistant Principal, Teachers, and Staff
Total					\$4939	

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Accelerated Math	Accelerated math is administered daily, and all students will take this standard based assessment using a computer generated format.	Academic Support Program	08/09/2016	05/25/2017	\$19000	Math Teachers and Intervention Teachers
Reflex Math	Across the grade level and assessments, students who use Reflex may score higher and achievement may increase.	Academic Support Program	08/09/2016	05/25/2017	\$2887	Math Teachers and Intervention Teachers
Differentiated Instruction and Tier II	Differentiated Instruction is effective teaching that involves providing students with different avenues to acquiring content for processing, constructing, or making sense of ideas. From these deductions, teachers will develop teaching materials and assessment measures so that all students within a classroom can learn effectively, regardless of differences in ability. The use of flexible grouping, as well as differentiated instruction will be used to provide Tier II instruction for students not making adequate progress on daily formative assessments.	Academic Support Program	08/09/2016	05/25/2017	\$0	All teachers, support personnel, and administration
Total					\$21887	

Title III

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

Clanton Intermediate School

Academic Support Program	EL teacher will provide training for faculty and staff through a professional development activity. Content area teachers and EL teacher will implement the strategies during instruction.	Academic Support Program	09/01/2016	05/26/2017	\$0	Kay Hilyer, EL Instructor
Total					\$0	

State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Accelerated Reading	Students select books from the library and read them for comprehension.	Academic Support Program	08/09/2016	05/25/2017	\$4900	Librarian, Teachers, Principal, Assistant Principal, Counselor, Reading Coach
Total					\$4900	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Parental Involvement	Parents will be invited to school activities in an effort to increase parental involvement and student academics.	Parent Involvement	08/04/2016	05/25/2017	\$0	Principal, Assistant Principal, Counselor, Teachers, Reading Coach, and Staff
Total					\$0	

Stakeholder Feedback Diagnostic

Introduction

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

Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	No	All surveys were completed on line.	CIS Survey Results

Evaluative Criteria and Rubrics

Overall Rating: 3.0

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

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

Areas of Notable Achievement

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

For the 2016 ACT Aspire Test, Fifth Grade scores improved from the 2015 test in all three categories.

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

On the Student Survey, 2.94% out of 3% stated, "In my school my principal and teachers want every student to learn."

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

95% of teachers agree that they want their students to learn.

Areas in Need of Improvement

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

Students reported that teachers did not ask their families to come to school activities.

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

Students feel that teachers do not ask their families to come to school activities.

What are the implications for these stakeholder perceptions?

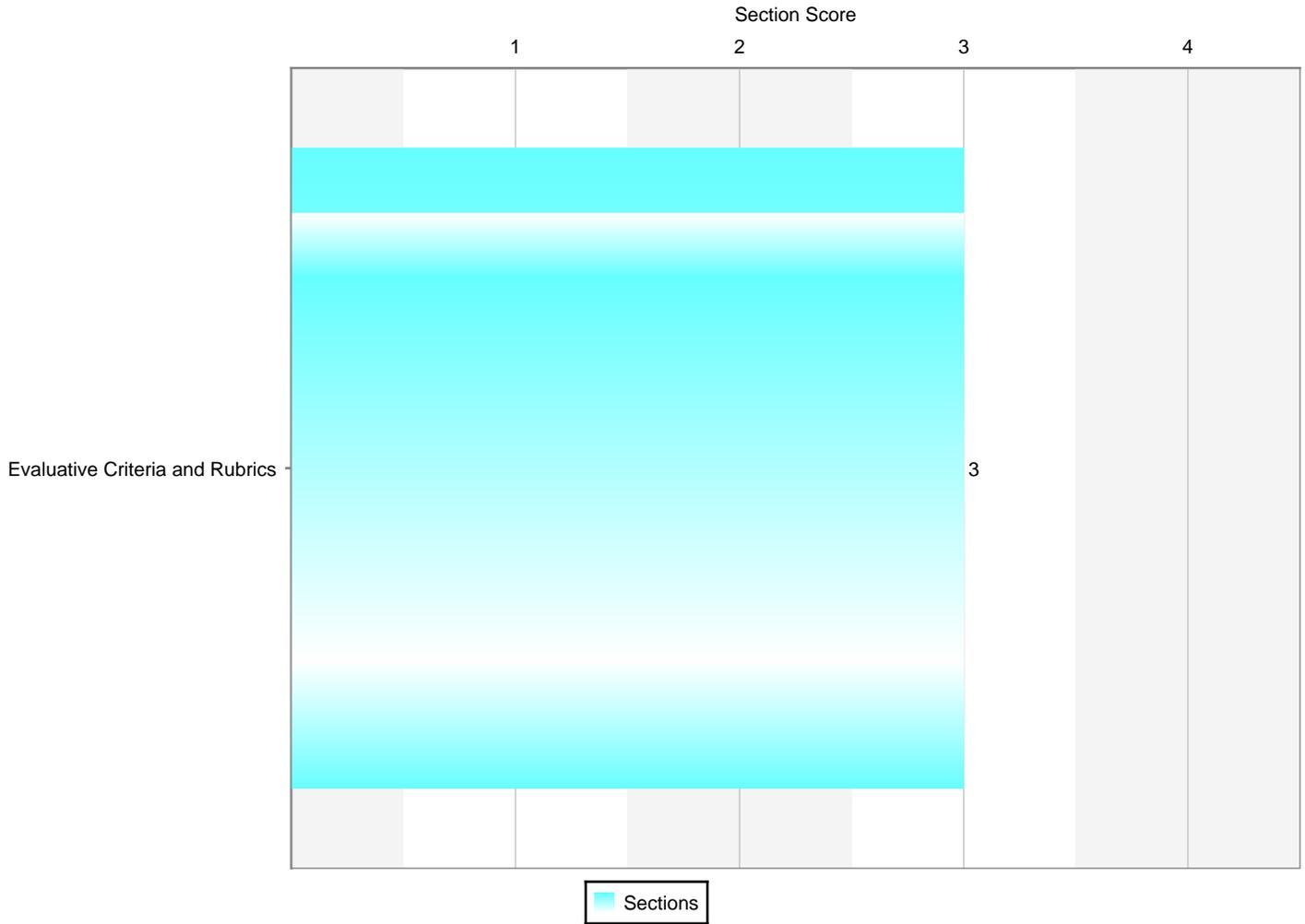
Teachers need to do a better job of reminding students how often their parents are invited to school.

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

68% of parents reported that they did not know how to be involved in school planning.

Report Summary

Scores By Section



Title I Schoolwide Diagnostic

Introduction

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

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment conducted?

The comprehensive needs assessment was conducted through surveys.

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

Parents want to be more involved in monitoring their child's progress.

3. What conclusions were drawn from the results?

Clanton Intermediate School needs to improve parent-teacher communication.

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

Clanton Intermediate School needs to improve communication with parents-teachers-students to increase positive perceptions, academic success, knowledge of programs/processes, and an awareness of demographics.

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

Clanton Intermediate School has developed goals to increase student achievement and to improve perceptions of the school's culture and climate.

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

Goals will be analyzed through parent, teacher, and student surveys and through results of the 2017 ACT Aspire test scores.

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

Goals were developed to address the needs of the whole school population and children who are disadvantaged.

Component 2: Schoolwide Reform Strategies

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

Goal 1:

2% of students at Clanton Intermediate School will improve scores in reading and listening.

Measurable Objective 1:

2% of English Learners students will demonstrate a proficiency to move to a level 4 in Reading by 05/26/2017 as measured by ACCESS test.

Strategy1:

Strategy 1 - Kay Hilyer, EL teacher, - the EL teacher will provide quality EL instruction during a protected instructional time.

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

Research Cited: WIDA

Activity - Academic Support Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
EL teacher will provide training for faculty and staff through a professional development activity. Content area teachers and EL teacher will implement the strategies during instruction.	Academic Support Program	09/01/2016	05/26/2017	\$0 - Title III	Kay Hilyer, EL Instructor

Goal 2:

Students in grades 3, 4, 5 will increase their math scores.

Measurable Objective 1:

A 5% increase of Third grade students will achieve college and career readiness in mathematic standards in Mathematics by 05/12/2017 as measured by Scantron Performance Global Scholar Math Assessment results used in determining our rate of increase from 41% to 46%..

Strategy1:

Targeted Instruction - Targeted instruction will enable teachers to adapt and deliver both individualized and whole group instruction that meets the needs of all students. This will be accomplished first 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: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: Beesley, A. D., & Apthorp, H. S. (2010). Classroom instruction that works second edition research report. Denver, CO: McREL. Retrieved from www.mcrel.org/PDF/Instruction/0121RR_CITW_report.pdf

Activity - Differentiated Instruction and Tier II	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Differentiated Instruction is effective teaching that involves providing students with different avenues to acquiring content for processing, constructing, or making sense of ideas. From these deductions, teachers will develop teaching materials and assessment measures so that all students within a classroom can learn effectively, regardless of differences in ability. The use of flexible grouping, as well as differentiated instruction will be used to provide Tier II instruction for students not making adequate progress on daily formative assessments.	Academic Support Program	08/09/2016	05/25/2017	\$0 - Title I Schoolwide	All teachers, support personnel, and administration

Activity - Accelerated Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Accelerated math is administered daily, and all students will take this standard based assessment using a computer generated format.	Academic Support Program	08/09/2016	05/25/2017	\$19000 - Title I Schoolwide	Math Teachers and Intervention Teachers

Activity - Reflex Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Across the grade level and assessments, students who use Reflex may score higher and achievement may increase.	Academic Support Program	08/09/2016	05/25/2017	\$2887 - Title I Schoolwide	Math Teachers and Intervention Teachers

Goal 3:

CIS will increase parental involvement to increase academic achievement.

Measurable Objective 1:

A 1% increase of All Students will demonstrate a proficiency in parental involvement in school activities from 62% to 63% in Practical Living by 05/12/2017 as measured by the 2016 Student Surveys..

Strategy1:

Parental Involvement - Orientation, Open House, Grandparents Day, Title I Meeting for Stakeholders, Spelling Bee, Awards Ceremonies, Spring Carnival, Christmas Parties, End of year Parties, Daily Lunch/Breakfast, Field Trips, Automated phone-Messaging for School Information, Weekly Newsletters, Parent Volunteers, and Parent Training on Various Programs

Category: Develop/Implement Student and School Culture Program

Research Cited: Student Surveys

ACIP

Clanton Intermediate School

Activity - Parental Involvement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents will be invited to school activities in an effort to increase parental involvement and student academics.	Parent Involvement	08/04/2016	05/25/2017	\$0 - No Funding Required	Principal, Assistant Principal, Counselor, Teachers, Reading Coach, and Staff

Goal 4:

Reading Improvement for Grade 3

Measurable Objective 1:

100% of Third grade students will demonstrate a proficiency of 38% in Reading by 04/21/2017 as measured by the 2017 ACT Aspire Reading test.

Strategy1:

Accelerated Reading - Students will read AR books and take tests for comprehension on their books

Category: Develop/Implement College and Career Ready Standards

Research Cited: Accelerated Reading

Activity - Accelerated Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will read AR books and take tests to measure comprehension.	Academic Support Program	08/09/2016	05/25/2017	\$4939 - Title I Part A	Librarian, Principal, Assistant Principal, Reading coach, Teachers, and Staff

Goal 5:

Special Ed students will improve their reading scores.

Measurable Objective 1:

A 4% increase of Third grade Students with Disabilities students will increase student growth in reading standards in Reading by 05/25/2017 as measured by the 2017 ACT Aspire Reading test.

Strategy1:

Accelerated Reading - Students will read AR books to increase comprehension.

Category: Develop/Implement College and Career Ready Standards

Research Cited: AR is a research based program.

Activity - Accelerated Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students select books from the library and read them for comprehension.	Academic Support Program	08/09/2016	05/25/2017	\$4900 - State Funds	Librarian, Teachers, Principal, Assistant Principal, Counselor, Reading Coach

2. Identify the strategies in the schoolwide plan that increase the quality and quantity of instruction.

Goal 1:

Students in grades 3, 4, 5 will increase their math scores.

Measurable Objective 1:

A 5% increase of Third grade students will achieve college and career readiness in mathematic standards in Mathematics by 05/12/2017 as measured by Scantron Performance Global Scholar Math Assessment results used in determining our rate of increase from 41% to 46%..

Strategy1:

Targeted Instruction - Targeted instruction will enable teachers to adapt and deliver both individualized and whole group instruction that meets the needs of all students. This will be accomplished first 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: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: Beesley, A. D., & Apthorp, H. S. (2010). Classroom instruction that works second edition research report. Denver, CO: McREL. Retrieved from www.mcrel.org/PDF/Instruction/0121RR_CITW_report.pdf

Activity - Differentiated Instruction and Tier II	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Differentiated Instruction is effective teaching that involves providing students with different avenues to acquiring content for processing, constructing, or making sense of ideas. From these deductions, teachers will develop teaching materials and assessment measures so that all students within a classroom can learn effectively, regardless of differences in ability. The use of flexible grouping, as well as differentiated instruction will be used to provide Tier II instruction for students not making adequate progress on daily formative assessments.	Academic Support Program	08/09/2016	05/25/2017	\$0 - Title I Schoolwide	All teachers, support personnel, and administration

Activity - Reflex Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Across the grade level and assessments, students who use Reflex may score higher and achievement may increase.	Academic Support Program	08/09/2016	05/25/2017	\$2887 - Title I Schoolwide	Math Teachers and Intervention Teachers

ACIP

Clanton Intermediate School

Activity - Accelerated Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Accelerated math is administered daily, and all students will take this standard based assessment using a computer generated format.	Academic Support Program	08/09/2016	05/25/2017	\$19000 - Title I Schoolwide	Math Teachers and Intervention Teachers

Goal 2:

CIS will increase parental involvement to increase academic achievement.

Measurable Objective 1:

A 1% increase of All Students will demonstrate a proficiency in parental involvement in school activities from 62% to 63% in Practical Living by 05/12/2017 as measured by the 2016 Student Surveys..

Strategy1:

Parental Involvement - Orientation, Open House, Grandparents Day, Title I Meeting for Stakeholders, Spelling Bee, Awards Ceremonies, Spring Carnival, Christmas Parties, End of year Parties, Daily Lunch/Breakfast, Field Trips, Automated phone-Messaging for School Information, Weekly Newsletters, Parent Volunteers, and Parent Training on Various Programs

Category: Develop/Implement Student and School Culture Program

Research Cited: Student Surveys

Activity - Parental Involvement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents will be invited to school activities in an effort to increase parental involvement and student academics.	Parent Involvement	08/04/2016	05/25/2017	\$0 - No Funding Required	Principal, Assistant Principal, Counselor, Teachers, Reading Coach, and Staff

Goal 3:

Reading Improvement for Grade 3

Measurable Objective 1:

100% of Third grade students will demonstrate a proficiency of 38% in Reading by 04/21/2017 as measured by the 2017 ACT Aspire Reading test.

Strategy1:

Accelerated Reading - Students will read AR books and take tests for comprehension on their books

Category: Develop/Implement College and Career Ready Standards

Research Cited: Accelerated Reading

ACIP

Clanton Intermediate School

Activity - Accelerated Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will read AR books and take tests to measure comprehension.	Academic Support Program	08/09/2016	05/25/2017	\$4939 - Title I Part A	Librarian, Principal, Assistant Principal, Reading coach, Teachers, and Staff

Goal 4:

Reading Improvement for Grades 4 and 5

Measurable Objective 1:

4% of Fourth and Fifth grade students will demonstrate a proficiency of 35% and 45% respectively in Reading by 04/21/2017 as measured by the 2017 ACT Aspire Reading test.

Strategy1:

Accelerated Reading - Students will read Accelerated Reader books and take tests for comprehension on their books.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Accelerated Reader

Activity - Accelerated Reader	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will read AR books and take tests to measure comprehension.	Academic Support Program	08/09/2016	05/25/2017	\$4939 - State Funds	Librarians, Principal, Assistant Principal, Reading Coach, Teacher, and Staff

Goal 5:

Special Ed students will improve their reading scores.

Measurable Objective 1:

A 4% increase of Third grade Students with Disabilities students will increase student growth in reading standards in Reading by 05/25/2017 as measured by the 2017 ACT Aspire Reading test.

Strategy1:

Accelerated Reading - Students will read AR books to increase comprehension.

Category: Develop/Implement College and Career Ready Standards

Research Cited: AR is a research based program.

Activity - Accelerated Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students select books from the library and read them for comprehension.	Academic Support Program	08/09/2016	05/25/2017	\$4900 - State Funds	Librarian, Teachers, Principal, Assistant Principal, Counselor, Reading Coach

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

Goal 1:

Increase family involvement in school activities

Measurable Objective 1:

demonstrate a proficiency of a 1% increase in parental involvement in school activities from 35% to 36% by 05/16/2016 as measured by 2016 Student Survey's and Parent Survey's.

Strategy1:

Improve Parental Involvement - Improve Parental Involvement - Individual Open House for 3rd grade, 4th grade and 5th grade. Title I meetings held for the stakeholders meeting, Student performances, Awards ceremonies, Spelling "Bee", Spring Carnival, Christmas parties, Daily lunch invites, Field-trips, Automated phone-messaging for school information, newspaper advertises school activities, translator for English Language Learners, parent volunteers for school activities, assessment notifications, allowed parents to bring items for children's birthday, Compass Learning and iNow portal training for the parents.

Category:

Research Cited: Student surveys reflect a need for improved parental involvement.

Activity - Improve Parental Involvement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School will use student activities to improve parental involvement.	Parent Involvement	08/11/2015	05/26/2016	\$0 - No Funding Required	Administrators, Counselor, Instructional Coach, Teachers and Staff

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

Goal 1:

Students in grades 3, 4, 5 will increase their math scores.

Measurable Objective 1:

A 5% increase of Third grade students will achieve college and career readiness in mathematic standards in Mathematics by 05/12/2017 as measured by Scantron Performance Global Scholar Math Assessment results used in determining our rate of increase from 41% to 46%..

Strategy1:

Targeted Instruction - Targeted instruction will enable teachers to adapt and deliver both individualized and whole group instruction that

meets the needs of all students. This will be accomplished first 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: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: Beesley, A. D., & Apthorp, H. S. (2010). Classroom instruction that works second edition research report. Denver, CO: McREL. Retrieved from www.mcrel.org/PDF/Instruction/0121RR_CITW_report.pdf

Activity - Differentiated Instruction and Tier II	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Differentiated Instruction is effective teaching that involves providing students with different avenues to acquiring content for processing, constructing, or making sense of ideas. From these deductions, teachers will develop teaching materials and assessment measures so that all students within a classroom can learn effectively, regardless of differences in ability. The use of flexible grouping, as well as differentiated instruction will be used to provide Tier II instruction for students not making adequate progress on daily formative assessments.	Academic Support Program	08/09/2016	05/25/2017	\$0 - Title I Schoolwide	All teachers, support personnel, and administration

Activity - Reflex Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Across the grade level and assessments, students who use Reflex may score higher and achievement may increase.	Academic Support Program	08/09/2016	05/25/2017	\$2887 - Title I Schoolwide	Math Teachers and Intervention Teachers

Activity - Accelerated Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Accelerated math is administered daily, and all students will take this standard based assessment using a computer generated format.	Academic Support Program	08/09/2016	05/25/2017	\$19000 - Title I Schoolwide	Math Teachers and Intervention Teachers

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

Goal 1:

2% of students at Clanton Intermediate School will improve scores in reading and listening.

Measurable Objective 1:

2% of English Learners students will demonstrate a proficiency to move to a level 4 in Reading by 05/26/2017 as measured by ACCESS test.

Strategy1:

Strategy 1 - Kay Hilyer, EL teacher, - the EL teacher will provide quality EL instruction during a protected instructional time.

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

Research Cited: WIDA

Activity - Academic Support Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
EL teacher will provide training for faculty and staff through a professional development activity. Content area teachers and EL teacher will implement the strategies during instruction.	Academic Support Program	09/01/2016	05/26/2017	\$0 - Title III	Kay Hilyer, EL Instructor

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

Goal 1:

EL GoalAll students at Clanton Intermediate will improve scores in Reading and Speaking.

Measurable Objective 1:

5% of English Learners students will demonstrate a proficiency in Reading and demonstrate a proficiency to move to a level 4 for in Reading by 05/26/2016 as measured by the ACCESS test for ELs and by teacher observations..

Strategy1:

Kay Hilyer, EL teacher - The EL teacher will provide quality EL instruction during a protected instructional time.

Category:

Research Cited: A variety of research based instructional strategies will be used including WIDA strategies.

Activity - EL Reading/Speaking	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
EL teacher, Kay Hilyer will provided quality instruction for EL instructions for identified EL students on a weekly basis using a variety of research based instructional and student WIDA strategies.	Academic Support Program	08/17/2015	05/26/2016	\$0 - Title III	Kay Hilyer, EL Instructor and Mark Stephenson, Principal.

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

Goal 1:

Reading Improvement for Grade 3

Measurable Objective 1:

100% of Third grade students will demonstrate a proficiency of 38% in Reading by 04/21/2017 as measured by the 2017 ACT Aspire Reading test.

Strategy1:

Accelerated Reading - Students will read AR books and take tests for comprehension on their books

Category: Develop/Implement College and Career Ready Standards

Research Cited: Accelerated Reading

Activity - Accelerated Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will read AR books and take tests to measure comprehension.	Academic Support Program	08/09/2016	05/25/2017	\$4939 - Title I Part A	Librarian, Principal, Assistant Principal, Reading coach, Teachers, and Staff

Component 3: Instruction by Qualified Staff

Label	Assurance	Response	Comment	Attachment
	1. Do all of the instructional paraprofessionals meet the state requirements? If no, what is the number that has not met state requirements and what is being done to address this?	Yes	All paraprofessionals have either had two years of college or have passed the Work Keys test.	Principal Attestation

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

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

At Clanton Intermediate School, only Highly Qualified applicants are interviewed.

Component 4: Strategies to Attract Qualified Teachers

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

Clanton Intermediate School's turnover rate for this school year is 10% because two teachers retired, 1 teacher became an administrator, and 1 was non-renewed.

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

90% of the teachers are tenured.

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

With 90% of the teachers being tenured, it is expected to have teachers retire. 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

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

Professional Development is aimed at addressing teachers' needs. In-house PD will be conducted through turn-around training on various programs. All 29 teachers have visited another school to address CIS teachers' needs to observe new programs and the development of time management. Future visits to schools, meaningful workshops, and conferences are also planned.

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

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. All 29 general ed teachers have visited another school to address CIS teachers' needs to observe new programs and the development of time management. Future visits to schools, meaningful workshops, and conferences are also planned. School planned activities will address parent PD.

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

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

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

Mentor teachers meet weekly with their mentees.

Component 6: Transition Strategies

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

Second Grade students from Clanton Elementary School visit Clanton Intermediate School each spring and Clanton Intermediate fifth grade students visit Clanton Middle School each spring.

Component 7: Teacher Participation in Making Assessment Decisions

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

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

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

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

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

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

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

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.

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

Tiger Trails, a Clanton Elementary School after-school program and the YMCA provide tutoring in various subjects and assistance with homework.

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

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

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

N/A

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

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

The EL teacher, Special Ed teachers, and the Reading Coach communicate in meetings with the general ed teachers to review student progress.

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

All general ed teachers at Clanton Intermediate School are Title I teachers. The EL teacher, Special Ed teachers, and the Reading Coach communicate in meetings with the general ed teachers to review student progress in an effort to meet schoolwide goals.

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

All general ed teachers at Clanton Intermediate School are Title I teachers. The EL teacher, Special Ed teachers, and the 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

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

Spring surveys will be administered in the spring, results from data meetings, and 2017 ACT Aspire test results will be reviewed as an evaluation for implementation of schoolwide programs.

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

Administrators, Reading Coach, and teachers will disaggregate data from the 2017 ACT Aspire tests to evaluate the success of schoolwide programs.

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

Administrators, Reading Coach, and teachers will disaggregate data from the 2017 ACT Aspire tests to evaluate the success of schoolwide programs. An evaluation of different components of the test will indicate which programs were more successful.

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

Once the 2017 ACT Aspire test scores are disaggregated and evaluations made regarding programs, a new plan will be developed for the 2017-2018 school year.

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

No

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

Based on a comparison of the past two years test results and a change in administration, new goals were developed.

Coordination of Resources - Comprehensive Budget

Introduction

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

I. State Foundation Funds:

	FTE's Earned	Units Placed	Total Salaries
FTE Teacher Units	33.50	33.50	2,632,685.00
Administrator Units	1.00	1	98,642.00
Assistant Principal	1.00	1	84,966.00
Counselor	1.00	1	78,328.00
Librarian	1.00	1	75,798.00
Career and Technical Education Administrator	0.00	0	0.00
Career and Technical Education Counselor	1.00	1	6,266.00
Technology	169.34	37	6,266.00
Professional Development	63.79	37	2,360.00
State ELL Funds	1.00	1	2,755.75
Instructional Supplies	405.45	37	15,002.00
Library Enhancement	21.26	37	787.00
Totals			3,003,855.75

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	158998.75

Provide a brief explanation and breakdown of expenses.

Personnel

0.60 - Nicole Bolton (Homeroom Teacher) - \$37,455

1.0 - Susan Russell (Homeroom Teacher) - \$62,422

0.40 - Chaney White (Homeroom Teacher) - \$22,220

Subs - \$1360

Parental Involvement - \$1,950.89

Technology, Equipment and Supplies - \$33,590.86

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

Provide a brief explanation and a breakdown of expenses.

N/A

Title II

Label	Question	Value
1.	Professional Development Activites Provide the total.	2000.0

Provide a brief explanation and a breakdown of expenses.

Money will be used to provide substitutes and fees for approved PD.

Title III

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

Provide a brief explanation and a breakdown of expenses.

N/A

Title IV

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

Provide a brief explanation and a breakdown of expenses.

N/A

Title VI

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

Provide a brief explanation and a breakdown of expenses.

N/A

Career and Technical Education-Perkins IV

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

Provide a brief explanation and breakdown of expenses.

N/A

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

Provide a brief explanation and breakdown of expenses.

N/A

Other

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

Strategies to Increase Parental Involvement

Introduction

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

Strategies to Increase Parental Involvement

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

After applying for 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.

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

Clanton Intermediate School 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 Clanton Elementary School students.

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

The following are ways that Clanton Intermediate School 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.

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

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 it is reviewed.

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

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

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

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

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

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.

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

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

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

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.

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

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

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

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.

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

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

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

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.

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

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

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

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.

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

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

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

CIS has an open door policy. When parents need meetings with personnel or information, CIS staff and faculty will provide information to parents even without an appointment.

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

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.

