ACIP

Cherokee Elementary School

Colbert County Board of Education

Mr. Anthony Olivis
1305 North Pike
Cherokee, AL 35616-7028

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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?

Cherokee Elementary is at Title I school serving over 300 students in grades Pre-K through 6th within a rural community in Northwest Colbert County, Alabama. Our school is located in the town of Cherokee, Alabama positioned in the northwest corner of the state near the Natchez Trace and the Tennessee River. The community is exceptionally supportive of the school which is evident through our active Parent Teacher Organization, various school functions, and stakeholder involvement. Parent volunteers and a Foster Grandparent program are examples of how community members volunteer their time to help Cherokee's students. Many churches and businesses in the area provide supplies for students in need. These churches provide food, school supplies, clothing, and gifts throughout the school year to encourage the students and teachers. Local businesses continue to assist Cherokee Elementary in creating partnerships to foster student achievement. Industry in the area prove to show interest in helping the school develop productive young citizens. The natural beauty of Cherokee is just one of the many attractions of living in the area. Cherokee is situated close to areas rich in tradition such as the Shoals, Memphis, Tupelo, and the town itself. Mr. Thomas Casteel, in his third year at Cherokee Elementary, serves as the school principal.

The school houses grades Pre-K through sixth where enrollment is currently at 340 students. Approximately 67% of the student population qualifies for free and reduced lunch. Of the 340 students, 83% are Caucasian, 9% are black, 3.5% are multi-race, 3% are Hispanic, .6% Native American and .3% Asian. For the past several years, K-2 students have participated in the Dynamic Indicators of Basic Early Literacy Skills (DIBELS). As of the 2014- 2015 school year, K-1 participated in the DIBELS formative assessment. DIBELS results from the 2014-2015 school year showed that kindergarten students ended the school year with a reading benchmark of 61% readiness in Phoneme Segmentation. Ten students were retained to ensure readiness before moving to the next grade level. First grade results showed that 88% of student met or exceeded benchmark goals with accuracy in the area of Oral Reading Fluency.

Prior to ACT-ASPIRE testing in grades 3-6, the Alabama Reading and Math Test (ARMT) was administered to grades 3-6. The ACT-ASPIRE was implemented during the 2013-2014 school year. The 2015 ACT ASPIRE results show a 32% increase in math and 7% increase in reading for 6th grade students when tracking progress from 5th grade to 6th grade. There was a significant decrease in reading and math when tracking students from 4th to 5th grade. There was a 23% decrease in student readiness in reading and a 20% decrease in student readiness in math when tracking student results from 4th grade to 5th grade. There was a 8% increase in student readiness in reading and a 24% decrease in student readiness in math when tracking student results from 3th grade to 4th grade. Based on these results, Cherokee Elementary will focus on increasing student readiness with all students in grades three through six. Our success will be measured by the ASPIRE results from the 2015-2016 school year. On a positive note, 6th grade students scored the highest in the areas of math and reading. Math ASPIRE scores were 56% college and career ready. Reading ASPIRE scores were 41% college and career ready.

Over 75% of the staff members at Cherokee Elementary have a master's degree or are working towards a master's degree. Staff members include 32 faculty members and 1 administrator. Of the 32 faculty members, we have 1 part-time music teacher, 1 part-time school nurse, 1 media specialist, 1 part-time counselor, 1 full-time and 1 part-time physical education teachers, 2 full-time special education teacher, 1 part-time speech teacher, 1 part-time English Spanish Language teacher, 18 classroom teachers, and 1 instructional coach. All certified personnel are highly qualified. Professional development has been conducted for common core state standards over the past 3 years. Other professional development has included Mathematics/Reading textbook training, technology training, and Alabama Math and Science Initiative Training (AMSTI). Teachers continue to further their education and knowledge through current professional development and professional learning communities. These PLCs have participated in book studies, vertical/horizontal planning, and school improvement practices.

A challenge Cherokee has been facing is recent budget cuts. These budget cuts have resulted in an increase in student-teacher ratios.

Another challenge for Cherokee Elementary is declining enrollment. Over the past several years, a few local industries have closed affecting Cherokee's student enrollment as families migrate to other areas in search of employment. A recent decrease in student enrollment consumed the third second grade unit at the end of the 2014-2015 school year. The Reading Interventionist employed at CES transitioned back into a classroom teacher position as the position was lost to budget cuts in 2014-15. A slight increase in enrollment at the beginning of the 2015-2016 school year has resulted the adding a third teaching unit in fifth grade as of September 2015.

Most of the students come from low socio-economic backgrounds. However, parental involvement and support are top priorities at Cherokee Elementary. Cherokee's faculty and staff encourage parental involvement and work with parents to help students succeed daily. Cherokee Elementary has a large PTO encompassed of an executive committee, grade representatives, and homeroom moms. The PTO holds an annual events such as the Fall Festival, bake sales, t-shirt sales, student musical programs, Field Day, and other various activities throughout the school year. The funds the PTO raises are used to make school improvements, to help with classroom needs and supplies, and create incentive opportunities for students. According to the stakeholder survey results, a majority of students and parents feel a sense of security. With over 90% of parents reporting they feel their children are provided a safe learning environment and more than 80% of students feeling the school is safe and clean, it is clear Cherokee Elementary promotes a secure learning environment.

The staff collaborates on a weekly basis about student learning and implements action plans based on current data. Collaboration begins in a monthly data meeting to establish goals and small groups for Tier II and Tier III instruction. Teachers and the instructional coach begin intervention with these students. They communicate weekly during planning times to check for progress. Security measures have been implemented to provide a safe academic environment. Cherokee Elementary annually reviews and modifies the school safety plan and procedures. Monthly emergency drills are conducted to keep students and staff familiar with procedures.

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.

Cherokee Elementary embraces a philosophy of "Creating Everyday Success" as we strive to empower students through engaging them in continuous improvement. We offer the students quality instruction with ample opportunities to participate in numerous organizations and events designed to involve them in a well-rounded education. Our school involves all stakeholders in the educational process through active involvement and cooperative support. Another motto of CES is "Make it a Great Day" as we encourage students to take ownership in their success.

Mission
Cherokee Elementary School will work cohesively with the district, parents, students, and stakeholders to educate all students with a challenging curriculum while maintaining a safe and supportive learning environment.

Vision
Cherokee Elementary School exist to nurture a love of learning in a safe environment where high expectations are set for academic and social development conducive to life-long success.

Core Beliefs:
All children can learn.
School should be a safe environment for children.
The classroom should be well-managed and conducive to learning.
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A well balance of compassion and discipline should exist in the school.
Teachers set high expectations for student learning and behavior for overall success.

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.

Reading and Mathematics achievement scores have shown improvement at Cherokee Elementary in certain areas over the past three years. Priority has been placed on improving the scores of free and reduced lunch students. This has led to increased proficiency levels in this demographic group of students. ACT Aspire Reading scores in the 6th grade have exceeded the national and district average the past two years. Sixth grade Aspire Mathematics also exceeded the national and district average in the 2014-15 school year. These trends are goals for grades 3-5 as Cherokee Elementary plans in these areas of improvement. Student involvement in 4H, academic and artistic competitions, and various clubs continue to provide learning opportunities outside of the classroom.

School safety has been improved with the installation of security cameras and a front door lock system. The Bosch Security Monitoring System has been updated to include real time information to the monitoring station and principal's cell phone. The staff at Cherokee Elementary has participated in professional development provided by the Alabama section of the Department of Homeland Security to enhance the safety measures in place.

Over the next three years, the school will focus on the continued implementation of the Alabama College and Career Readiness Standards for English Language Arts, Mathematics, as well as the Science standards. Professional development will take place as the new CCRS Science standards will be implemented in the 2016-17 school year. A vertical planning approach for all grades will help ensure continuity throughout the school. The focus of formative assessment will continue to take place with interventions being developed to address gaps in achievement. Professional learning communities will offer the teachers more opportunities to grow as educators. These PLCs will service the students and parents in areas of increased support and communication.

Additional Information

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

Cherokee Elementary endeavors to provide our students with opportunities to be successful now and in the future. Our staff works constantly on improving what we do to better serve the students, parents, and community as a whole. We strive to prepare the students for college and career readiness on a formative level so they will be better prepared at the secondary level. Our staff is most proud of the opportunities provide to our student body. Together our staff promote the success of all students. Many programs have been established to help our students be the best they can possibly be. We have implemented a school-wide mentoring programming called "Tribe Talk" to offer students increased character development with more adult advocates. Our ICU program has been developed to offer students more opportunities to complete requirements in case they need extra time and support to finish their assignments. Numerous clubs and organizations such as our PRIDE Team (Ambassadors), Student Council, SWAT Team (technology), GEMS (science and math for girls), Green Team (Recycling), Library Assistants, and many more offer our students academic engagement beyond the classroom.

Cherokee Elementary strives to stay abreast of the current technological trends. All of our classroom teachers receive technology in motion training annually from a partnering university. Those teachers also received three tablet computers per homeroom to utilize with their students on the numerous educational sites available. The students and staff have wireless capacity throughout the school building. Many teachers also utilize student monitoring software such as ClassDojo and Remind 101 to have real time communication with parents. These resources also formatively track student progress with classroom management being the focus.

The procedures and opportunities for students to succeed at Cherokee Elementary School are implemented, reviewed, and improved upon on a continuous basis. We strive to help young people grow academically, socially, and physically as productive citizens of tomorrow. Our community involvement is a focus where parents, business, and other organizations in the area are encouraged to partake in helping us achieve our goals of supporting students.

Executive Summary

Introduction

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For the past several years, K-1 students have participated in the Dynamic Indicators of Basic Early Literacy Skills (DIBELS). DIBELS results from the 2016-2017 school year showed that kindergarten students ended the school year with a reading benchmark of 60% readiness in Phoneme Segmentation. Eight students were retained to ensure readiness before moving to the next grade level. First grade results showed that 77% of student met or exceeded benchmark goals with accuracy in the area of Oral Reading Fluency.

The ACT-ASPIRE was implemented during the 2013-2014 school year. The 2016 ACT ASPIRE results show a 12% increase in math and 9% increase in reading for 6th grade students when tracking progress from 5th grade to 6th grade. There was also a 4% increase in math and 14% increase in reading when tracking students from 3rd to 4th grade. There was a 1% decrease in math when tracking students from 4th to 5th grade. While all groups (except the 5th grade math scores) showed an increase student readiness, Cherokee Elementary students are still preforming below the national average in all areas with the exception of 3rd grade math.

Based on these results, Cherokee Elementary will focus on increasing student readiness with all students in grades three through six. Our success will be measured by the ASPIRE results from the 2016-2017 school year. On a positive note, 3rd grade students scored the highest in the area of math. Math ASPIRE scores showed that 56% of students are on track to be college and career ready. The third grade scores were 16% above the national average.

Over 75% of the staff members at Cherokee Elementary have a master's degree or are working towards a master's degree. Staff members include 31 faculty members and 1 administrator. Of the 31 faculty members, we have 1 part-time music teacher, 1 full-time school nurse, 1 media specialist, 1 part-time counselor, 1 full-time and 1 part-time physical education teachers, 2 full-time special education teacher, 1 part-time speech teacher, 1 part-time English Spanish Language teacher, 17 classroom teachers, and 1 instructional coach. All certified personnel are highly qualified. Professional development has been conducted for common core state standards over the past 3 years. Other professional development has included Mathematics/Reading textbook training, technology training, and Alabama Math and Science Initiative Training (AMSTI). Teachers continue to further their education and knowledge through current professional development and professional learning communities. These PLCs have participated in book studies, vertical/horizontal planning, and school improvement practices.

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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.

The school principal determines the parents that are involved in the CIP.

Cherokee Elementary will provide information regarding our Parental Involvement Plan in the following ways:

- The Annual Title I Meeting in Fall of each year

- PTO Open House Meeting during first six weeks of school

- Flexible number of meetings and times offered to parents

- Leadership Team includes parents

- Parent Teacher Conference Day

- Teachers available for parent conferences as needed

- Opportunities provided for parents to read the Parental Involvement Plan

Cherokee Elementary will allocate parental involvement funds in the following ways:

- School newsletter sent home monthly informing parents of upcoming events and monthly plans for each grade

- The purchase of summer reading and readiness materials to be used at home by the parent and student in preparation for the upcoming school year

- Kindergarten readiness materials are provided for those students who pre-register in the Spring.

Topics discussed at the annual Title Meeting:

- What it means to be a Title I School

- The 1% Set-Asides

- The LEA Title I Plan

- The Parental Involvement Plan

- The CIP

- Requesting qualifications of your Child's Teacher

- Notifications of teachers who are not Highly Qualified

- The Annual evaluation of the Parental Involvement Plan

- The process for how all Title I parents may have involvement in the1%set-aside, the LEA Title I Plan, the CIP, the revisions of compacts, the LEA and School Parental Involvement

Plans.

- School-Parent Compacts

- Introduction of parent leaders/contacts

Cherokee Elementary has at least two parents serving on the county wide Parent Involvement Committee.

Parents are informed throught he following methods:

Cherokee Elementary provides parents timely information concerning their child's education in the following ways:

- Parent Teacher Conferences

- Weekly Calendars

- Open House

- School Newsletters distributed monthly

- Honors Day

- Letter/Fliers to Parents

- PTO Meetings

- Pre K -6th Grade Parent Orientation

- Parents Right to Know Forms

- School-wide Communication Notebooks

- County Parent Handbooks

At parent meetings throughout the year, Cherokee Elementary provides information about its Title I program, the curriculum, and results of academic assessment. Parents are also informed

about the goals of the CIP plan. In addition, parents learn how to schedule parent/teacher/administrator conferences and participate in decisions related to the education of their child.

Cherokee Elementary School uses its parental involvement funds as follows: To pay for .25 salary for our parent involvement coordinator, to fund all materials and supplies for our school's parent training and for the parent information, to provide transportation and our phone call out system.

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

Anthony Olivis - Principal
Linda Turberville - Reading Coach
Anna Cowley- Teacher
Gina Carr - Teacher
Ginger Bohannon -Special Ed.Teacher
Ashley Harris - EL Teacher
Gale D. Satchel - Federal Programs
Jodi Vandiver - Parent

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

The final plan is posted on the school website for review by parents at their convenience throughout the year.

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	N/A	15-16 ASPIRE SCORES

Evaluative Criteria and Rubrics

Overall Rating: 3.25

	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 that minimal or no change has occurred in these achievement gaps.	Level 1

Areas of Notable Achievement

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

When tracking students from the 2014-2015 school year to the 2015-2016 school year the following areas were noted as strengths:
From 3rd grade to 4th grade there was an 14% increase in students who were identified as College and Career Ready in Reading.
From 5th grade to 6th grade there was a 12% increase in students who were identified as College and Career Ready in Math.
56% of Cherokee Elementary 3rd grade students scored ready and above on the 2015-2016 ASPIRE. This is 16% higher than the national average for 3rd grade.

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

When tracking students from the 2014-2015 school year to the 2015-2016 school year the following areas were noted as weaknesses:
From 3rd grade to 4th grade there was a 4% increase in students who were identified as College and Career Ready in Math.
From 3rd grade to 4th grade there was a 14% increase in students who were identified as College and Career Ready in Reading.
From 4th grade to 5th grade there was a 2% increase in students who were identified as College and Career Ready in Reading.
From 5th grade to 6th grade there was a 9% increase in students who were identified as College and Career Ready in Reading.
From 5th grade to 6th grade there was a 12% increase in students who were identified as College and Career Ready in Math.

Which area(s) indicate the overall highest performance?

56% of Cherokee Elementary 3rd grade students scored ready and above on the 2015-2016 ASPIRE. This is 16% higher than the national average for 3rd grade.

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

The 3rd and 6th grade male population scored above the school performance level average in Reading and Math.

Between which subgroups is the achievement gap closing?

The achievement gap is closing between 5th grade male and female students in Math.

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

Performance Series showed similar results.

Areas in Need of Improvement

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

5th grade students performed below expectations in Math.

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

5th grade students showed a 1% decrease in Math on the ASPIRE when tracking students from 4th grade to 5th grade.

Which area(s) indicate the overall lowest performance?

5th grade students scored 24% below the national average in Math on the 2015-2016 ASPIRE.

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

5th grade students showed a 1% decrease in Math on the 2015-2016 ASPIRE.

Between which subgroups is the achievement gap becoming greater?

Male and female students in 3rd grade had a large achievement gap in Reading on the 2015-2016 ASPIRE.

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

All are consistent with the Performance Series results.

Report Summary

Scores By Section

Section Score

| 1 | 2 | 3 | 4 |

Evaluative Criteria and Rubrics — 3.25
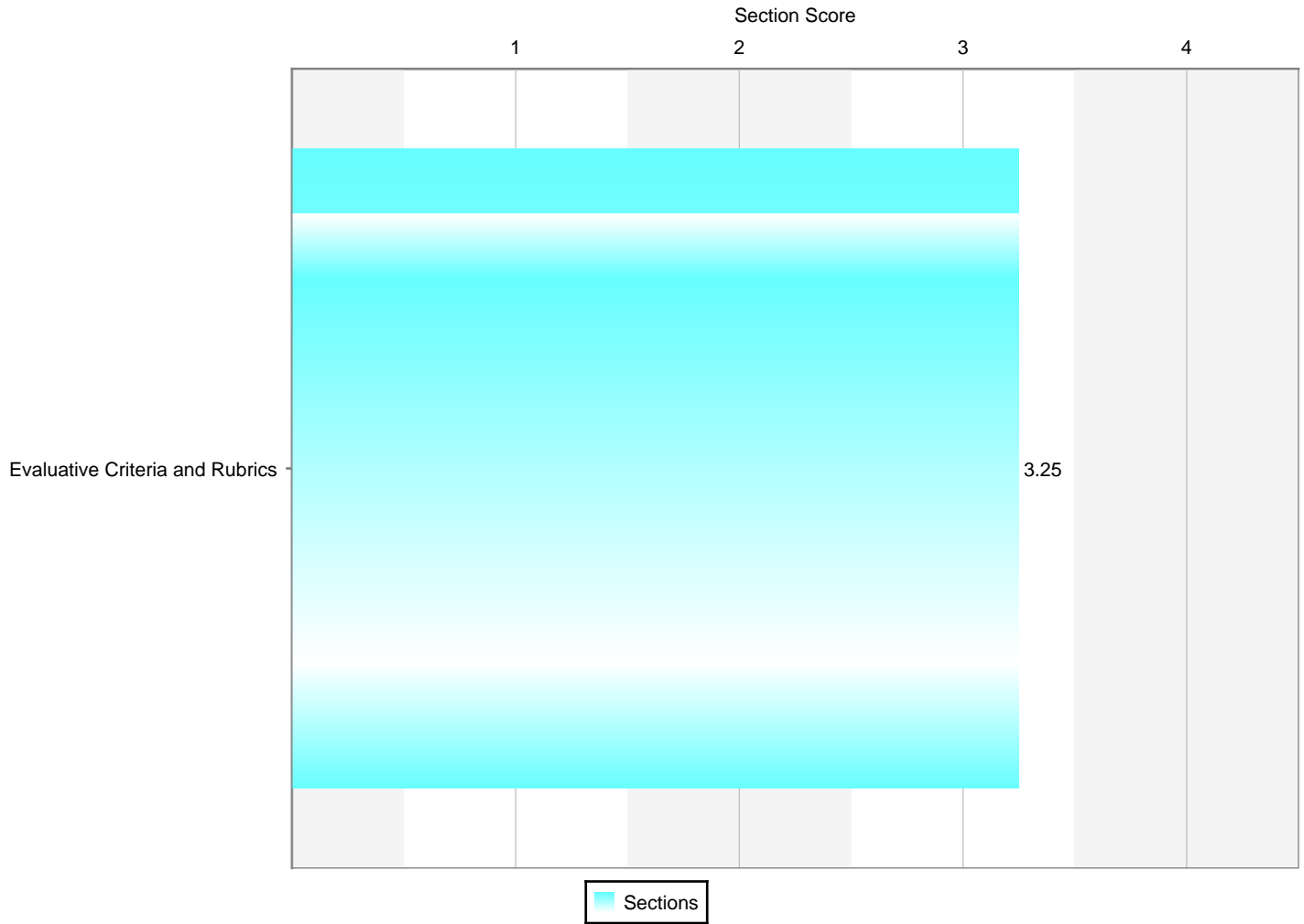
Sections

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		Assurance 1

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		Assurance 2

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		Assurance 3

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		Assurance 4

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		Assurance 5

2016-2017 Technology Goals & Plans

Overview

Plan Name

2016-2017 Technology Goals & Plans

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	Prepare and Support Teachers and Leaders to Graduate College and Career-Ready Students	Objectives: 2 Strategies: 2 Activities: 2	Academic	$5000
2	All educators and students will have tools to access comprehensive viable infrastructure when and where they need it.	Objectives: 2 Strategies: 2 Activities: 2	Academic	$21000
3	Engage and Empower the Learner Through Technology	Objectives: 2 Strategies: 2 Activities: 2	Academic	$0

Goal 1: Prepare and Support Teachers and Leaders to Graduate College and Career-Ready Students

Measurable Objective 1:

96% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a behavior using digital tools and resources to address diverse learning styles and abilities with a focus upon authentically preparing my students for school, careers, and adulthood. in Career & Technical by 05/26/2017 as measured by teacher observation and student work samples.

Strategy 1:

Career Readiness with Digital Tools and Resources - Students will use digital resources to created projects and participate in activities that align with the course of study and the NETS (National Education Technology Standards).

Category:

Research Cited: Technology Transform 2020 (Section B, #7)

Activity - Digital Projects	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will create and view projects that align with the CCRS.	Technology	08/02/2016	05/26/2017	$0	No Funding Required	Teachers, administrators, school librarian, and students

Measurable Objective 2:

97% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency using computerized assessments in Reading by 05/26/2017 as measured by Student's ability to successfully complete digital assessments.

Strategy 1:

Digital Assessments - Students will complete STAR, Global Scholar, Study Island, Reading Eggs, Riverdeep, Earobics, and Essential Skills computerized assessments in multiple curriculum areas, along with reading assessment using Renaissance Place.

Category:

Research Cited: Technology Transform 2020, (Section B, #8)

Activity - Computerized Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Students will use multiple and varied formative and summative assessments aligned with content and technology standards and use the resulting data to inform learning and teaching.	Technology	08/01/2016	05/26/2017	$5000	Title I School Improvement (ISI)	Teachers, administrators , school librarian and students

Goal 2: All educators and students will have tools to access comprehensive viable infrastructure when and where they need it.

Measurable Objective 1:

86% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a behavior by using and transferring knowledge to new technologies and situations in Career & Technical by 05/26/2017 as measured by Student performance is using new technology.

Strategy 1:

New Technology Usage - Students will demonstrate the use of new technologies such ipads, tablets, ereaders, and mimios

Category:

Research Cited: Technology Transform 2020, (Section B, #9)

Activity - Technology Usage	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Purchase and use of new technologies in the classroom and library	Technology	08/01/2016	05/26/2017	$20000	General Fund	Administrator s, teachers, political personnel, grant committees

Measurable Objective 2:

93% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a behavior in knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments in Career & Technical by 05/26/2017 as measured by digital activities.

Strategy 1:

Engaging Digital Learning Environments - Students will participate in the construction of digital activities that promote digital leaning

Category:

Research Cited: Technology Transform 2020, (Section B, #4)

Activity - Digital Activity	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Participate in creative digital activities such as virtual field trips, digital projects, virtual classrooms, and a variety of other digital activities	Technology	08/01/2016	05/26/2017	$1000	General Fund	Teachers, administrators, school librarian, and other school personnel

Goal 3: Engage and Empower the Learner Through Technology

Measurable Objective 1:

88% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will complete a portfolio or performance using contemporary tools and digital resources in creative ways to pursue their individual curiosities, and manage/assess their own learning in Reading by 05/26/2017 as measured by student examples and rubrics.

Strategy 1:

Contemporary Tools and Digital Resources - 1. Provide students with opportunities to demonstrate creative thinking, collaboration, communication, construct

knowledge, and develop innovative products and processes using technology.

2. Provide professional development opportunities for teachers to develop effective lessons that require students to demonstrate creative thinking and develop products

using technology.

Category:

Research Cited: Technology Transform 2020,(Section B, #5)

Activity - Student Projects	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The student will create projects using a variety of technology.	Technology	08/01/2016	05/26/2017	$0	No Funding Required	Teachers, administrators, school librarians and students

Measurable Objective 2:

87% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a behavior showing knowledge, skills, and attitudes necessary for school (PK-21) and careers in Career & Technical by 05/26/2017 as measured by teacher observation, student work samples.

Strategy 1:

Demonstration of National Education Technology Standards - National Technology Standards available on ALEX will be reviewed and applied.

Category:

Research Cited: (Technology Transform 2020, Section B, #6)

Activity - Research Based on NETS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
student samples, teacher observation	Technology	08/01/2016	05/26/2017	$0	No Funding Required	teachers, administrators, school librarian, and students

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I School Improvement (ISI)

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Computerized Assessments	Students will use multiple and varied formative and summative assessments aligned with content and technology standards and use the resulting data to inform learning and teaching.	Technology	08/01/2016	05/26/2017	$5000	Teachers, administrators, school librarian and students
				Total	$5000	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Digital Activity	Participate in creative digital activities such as virtual field trips, digital projects, virtual classrooms, and a variety of other digital activities	Technology	08/01/2016	05/26/2017	$1000	Teachers, administrators, school librarian, and other school personnel
Technology Usage	Purchase and use of new technologies in the classroom and library	Technology	08/01/2016	05/26/2017	$20000	Administrators, teachers, political personnel, grant committees
				Total	$21000	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Digital Projects	Students will create and view projects that align with the CCRS.	Technology	08/02/2016	05/26/2017	$0	Teachers, administrators, school librarian, and students

ACIP

Cherokee Elementary School

Student Projects	The student will create projects using a variety of technology.	Technology	08/01/2016	05/26/2017	$0	Teachers, administrators, school librarians and students
Research Based on NETS	student samples, teacher observation	Technology	08/01/2016	05/26/2017	$0	teachers, administrators, school librarian, and students
				Total	$0	

2016-2017 Goals

Overview

Plan Name

2016-2017 Goals

Plan Description

Cherokee Elementary School-Wide Goals

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	Prepare and Support Teachers and Leaders to Graduate College and Career-Ready Students	Objectives: 2 Strategies: 2 Activities: 2	Academic	$5000
2	All educators and students will have tools to access comprehensive viable infrastructure when and where they need it.	Objectives: 2 Strategies: 2 Activities: 2	Academic	$21000
3	Engage and Empower the Learner Through Technology	Objectives: 2 Strategies: 2 Activities: 2	Academic	$0
4	To increase the percentage of students who are College and Career Ready in ELA according to our 2016-2017 ACT ASPIRE Results	Objectives: 1 Strategies: 1 Activities: 1	Academic	$3000
5	To increase the percentage of students who are College and Career Ready in Math according to our 2016-2017 ACT ASPIRE Results	Objectives: 1 Strategies: 1 Activities: 1	Academic	$2756
6	To increase proficiency level of EL students	Objectives: 1 Strategies: 1 Activities: 1	Academic	$0
7	Cherokee Elementary will increase its average daily attendance by 1% as measured by the ADM 9-month report.	Objectives: 1 Strategies: 1 Activities: 1	Academic	$11546

Goal 1: Prepare and Support Teachers and Leaders to Graduate College and Career-Ready Students

Measurable Objective 1:

96% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a behavior using digital tools and resources to address diverse learning styles and abilities with a focus upon authentically preparing my students for school, careers, and adulthood. in Career & Technical by 05/26/2017 as measured by teacher observation and student work samples.

Strategy 1:

Career Readiness with Digital Tools and Resources - Students will use digital resources to created projects and participate in activities that align with the course of study and the NETS (National Education Technology Standards).

Category:

Research Cited: Technology Transform 2020 (Section B, #7)

Activity - Digital Projects	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will create and view projects that align with the CCRS.	Technology	08/02/2016	05/26/2017	$0	No Funding Required	Teachers, administrators, school librarian, and students

Measurable Objective 2:

97% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency using computerized assessments in Reading by 05/26/2017 as measured by Student's ability to successfully complete digital assessments.

Strategy 1:

Digital Assessments - Students will complete STAR, Global Scholar, Study Island, Reading Eggs, Riverdeep, Earobics, and Essential Skills computerized assessments in multiple curriculum areas, along with reading assessment using Renaissance Place.

Category:

Research Cited: Technology Transform 2020, (Section B, #8)

Activity - Computerized Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Students will use multiple and varied formative and summative assessments aligned with content and technology standards and use the resulting data to inform learning and teaching.	Technology	08/01/2016	05/26/2017	$5000	Title I School Improvement (ISI)	Teachers, administrators, school librarian and students

Goal 2: All educators and students will have tools to access comprehensive viable infrastructure when and where they need it.

Measurable Objective 1:

86% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a behavior by using and transferring knowledge to new technologies and situations in Career & Technical by 05/26/2017 as measured by Student performance is using new technology.

Strategy 1:

New Technology Usage - Students will demonstrate the use of new technologies such ipads, tablets, ereaders, and mimios

Category:

Research Cited: Technology Transform 2020, (Section B, #9)

Activity - Technology Usage	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Purchase and use of new technologies in the classroom and library	Technology	08/01/2016	05/26/2017	$20000	General Fund	Administrators, teachers, political personnel, grant committees

Measurable Objective 2:

93% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a behavior in knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments in Career & Technical by 05/26/2017 as measured by digital activities.

Strategy 1:

Engaging Digital Learning Environments - Students will participate in the construction of digital activities that promote digital leaning

Category:

Research Cited: Technology Transform 2020, (Section B, #4)

Activity - Digital Activity	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Participate in creative digital activities such as virtual field trips, digital projects, virtual classrooms, and a variety of other digital activities	Technology	08/01/2016	05/26/2017	$1000	General Fund	Teachers, administrators, school librarian, and other school personnel

Goal 3: Engage and Empower the Learner Through Technology

Measurable Objective 1:

88% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will complete a portfolio or performance using contemporary tools and digital resources in creative ways to pursue their individual curiosities, and manage/assess their own learning in Reading by 05/26/2017 as measured by student examples and rubrics.

Strategy 1:

Contemporary Tools and Digital Resources - 1. Provide students with opportunities to demonstrate creative thinking, collaboration, communication, construct

knowledge, and develop innovative products and processes using technology.

2. Provide professional development opportunities for teachers to develop effective lessons that require students to demonstrate creative thinking and develop products

using technology.

Category:

Research Cited: Technology Transform 2020,(Section B, #5)

Activity - Student Projects	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The student will create projects using a variety of technology.	Technology	08/01/2016	05/26/2017	$0	No Funding Required	Teachers, administrators, school librarians and students

Measurable Objective 2:

87% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a behavior showing knowledge, skills, and attitudes necessary for school (PK-21) and careers in Career & Technical by 05/26/2017 as measured by teacher observation, student work samples.

Strategy 1:

Demonstration of National Education Technology Standards - National Technology Standards available on ALEX will be reviewed and applied.

Category:

Research Cited: (Technology Transform 2020, Section B, #6)

Activity - Research Based on NETS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
student samples, teacher observation	Technology	08/01/2016	05/26/2017	$0	No Funding Required	teachers, administrators, school librarian, and students

Goal 4: To increase the percentage of students who are College and Career Ready in ELA according to our 2016-2017 ACT ASPIRE Results

Measurable Objective 1:

A 5% increase of Third, Fourth, Fifth and Sixth grade students will demonstrate a proficiency in College and Career Readiness in ELA on the 2016-2017 ACT ASPIRE in English Language Arts by 05/25/2017 as measured by 2016-2017 ACT ASPIRE Results.

Strategy 1:

CCRS ELA Instruction - Provide additional reading instruction on CCRS ELA standards to all students, with a focus on grades 3-6.

- School-wide research based computer program

- materials and supplies

Category: Develop/Implement College and Career Ready Standards

Research Cited: mtmath.com

mtreading.com

www.renaissance.com/rsources/research

Activity - Research-Based Computer Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Research-Based Computer Program - Students will utilize the computer based program weekly to help improve ELA skills. Teachers will monitor student progress through the computer program.	Academic Support Program	08/04/2016	05/25/2017	$3000	Title I Schoolwide	Teachers

Goal 5: To increase the percentage of students who are College and Career Ready in Math according to our 2016-2017 ACT ASPIRE Results

Measurable Objective 1:

A 5% increase of Third, Fourth, Fifth and Sixth grade students will demonstrate a proficiency in College and Career Ready Standards on the 2016-2017 ACT ASPIRE in Mathematics by 05/25/2017 as measured by 2016-2017 ACT ASPIRE Results.

Strategy 1:

CCRS Math Instruction - Provide additional reading instruction on CCRS Math standards to all students, with a focus on grades 3-6.

Category: Develop/Implement College and Career Ready Standards

Research Cited: mtmath.com

Activity - CCRS Math Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teacher and special education teachers interventions will include Study Island, IXL, My Math intervention lessons, or Essential Skills.	Academic Support Program	08/07/2015	05/27/2016	$2756	General Fund	classroom teachers and special education teacher

Goal 6: To increase proficiency level of EL students

Measurable Objective 1:

1% of English Learners students will demonstrate a proficiency increase in Reading by 05/27/2016 as measured by 2015-2016 ACCESS test.

Strategy 1:

Explicit and Visual Instruction - The classroom teacher and/or EL teacher will use explicit and visual instruction in the classroom for ensuring that the EL students can follow directions daily.

The EL teacher will meet with the EL students two times per week in the EL resource room for 30 minutes per session to focus on WIDA standards and goals.

Category:

Research Cited: WIDA standards and goals

Activity - Oral Directions with Visual Aids	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will follow multi-step oral instructions supported by visual aids. Signs(written in various languages) have been placed in several locations throughout the school.	Direct Instruction	08/07/2015	05/27/2016	$0	Title I Part A	Classroom Teacher EL Teacher

Goal 7: Cherokee Elementary will increase its average daily attendance by 1% as measured by the ADM 9-month report.

Measurable Objective 1:

1% of All Students will demonstrate a behavior of increased daily attendance rate in Practical Living by 05/26/2017 as measured by ADM 9-month report.

Strategy 1:

Colbert Attendance and Truancy Officer (CATO) - A social worker employed by the Colbert County School District will increase the awareness of the correlation of student achievement and positive attendance patterns.

Category: Other - Attendance

Research Cited: www.attendanceworks.org

Activity - Early Intervention Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will receive calls, letters, and home visits when their child is absent. Attendance programs will be held throughout the year to be proactive with attendance.	Behavioral Support Program	08/04/2016	05/26/2017	$11546	Title I Part D	Social Worker, Counselor, Principal, Attendance, Secretary

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
Oral Directions with Visual Aids	Students will follow multi-step oral instructions supported by visual aids. Signs(written in various languages) have been placed in several locations throughout the school.	Direct Instruction	08/07/2015	05/27/2016	$0	Classroom Teacher EL Teacher
				Total	$0	

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Research-Based Computer Program	Research-Based Computer Program - Students will utilize the computer based program weekly to help improve ELA skills. Teachers will monitor student progress through the computer program.	Academic Support Program	08/04/2016	05/25/2017	$3000	Teachers
				Total	$3000	

Title I School Improvement (ISI)

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Computerized Assessments	Students will use multiple and varied formative and summative assessments aligned with content and technology standards and use the resulting data to inform learning and teaching.	Technology	08/01/2016	05/26/2017	$5000	Teachers, administrators, school librarian and students
				Total	$5000	

Title I Part D

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

Early Intervention Program	Parents will receive calls, letters, and home visits when their child is absent. Attendance programs will be held throughout the year to be proactive with attendance.	Behavioral Support Program	08/04/2016	05/26/2017	$11546	Social Worker, Counselor, Principal, Attendance, Secretary
				Total	$11546	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Technology Usage	Purchase and use of new technologies in the classroom and library	Technology	08/01/2016	05/26/2017	$20000	Administrators, teachers, political personnel, grant committees
CCRS Math Instruction	Classroom teacher and special education teachers interventions will include Study Island, IXL, My Math intervention lessons, or Essential Skills.	Academic Support Program	08/07/2015	05/27/2016	$2756	classroom teachers and special education teacher
Digital Activity	Participate in creative digital activities such as virtual field trips, digital projects, virtual classrooms, and a variety of other digital activities	Technology	08/01/2016	05/26/2017	$1000	Teachers, administrators, school librarian, and other school personnel
				Total	$23756	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Student Projects	The student will create projects using a variety of technology.	Technology	08/01/2016	05/26/2017	$0	Teachers, administrators, school librarians and students
Digital Projects	Students will create and view projects that align with the CCRS.	Technology	08/02/2016	05/26/2017	$0	Teachers, administrators, school librarian, and students

ACIP

Cherokee Elementary School

Research Based on NETS	student samples, teacher observation	Technology	08/01/2016	05/26/2017	$0	teachers, administrators, school librarian, and students
				Total	$0	

Stakeholder Feedback Diagnostic

Introduction

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

Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes	All stakeholder survey results are attached.	Student Survey Student Written Responses Teacher Survey Parent Survey Parent Written Responses

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?

The staff surveys showed the highest level of satisfaction. Specifically the areas of across grade level planning and continuous professional learning received high marks of satisfaction.

95.95% of the students who participated in the student survey felt that student learning was important to the principal and teachers of Cherokee Elementary School.
94.58% of the students surveyed felt they had adequate access to computers and technology while at school.

87% of the parents who participated in the parent survey agreed that all of their child's teachers provide an equitable curriculum that meets student learning needs.

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

Student survey results show that the students are more satisfied with student/teacher relationships and feel that they are constantly being encouraged and cared for by the adults in the school. Survey results also showed that students feel they experience positive reinforcement at school. Students feel well prepared for the next grade level.

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

All of the stakeholder feedback results showed that stakeholders feel that the school staff focuses on student learning and student success is of the utmost importance.

Areas in Need of Improvement

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

Student survey results showed that students do not feel that other students are showing adults in the school respect.

Teacher survey results showed that teachers do not feel that there is a formal process in place to support school staff members in their professional practice.

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

Only 75% of parents and 83% of teachers surveyed felt that instructional time is protected. Both groups responded that there are too many interruptions during instructional time.

Student survey results showed a decrease in the level of satisfaction in feeling that their opinions are valued by school staff.

**What are the implications for these stakeholder perceptions?**

Due to input provided through stakeholder feedback, the following areas of improvement have been addressed. The leadership team and staff have collaborated on ways to limit interruptions to the regular school day. A focus has been placed on the guidelines for instructional times to ensure extra activities are kept to a minimum so that instructional time is protected.

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

Results from stakeholder surveys showed that parents and staff members surveyed consistently agreed about areas of strengths and weaknesses. Student survey results were consistent with the previous school year's results.

Report Summary

Scores By Section

Section Score

1	2	3	4

Evaluative Criteria and Rubrics — 3.5
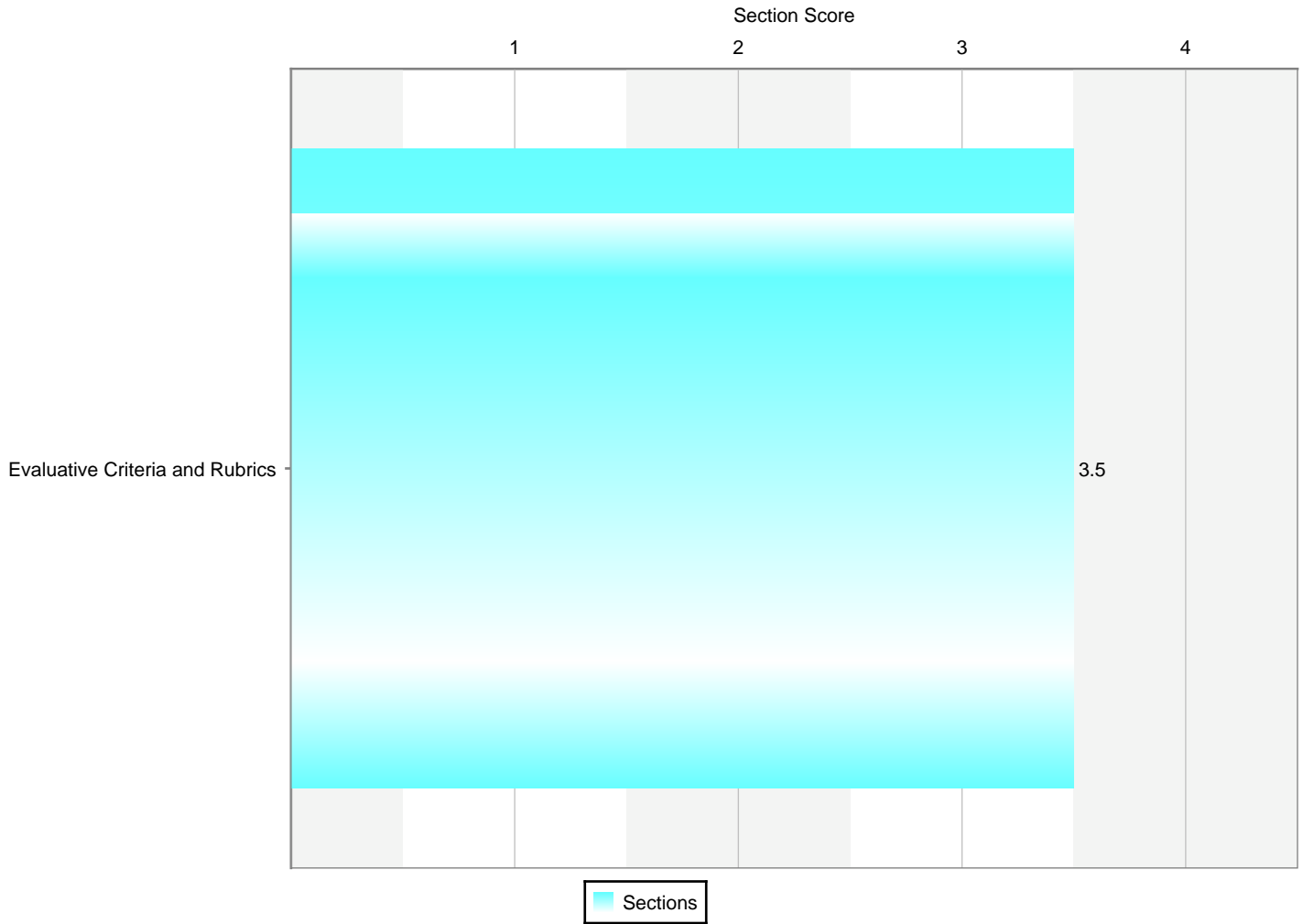
Sections

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 anonymously through a survey that was taken by all stakeholders, including parents, students, and faculty/staff members of Cherokee Elementary School. A letter was sent home to the parents, and a link to the survey was posted on the school website for stakeholders, staff, and faculty members to complete. Stakeholders were offered the use of the school computer lab to take the survey.

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

A strength as indicated on the staff survey was that 93.55% of the staff felt that the school uses student data to address the unique learning needs of all students.
A strength as indicated on the parent survey was that 87.14% of parents felt that our school insures that all staff members monitor and report achievement of school goals.
A strength as indicated on the parent survey was that 86.19% of parents felt that our administrators and teachers monitor and inform parents of their child's progress.
An area of need as indicated on the staff survey that 9.68% of teachers felt that they were not trained in the evaluation, interpretation, and the use of data.

3. What conclusions were drawn from the results?

Teachers need more training on the evaluation, interpretation, and the use of data.

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

From the results of the survey, both stakeholders and students felt that the teaching staff was qualified and used a variety of teaching methods and strategies to meet the needs of the students. The staff survey indicated that teachers personalize instructional strategies and interventions to address individual learning needs of students.

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

The goals are connected to the needs assessments through the use of research based programs such as Study Island, Reading Eggs, Virtual Village, and other research based programs. Cherokee Elementary School will use these programs to increase student achievement on the CCR ELA standards.

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

Multiple research based data will be used to monitor student progress using ASPIRE test results as well as The Global Performance Series.

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

The goals address the needs of the school population by providing students with access to small group instruction by highly qualified teachers, as well as the opportunity to use research based programs, designed to supplement and reinforce insruction, on the computers in the classroom and computer lab. A reading coach provides additional small group instruction for students who are struggling in the area of reading.

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:

Prepare and Support Teachers and Leaders to Graduate College and Career-Ready Students

Measurable Objective 1:

97% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency using computerized assessments in Reading by 05/26/2017 as measured by Student's ability to successfully complete digital assessments.

Strategy1:

Digital Assessments - Students will complete STAR, Global Scholar, Study Island, Reading Eggs, Riverdeep, Earobics, and Essential Skills computerized assessments in multiple curriculum areas, along with reading assessment using Renaissance Place.

Category:

Research Cited: Technology Transform 2020, (Section B, #8)

Activity - Computerized Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use multiple and varied formative and summative assessments aligned with content and technology standards and use the resulting data to inform learning and teaching.	Technology	08/01/2016	05/26/2017	$5000 - Title I School Improvement (ISI)	Teachers, administrators, school librarian and students

Measurable Objective 2:

96% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a behavior using digital tools and resources to address diverse learning styles and abilities with a focus upon authentically preparing my students for school, careers, and adulthood. in Career & Technical by 05/26/2017 as measured by teacher observation and student work samples.

Strategy1:

Career Readiness with Digital Tools and Resources - Students will use digital resources to created projects and participate in activities that align with the course of study and the NETS (National Education Technology Standards).

Category:

Research Cited: Technology Transform 2020 (Section B, #7)

Activity - Digital Projects	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will create and view projects that align with the CCRS.	Technology	08/02/2016	05/26/2017	$0 - No Funding Required	Teachers, administrators, school librarian, and students

Goal 2:

To increase the percentage of students who are College and Career Ready in ELA according to our 2016-2017 ACT ASPIRE Results

Measurable Objective 1:

A 5% increase of Third, Fourth, Fifth and Sixth grade students will demonstrate a proficiency in College and Career Readiness in ELA on the 2016-2017 ACT ASPIRE in English Language Arts by 05/25/2017 as measured by 2016-2017 ACT ASPIRE Results.

Strategy1:

CCRS ELA Instruction - Provide additional reading instruction on CCRS ELA standards to all students, with a focus on grades 3-6.
- School-wide research based computer program
- materials and supplies

Category: Develop/Implement College and Career Ready Standards

Research Cited: mtmath.com

mtreading.com

www.renaissance.com/rsources/research

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in professional development focused on improving student achievement.	Professional Learning	08/04/2016	05/25/2017	$1500 - Title I Schoolwide	Faculty and Staff

Activity - Research-Based Computer Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Research-Based Computer Program - Students will utilize the computer based program weekly to help improve ELA skills. Teachers will monitor student progress through the computer program.	Academic Support Program	08/04/2016	05/25/2017	$3000 - Title I Schoolwide	Teachers

Activity - Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide direct reading instruction using a research-based program using research-based strategies. Teachers will use the McGraw-Hill reading program for whole group instruction and small group instruction. Student progress will be monitored through weekly assessments.	Direct Instruction	08/04/2016	05/25/2017	$1500 - Title I Schoolwide	Teachers

Goal 3:

To increase the percentage of students who are College and Career Ready in Math according to our 2016-2017 ACT ASPIRE Results

Measurable Objective 1:

A 5% increase of Third, Fourth, Fifth and Sixth grade students will demonstrate a proficiency in College and Career Ready Standards on the 2016-2017 ACT ASPIRE in Mathematics by 05/25/2017 as measured by 2016-2017 ACT ASPIRE Results.

Strategy1:

CCRS Math Instruction - Provide additional reading instruction on CCRS Math standards to all students, with a focus on grades 3-6.

Category: Develop/Implement College and Career Ready Standards

Research Cited: mtmath.com

Activity - Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide direct math instruction using a research-based program using research-based strategies. Teachers will use the McGraw Hill - My Math (K-5) and Pearson (6 grade) program for whole group instruction and small group instruction. Student progress will be monitored through weekly assessments.	Direct Instruction	08/04/2016	05/25/2017	$1500 - Title I Schoolwide	Teachers

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in professional development focused on improving student achievement.	Professional Learning	08/04/2016	05/25/2017	$1500 - Title I Schoolwide	Teachers

Activity - Research-Based Computer Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will utilize the computer based program weekly to help improve Math skills. Teachers will monitor student progress through the computer program.	Academic Support Program	08/04/2016	05/25/2017	$3000 - Title I Schoolwide	Teachers

Goal 4:

To increase proficiency level of EL students

Measurable Objective 1:

1% of English Learners students will demonstrate a proficiency increase in Reading by 05/27/2016 as measured by 2015-2016 ACCESS test.

Strategy1:

Explicit and Visual Instruction - The classroom teacher and/or EL teacher will use explicit and visual instruction in the classroom for ensuring that the EL students can follow directions daily.

The EL teacher will meet with the EL students two times per week in the EL resource room for 30 minutes per session to focus on WIDA standards and goals.

Category:

Research Cited: WIDA standards and goals

Activity - Oral Directions with Visual Aids	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will follow multi-step oral instructions supported by visual aids. Signs(written in various languages) have been placed in several locations throughout the school.	Direct Instruction	08/07/2015	05/27/2016	$0 - Title I Part A	Classroom Teacher EL Teacher

Goal 5:

Cherokee Elementary will increase its average daily attendance by 1% as measured by the ADM 9-month report.

Measurable Objective 1:

1% of All Students will demonstrate a behavior of increased daily attendance rate in Practical Living by 05/26/2017 as measured by ADM 9-month report.

Strategy1:

Colbert Attendance and Truancy Officer (CATO) - A social worker employed by the Colbert County School District will increase the awareness of the correlation of student achievement and positive attendance patterns.

Category: Other - Attendance

Research Cited: www.attendanceworks.org

Activity - Early Intervention Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents will receive calls, letters, and home visits when their child is absent. Attendance programs will be held throughout the year to be proactive with attendance.	Behavioral Support Program	08/04/2016	05/26/2017	$11546 - Title I Part D	Social Worker, Counselor, Principal, Attendance, Secretary

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

Goal 1:

Prepare and Support Teachers and Leaders to Graduate College and Career-Ready Students

Measurable Objective 1:

97% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency using computerized assessments in Reading by 05/26/2017 as measured by Student's ability to successfully complete digital assessments.

Strategy1:

Digital Assessments - Students will complete STAR, Global Scholar, Study Island, Reading Eggs, Riverdeep, Earobics, and Essential Skills computerized assessments in multiple curriculum areas, along with reading assessment using Renaissance Place.

Category:

Research Cited: Technology Transform 2020, (Section B, #8)

Activity - Computerized Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use multiple and varied formative and summative assessments aligned with content and technology standards and use the resulting data to inform learning and teaching.	Technology	08/01/2016	05/26/2017	$5000 - Title I School Improvement (ISI)	Teachers, administrators, school librarian and students

Measurable Objective 2:

96% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a behavior using digital tools and resources to address diverse learning styles and abilities with a focus upon authentically preparing my students for school, careers, and adulthood. in Career & Technical by 05/26/2017 as measured by teacher observation and student work samples.

Strategy1:

Career Readiness with Digital Tools and Resources - Students will use digital resources to created projects and participate in activities that align with the course of study and the NETS (National Education Technology Standards).

Category:

Research Cited: Technology Transform 2020 (Section B, #7)

Activity - Digital Projects	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will create and view projects that align with the CCRS.	Technology	08/02/2016	05/26/2017	$0 - No Funding Required	Teachers, administrators, school librarian, and students

Goal 2:

All educators and students will have tools to access comprehensive viable infrastructure when and where they need it.

Measurable Objective 1:

86% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a behavior by using and transferring knowledge to new technologies and situations in Career & Technical by 05/26/2017 as measured by Student performance is using new technology.

Strategy1:

New Technology Usage - Students will demonstrate the use of new technologies such ipads, tablets, ereaders, and mimios
Category:
Research Cited: Technology Transform 2020, (Section B, #9)

Activity - Technology Usage	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Purchase and use of new technologies in the classroom and library	Technology	08/01/2016	05/26/2017	$20000 - General Fund	Administrators, teachers, political personnel, grant committees

Goal 3:

Engage and Empower the Learner Through Technology

Measurable Objective 1:

87% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a behavior showing knowledge, skills, and attitudes necessary for school (PK-21) and careers in Career & Technical by 05/26/2017 as measured by teacher observation, student work samples.

Strategy1:

Demonstration of National Education Technology Standards - National Technology Standards available on ALEX will be reviewed and applied.

Category:

Research Cited: (Technology Transform 2020, Section B, #6)

Activity - Research Based on NETS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
student samples, teacher observation	Technology	08/01/2016	05/26/2017	$0 - No Funding Required	teachers, administrators, school librarian, and students

Measurable Objective 2:

88% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will complete a portfolio or performance using contemporary tools and digital resources in creative ways to pursue their individual curiosities, and manage/assess their own learning in Reading by 05/26/2017 as measured by student examples and rubrics.

Strategy1:

Contemporary Tools and Digital Resources - 1. Provide students with opportunities to demonstrate creative thinking, collaboration, communication, construct knowledge, and develop innovative products and processes using technology.
2. Provide professional development opportunities for teachers to develop effective lessons that require students to demonstrate creative thinking and develop products using technology.

Category:

Research Cited: Technology Transform 2020,(Section B, #5)

Activity - Student Projects	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The student will create projects using a variety of technology.	Technology	08/01/2016	05/26/2017	$0 - No Funding Required	Teachers, administrators, school librarians and students

Goal 4:

To increase the percentage of students who are College and Career Ready in ELA according to our 2016-2017 ACT ASPIRE Results

Measurable Objective 1:

A 5% increase of Third, Fourth, Fifth and Sixth grade students will demonstrate a proficiency in College and Career Readiness in ELA on the 2016-2017 ACT ASPIRE in English Language Arts by 05/25/2017 as measured by 2016-2017 ACT ASPIRE Results.

Strategy1:

 CCRS ELA Instruction - Provide additional reading instruction on CCRS ELA standards to all students, with a focus on grades 3-6.

- School-wide research based computer program

- materials and supplies

Category: Develop/Implement College and Career Ready Standards

Research Cited: mtmath.com

mtreading.com

www.renaissance.com/rsources/research

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in professional development focused on improving student achievement.	Professional Learning	08/04/2016	05/25/2017	$1500 - Title I Schoolwide	Faculty and Staff

Activity - Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide direct reading instruction using a research-based program using research-based strategies. Teachers will use the McGraw-Hill reading program for whole group instruction and small group instruction. Student progress will be monitored through weekly assessments.	Direct Instruction	08/04/2016	05/25/2017	$1500 - Title I Schoolwide	Teachers

Activity - Research-Based Computer Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Research-Based Computer Program - Students will utilize the computer based program weekly to help improve ELA skills. Teachers will monitor student progress through the computer program.	Academic Support Program	08/04/2016	05/25/2017	$3000 - Title I Schoolwide	Teachers

Goal 5:

To increase the percentage of students who are College and Career Ready in Math according to our 2016-2017 ACT ASPIRE Results

Measurable Objective 1:

A 5% increase of Third, Fourth, Fifth and Sixth grade students will demonstrate a proficiency in College and Career Ready Standards on the 2016-2017 ACT ASPIRE in Mathematics by 05/25/2017 as measured by 2016-2017 ACT ASPIRE Results.

Strategy1:

CCRS Math Instruction - Provide additional reading instruction on CCRS Math standards to all students, with a focus on grades 3-6.

Category: Develop/Implement College and Career Ready Standards

Research Cited: mtmath.com

Activity - Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide direct math instruction using a research-based program using research-based strategies. Teachers will use the McGraw Hill - My Math (K-5) and Pearson (6 grade) program for whole group instruction and small group instruction. Student progress will be monitored through weekly assessments.	Direct Instruction	08/04/2016	05/25/2017	$1500 - Title I Schoolwide	Teachers

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in professional development focused on improving student achievement.	Professional Learning	08/04/2016	05/25/2017	$1500 - Title I Schoolwide	Teachers

Activity - Research-Based Computer Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will utilize the computer based program weekly to help improve Math skills. Teachers will monitor student progress through the computer program.	Academic Support Program	08/04/2016	05/25/2017	$3000 - Title I Schoolwide	Teachers

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

Goal 1:

All educators and students will have tools to access comprehensive viable infrastructure when and where they need it.

Measurable Objective 1:

86% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a behavior by using and transferring knowledge to new technologies and situations in Career & Technical by 05/26/2017 as measured by Student performance is using new technology.

Strategy1:

New Technology Usage - Students will demonstrate the use of new technologies such ipads, tablets, ereaders, and mimios

Category:

Research Cited: Technology Transform 2020, (Section B, #9)

Activity - Technology Usage	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Purchase and use of new technologies in the classroom and library	Technology	08/01/2016	05/26/2017	$20000 - General Fund	Administrators, teachers, political personnel, grant committees

Measurable Objective 2:

93% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a behavior in knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments in Career & Technical by 05/26/2017 as measured by digital activities.

Strategy1:

Engaging Digital Learning Environments - Students will participate in the construction of digital activities that promote digital leaning
Category:

Research Cited: Technology Transform 2020, (Section B, #4)

Activity - Digital Activity	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Participate in creative digital activities such as virtual field trips, digital projects, virtual classrooms, and a variety of other digital activities	Technology	08/01/2016	05/26/2017	$1000 - General Fund	Teachers, administrators, school librarian, and other school personnel

Goal 2:

To increase proficiency level of EL students

Measurable Objective 1:

1% of English Learners students will demonstrate a proficiency increase in Reading by 05/27/2016 as measured by 2015-2016 ACCESS test.

Strategy1:

Explicit and Visual Instruction - The classroom teacher and/or EL teacher will use explicit and visual instruction in the classroom for ensuring that the EL students can follow directions daily.

The EL teacher will meet with the EL students two times per week in the EL resource room for 30 minutes per session to focus on WIDA standards and goals.
Category:

Research Cited: WIDA standards and goals

Activity - Oral Directions with Visual Aids	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will follow multi-step oral instructions supported by visual aids. Signs(written in various languages) have been placed in several locations throughout the school.	Direct Instruction	08/07/2015	05/27/2016	$0 - Title I Part A	Classroom Teacher EL Teacher

Goal 3:

Cherokee Elementary will increase its average daily attendance by 1% as measured by the ADM 9-month report.

Measurable Objective 1:

1% of All Students will demonstrate a behavior of increased daily attendance rate in Practical Living by 05/26/2017 as measured by ADM 9-month report.

Strategy1:

Colbert Attendance and Truancy Officer (CATO) - A social worker employed by the Colbert County School District will increase the

awareness of the correlation of student achievement and positive attendance patterns.

Category: Other - Attendance

Research Cited: www.attendanceworks.org

Activity - Early Intervention Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents will receive calls, letters, and home visits when their child is absent. Attendance programs will be held throughout the year to be proactive with attendance.	Behavioral Support Program	08/04/2016	05/26/2017	$11546 - Title I Part D	Social Worker, Counselor, Principal, Attendance, Secretary

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

Goal 1:

To increase the percentage of students who are College and Career Ready in ELA according to our 2016-2017 ACT ASPIRE Results

Measurable Objective 1:

A 5% increase of Third, Fourth, Fifth and Sixth grade students will demonstrate a proficiency in College and Career Readiness in ELA on the 2016-2017 ACT ASPIRE in English Language Arts by 05/25/2017 as measured by 2016-2017 ACT ASPIRE Results.

Strategy1:

CCRS ELA Instruction - Provide additional reading instruction on CCRS ELA standards to all students, with a focus on grades 3-6.

- School-wide research based computer program

- materials and supplies

Category: Develop/Implement College and Career Ready Standards

Research Cited: mtmath.com

mtreading.com

www.renaissance.com/rsources/research

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in professional development focused on improving student achievement.	Professional Learning	08/04/2016	05/25/2017	$1500 - Title I Schoolwide	Faculty and Staff

Activity - Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide direct reading instruction using a research-based program using research-based strategies. Teachers will use the McGraw-Hill reading program for whole group instruction and small group instruction. Student progress will be monitored through weekly assessments.	Direct Instruction	08/04/2016	05/25/2017	$1500 - Title I Schoolwide	Teachers

Activity - Research-Based Computer Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Research-Based Computer Program - Students will utilize the computer based program weekly to help improve ELA skills. Teachers will monitor student progress through the computer program.	Academic Support Program	08/04/2016	05/25/2017	$3000 - Title I Schoolwide	Teachers

Goal 2:

To increase the percentage of students who are College and Career Ready in Math according to our 2016-2017 ACT ASPIRE Results

Measurable Objective 1:

A 5% increase of Third, Fourth, Fifth and Sixth grade students will demonstrate a proficiency in College and Career Ready Standards on the 2016-2017 ACT ASPIRE in Mathematics by 05/25/2017 as measured by 2016-2017 ACT ASPIRE Results.

Strategy1:

CCRS Math Instruction - Provide additional reading instruction on CCRS Math standards to all students, with a focus on grades 3-6.

Category: Develop/Implement College and Career Ready Standards

Research Cited: mtmath.com

Activity - Research-Based Computer Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will utilize the computer based program weekly to help improve Math skills. Teachers will monitor student progress through the computer program.	Academic Support Program	08/04/2016	05/25/2017	$3000 - Title I Schoolwide	Teachers

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in professional development focused on improving student achievement.	Professional Learning	08/04/2016	05/25/2017	$1500 - Title I Schoolwide	Teachers

Activity - Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide direct math instruction using a research-based program using research-based strategies. Teachers will use the McGraw Hill - My Math (K-5) and Pearson (6 grade) program for whole group instruction and small group instruction. Student progress will be monitored through weekly assessments.	Direct Instruction	08/04/2016	05/25/2017	$1500 - Title I Schoolwide	Teachers

Goal 3:

Cherokee Elementary will increase its average daily attendance by 1% as measured by the ADM 9-month report.

Measurable Objective 1:

1% of All Students will demonstrate a behavior of increased daily attendance rate in Practical Living by 05/26/2017 as measured by ADM 9-month report.

Strategy1:

Colbert Attendance and Truancy Officer (CATO) - A social worker employed by the Colbert County School District will increase the awareness of the correlation of student achievement and positive attendance patterns.

Category: Other - Attendance

Research Cited: www.attendanceworks.org

Activity - Early Intervention Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents will receive calls, letters, and home visits when their child is absent. Attendance programs will be held throughout the year to be proactive with attendance.	Behavioral Support Program	08/04/2016	05/26/2017	$11546 - Title I Part D	Social Worker, Counselor, Principal, Attendance, Secretary

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

Goal 1:

To increase proficiency level of EL students

Measurable Objective 1:

1% of English Learners students will demonstrate a proficiency increase in Reading by 05/27/2016 as measured by 2015-2016 ACCESS test.

Strategy1:

Explicit and Visual Instruction - The classroom teacher and/or EL teacher will use explicit and visual instruction in the classroom for ensuring that the EL students can follow directions daily.

The EL teacher will meet with the EL students two times per week in the EL resource room for 30 minutes per session to focus on WIDA standards and goals.

Category:

Research Cited: WIDA standards and goals

Activity - Oral Directions with Visual Aids	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will follow multi-step oral instructions supported by visual aids. Signs(written in various languages) have been placed in several locations throughout the school.	Direct Instruction	08/07/2015	05/27/2016	$0 - Title I Part A	Classroom Teacher EL Teacher

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

Goal 1:

To increase proficiency level of EL students

Measurable Objective 1:

1% of English Learners students will demonstrate a proficiency increase in Reading by 05/27/2016 as measured by 2015-2016 ACCESS test.

Strategy1:

Explicit and Visual Instruction - The classroom teacher and/or EL teacher will use explicit and visual instruction in the classroom for ensuring that the EL students can follow directions daily.

The EL teacher will meet with the EL students two times per week in the EL resource room for 30 minutes per session to focus on WIDA standards and goals.

Category:

Research Cited: WIDA standards and goals

Activity - Oral Directions with Visual Aids	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will follow multi-step oral instructions supported by visual aids. Signs(written in various languages) have been placed in several locations throughout the school.	Direct Instruction	08/07/2015	05/27/2016	$0 - Title I Part A	Classroom Teacher EL Teacher

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:

Prepare and Support Teachers and Leaders to Graduate College and Career-Ready Students

Measurable Objective 1:

96% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a behavior using digital tools and resources to address diverse learning styles and abilities with a focus upon authentically preparing my students for school, careers, and adulthood. in Career & Technical by 05/26/2017 as measured by teacher observation and student work samples.

Strategy1:

Career Readiness with Digital Tools and Resources - Students will use digital resources to created projects and participate in activities that align with the course of study and the NETS (National Education Technology Standards).

Category:

Research Cited: Technology Transform 2020 (Section B, #7)

Activity - Digital Projects	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will create and view projects that align with the CCRS.	Technology	08/02/2016	05/26/2017	$0 - No Funding Required	Teachers, administrators, school librarian, and students

Measurable Objective 2:

97% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency using computerized assessments in Reading by 05/26/2017 as measured by Student's ability to successfully complete digital assessments.

Strategy1:

Digital Assessments - Students will complete STAR, Global Scholar, Study Island, Reading Eggs, Riverdeep, Earobics, and Essential Skills

computerized assessments in multiple curriculum areas, along with reading assessment using Renaissance Place.

Category:

Research Cited: Technology Transform 2020, (Section B, #8)

Activity - Computerized Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use multiple and varied formative and summative assessments aligned with content and technology standards and use the resulting data to inform learning and teaching.	Technology	08/01/2016	05/26/2017	$5000 - Title I School Improvement (ISI)	Teachers, administrators, school librarian and students

Goal 2:

Engage and Empower the Learner Through Technology

Measurable Objective 1:

88% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will complete a portfolio or performance using contemporary tools and digital resources in creative ways to pursue their individual curiosities, and manage/assess their own learning in Reading by 05/26/2017 as measured by student examples and rubrics.

Strategy1:

Contemporary Tools and Digital Resources - 1. Provide students with opportunities to demonstrate creative thinking, collaboration, communication, construct knowledge, and develop innovative products and processes using technology.

2. Provide professional development opportunities for teachers to develop effective lessons that require students to demonstrate creative thinking and develop products using technology.

Category:

Research Cited: Technology Transform 2020,(Section B, #5)

Activity - Student Projects	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The student will create projects using a variety of technology.	Technology	08/01/2016	05/26/2017	$0 - No Funding Required	Teachers, administrators, school librarians and students

Measurable Objective 2:

87% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a behavior showing knowledge, skills, and attitudes necessary for school (PK-21) and careers in Career & Technical by 05/26/2017 as measured by teacher observation, student work samples.

Strategy1:

Demonstration of National Education Technology Standards - National Technology Standards available on ALEX will be reviewed and applied.

Category:

Research Cited: (Technology Transform 2020, Section B, #6)

Activity - Research Based on NETS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
student samples, teacher observation	Technology	08/01/2016	05/26/2017	$0 - No Funding Required	teachers, administrators, school librarian, and students

Goal 3:

To increase the percentage of students who are College and Career Ready in ELA according to our 2016-2017 ACT ASPIRE Results

Measurable Objective 1:

A 5% increase of Third, Fourth, Fifth and Sixth grade students will demonstrate a proficiency in College and Career Readiness in ELA on the 2016-2017 ACT ASPIRE in English Language Arts by 05/25/2017 as measured by 2016-2017 ACT ASPIRE Results.

Strategy1:

 CCRS ELA Instruction - Provide additional reading instruction on CCRS ELA standards to all students, with a focus on grades 3-6.

- School-wide research based computer program

- materials and supplies

Category: Develop/Implement College and Career Ready Standards

Research Cited: mtmath.com

mtreading.com

www.renaissance.com/rsources/research

Activity - Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide direct reading instruction using a research-based program using research-based strategies. Teachers will use the McGraw-Hill reading program for whole group instruction and small group instruction. Student progress will be monitored through weekly assessments.	Direct Instruction	08/04/2016	05/25/2017	$1500 - Title I Schoolwide	Teachers

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in professional development focused on improving student achievement.	Professional Learning	08/04/2016	05/25/2017	$1500 - Title I Schoolwide	Faculty and Staff

Activity - Research-Based Computer Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Research-Based Computer Program - Students will utilize the computer based program weekly to help improve ELA skills. Teachers will monitor student progress through the computer program.	Academic Support Program	08/04/2016	05/25/2017	$3000 - Title I Schoolwide	Teachers

Goal 4:

To increase the percentage of students who are College and Career Ready in Math according to our 2016-2017 ACT ASPIRE Results

Measurable Objective 1:

A 5% increase of Third, Fourth, Fifth and Sixth grade students will demonstrate a proficiency in College and Career Ready Standards on the 2016-2017 ACT ASPIRE in Mathematics by 05/25/2017 as measured by 2016-2017 ACT ASPIRE Results.

Strategy1:

CCRS Math Instruction - Provide additional reading instruction on CCRS Math standards to all students, with a focus on grades 3-6.

Category: Develop/Implement College and Career Ready Standards

Research Cited: mtmath.com

Activity - Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide direct math instruction using a research-based program using research-based strategies. Teachers will use the McGraw Hill - My Math (K-5) and Pearson (6 grade) program for whole group instruction and small group instruction. Student progress will be monitored through weekly assessments.	Direct Instruction	08/04/2016	05/25/2017	$1500 - Title I Schoolwide	Teachers

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in professional development focused on improving student achievement.	Professional Learning	08/04/2016	05/25/2017	$1500 - Title I Schoolwide	Teachers

Activity - Research-Based Computer Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will utilize the computer based program weekly to help improve Math skills. Teachers will monitor student progress through the computer program.	Academic Support Program	08/04/2016	05/25/2017	$3000 - Title I Schoolwide	Teachers

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		

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		

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

Cherokee Elementary School has 100% highly qualified teachers. Teachers follow local and state guidelines to provide instruction and meet the academic needs of students.

Component 4: Strategies to Attract Qualified Teachers

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

We had two teachers retire at the end of the 2015-2016 school year. At the beginning of the 2016-2017 school year, Cherokee Elementary hired a new principal, a new special education teacher, and a reading intervention teacher. Two teachers moved grade levels, as well.

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

Over 90% of the teachers at Cherokee Elementary School have at least 5 years teaching experience.

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

N/A

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?

Cherokee Elementary School participates in College and Career Readiness Standards training at the district level. Turnaround training is performed at the school level after district training. Cherokee Elementary also participates in professional development in the field of technology. Teachers also participated in Virtual Village training to enhance writing instruction. Cherokee Elementary teachers participate in several book studies including: 7 Habits of Highly Effective People, Power of ICU, and Daily 5 Reading.

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

There was a system wide in-service conducted to train employees on safe internet usage and school safety.

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.

County wide new teacher orientation is conducted for new teachers. At the school level, new teachers are assigned an experienced highlyqualified mentor to assist them with their new job assignment.

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

The mentor and new teacher meet throughout the school year.

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.

In order to help students have a smooth transition from PreK to Kindergarten, Kindergarten teachers have a preregistration for all incoming Kindergartners including our PreK students. Our Kindergarten teachers also provide parents with materials to help assist with student readiness for Kindergarten. These materials include books and flash cards for numbers and letter recognition. Cherokee Elementary also has a yearly summer reading program in which students can participate. PreK students are encouraged to read with their parents to develop language and comprehension skills.

When students are transitioning from sixth to seventh grade, they move from the elementary school to the high school. Fifth and sixth grade students at Cherokee Elementary have lockers. This helps make the transition to high school a little easier. Fifth and Sixth grade teachers work together and departmentalize to allow students to become familiar with transitioning from classroom to classroom. Sixth grade students go on a tour of the high school in the spring before they transition. Cherokee Elementary also takes the sixth grade students to the high school job and college fair.

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?

At the beginning of the school year, teachers collect and analyze data from Performance Series testing and ACT ASPIRE results to obtain information about students. A data meeting is held to identify at risk students. Monthly meetings are held to develop plans to provide intervention. Results from the data meetings are used to guide instruction as well as interventions.

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?

The results of the data compilation help teachers determine school improvement goals as well as student achievement goals. All teachers are involved in the development of the Continuous Improvement Plan through the development of activities, benchmarks, resources, and budgeting.

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?

At-risk students work daily with the reading coach as well as receiving small group instruction in the classroom.

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

Students have a variety of learning opportunities offered to them at Cherokee Elementary School. Whole group instruction, small group instruction, peer tutoring, hands-on learning opportunities, project based activites, computer programs such as Study Island, RiverDeep, and Reading Eggs are available in the computer lab and in the classroom. Students also have access to iPads and tablets in the classroom.

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.

Extended year services may be offered through a student's IEP. The student has to meet criteria to qualify for participation. General education students have after school tutoring available upon request. Online help is available for students through www.homeworkalabama.org and Kahn Academy.

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.

At-risk students are provided with effective and additional instructional assistance. At-risk students work daily with reading coach as well as receiving small group instruction in the classroom. ELL students are given the opportunity to work with the ELL teacher to strengthen academic skills. Special Education Students are serviced by one of the two special education teachers in an inclusive classroom. IEP's are followed and may include small group instruction in the special education classroom in addition to the regular classroom.

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?

Cherokee Elementary's Pre-K program helps prepare students for elementary school. GEMS encourages female students to become more engaged in math and science topics through after school activities.

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.

In order to meet high academic standards, our fund are used to employ highly qualified teachers, as well as, instructional paraprofessionals to assist students. High quality materials and supplies are purchased to enrich teaching and learning. Some funds are use for professional development for teachers. Remediation materials are purchased to help students reach high academic levels.

Schools have been able to purchase equipment, including computers and printers, to use research based software. Programs such as Study Island, RiverDeep, Virtual Village, Reading Eggs, and Math Seeds as used enhance student achievement.

The Alabama Reading Initiative is implemented in order to give students the most effective research based reading instruction.

Our County-wide PreK program provides opportunities for students to enter kindergarten ready to learn.

The regular classroom teacher makes accommodations to meet the needs of struggling students.

Accommodations such as oral assignments, oral testing, extra time to complete assignments, and reduced work load provide better opportunities for student success.

All school employees adhere to the Colbert County Code of Conduct in order to provide the most safe and disciplined environment.

There is also an alternative school and C.L.A.S.S. program to assist students with behavioral issues. A discipline committee hears appeals of students and teachers. Funds are used to purchase Drug Awareness materials to educate students of the dangers of drug abuse and violence.

Each summer the school provides a voluntary summer enrichment reading program in coordination with the public library for students in grades K-6. In the fall, students receive rewards based on standards met that are established by the media specialist.

All teachers are highly qualified, and Title I funds are used to employ extra teachers and instructional aides to allow for more individual instruction.

Title I funds are used to employ extra teachers in order to reduce class size in order to receive more individual instruction. Title I set asides and Title II funds have been used to assist teachers in becoming highly qualified.

The Colbert County School System is concentrating on more participation within and between schools, more local school based decisions made through parents and teachers along with more involvement of parents and community leaders in evaluating and reviewing our programs. The school system is continuously looking for more community support through recommendations and facility review. There is more coordination of staff development activities that involve federal, state, and local money that concentrates on improving student achievement.

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.

Cherokee Elementary School offers parents support to achieve the school wide goals in the following ways:

Violence Prevention Programs - Riverbend counseling, Riverbend Bulling Prevention, Colbert County Extension Services, Local Law (Cherokee Police and County SRO) enforcement, 4-H, 7 Habits, Character Education, Healing Hearts, N.E.D. Never give Up, Encourage others, and do your best Nutrition Programs - Fresh Fruit and Vegetable grant program, Sydney Safe food bags, Roasted Corn

Housing Programs - According to the McKinney Vento Act if parents need assistance with housing the school will assist the family with temporary housing.

Head Start - Cherokee Elementary School offers a federal funded PreK program.

Adult Education - Colbert County Schools partners with the local community college to offer direction on GED completion program and other career counseling. Monthly newsletters are sent home to parents. These newsletters offer tips on parenting and how to assist your child to be successful in school and life.

Vocational and Technical Education and Job Training - Cherokee Elementary offers students the opportunity to participate on with the GREEN team. CES also partners with the Future Teachers of America and Future Farmers of America of Cherokee High School to allow job shadowing for students interested in these career fields. Sixth Grade students attend a job fair at Cherokee High School. Students visit various booths and can gather information about different educational and career paths.

Component 10: Evaluation

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

Administer a parent needs/evaluation survey in the Spring of each year seeking input about the effectiveness of the overall programs and parental involvement plans.

Information compiled is used along with other data in the comprehensive needs assessments to determine the overall effectiveness of system programs and the parental involvement plan.

A comment section is provided for narrative response.

Invite parents to an annual meeting during the fail to explain the LEA Title I Plan. Included in this explain the LEA Title Plan. Included in this explanation are the benefits and activities, federal guidelines, the role, rights and responsibilities of all parents in the education of their children.

Parents are also notified of their rights to know the qualifications of their child's teacher and if that teacher is highly qualified.

Hold an orientation specifically designed for the unique needs of families at each school. Additionally, provide translation at LEA level meetings.

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?

Individual tutoring by certified teachers and/or highly qualified paraprofessionals is available for homeless, migrant, and ELL students who are failing or at risk of failing.

Individual remediation is available by certified teachers for students who do not benchmark on DIBELS. This remediation is provided by At risk and local funding.

Computer labs, equipped with research-based software, are used for tutoring and remediation. Printouts of the students' achievement are provided to the teachers and parents. EL students also receive support from the ELL instructor, who speaks the language.

EL students and families are offered instruction in language domains.

EL families are provided with support (such as interpreters, health records, and adult opportunities to learn English) as needed to help them assist their children to be successful in school.

Parents of all children are encouraged to become a part of their child's educational process and parental involvement activities are promoted at each school.

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?

EL students are served through Title I, Homeless Children and Youth, IDEA, and State Funds, depending on their qualifications for services. LEP students are given tutoring services. Students with disabilities receive services under Title I, IDEA, Migrant, and State funding contingent upon meeting the criteria to be served. These services are coordinated to eliminate duplication of services and to conserve funds to make the funds extend further.

Homeless Children and Youth funds are used to meet the needs of children who qualify and do not attend Title I schools. A needs assessment is done on each child who qualifies to determine their priority of needs. All programs work together to coordinate the programs

in the best interest of the students. Integrating program strategies, increasing cross-program coordination, and providing enhanced planning and service delivery provides for improved services for students, educators, and staff. Cooperation and collaboration to incorporate program goals helps ensure meeting the state's challenging and performance standards.

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?

The CIP team meets and reviews the plan on a monthly basis. Revisions are made as needed.

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

The safety goal has been revised for the 2015-2016 school year. The TASOP goal has been updated and the activities will change to meet the needs of our surveys results.

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

The CIP team decided to revise the reading goal from the previous year. The reason is that the data sources available changed.

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	19.06	19.06	989,051.60
Administrator Units	1.00	1.00	117,794.09
Assistant Principal	0.00	0.00	0.00
Counselor	0.50	0.50	28,225.76
Librarian	1.00	1.00	60,099.79
Career and Technical Education Administrator	0.00	0.00	0.00
Career and Technical Education Counselor	0.00	0.00	0.00
Technology	0.00	0.00	3,651.00
Professional Development	0.00	0.00	1,375.00
State ELL Funds	0.00	0.00	0.00
Instructional Supplies	0.00	0.00	8,742.00
Library Enhancement	0.00	0.00	458.00
Totals			1,209,397.24

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	175174.23

Provide a brief explanation and breakdown of expenses.

1.28 FTE

Personnel - 154088.04

Supplies - 21086.19

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.	1038.3

Provide a brief explanation and a breakdown of expenses.

substitutes - 802.90

travel - 235.40

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	115181.14

Provide a brief explanation and breakdown of expenses

FTEs - 3.19

Personnel - $111,981.14

Supplies - $ 3,200.00

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.

Cherokee Elementary School will conduct the annual Title I meeting during the month of September. This meeting will explain our participation in Title I, Title I requirements and the rights of parents involved.

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.

Cherokee Elementary School will provide a variety of times and opportunities (through flexible scheduling after school, as well as, events during school hours) for parents to be involved in the planning, review, and improvement of our Title I programs. All parents are encouraged to attend meetings and have the opportunity to be involved in the decision-making process of the school.
During presentations, components of the plan will be discussed. This will include how funds allocated for parental involvement are being used. The Title I plan will be made available to parents during scheduled meetings. Cherokee Elementary School also hosts parent lunches during the month of October. Parents who attend the lunches will be given a handout containing Title I information as it relates to our school. Information about the school's Title I status and what it means to be a Title I school will be posted on the Cherokee Elementary website for parents/guardians to view. A copy of the plan will be located on the information table in the foyer of the school. Parents are also sent notification that a copy of the plan is available at their request.

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.

Cherokee Elementary School provides a monthly newsletter with events and information about the school. The ELL teacher is available to translate the newsletter for English as a second language families. The monthly newsletter can be received via email and a printed copy is sent home with each student. The school website is updated weekly with current events. Progress reports are sent home on the fourth week of the nine week grading period to inform parents of their child's academic progress. Classroom teachers post assignments as well as communicate with parents each day through the use of student agendas. As a part of our Home/School Compact, parents are required to sign the student agenda each night and return it to school the following day. The director of federal programs sends home monthly newsletters to parents with information regarding Title I programs as well as ways to strengthen the home and school connection. Cherokee Elementary School strives to meet the needs of parents through the use of technology. Some teachers use an application, "Remind". This free app keeps parents informed by the teacher sending group email/text messages.

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).

The school leadership team (consisting of principal, teachers, stakeholders and students) develop a School-Parent Compact to encourage shared responsibility of academic and behavior expectations between students, parents, and school. Parents, teachers, students and principal sign the compact at the beginning of the school term and the teacher keeps the document on file in the classroom. The compact is reviewed and updated on a yearly basis.

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

Parents have the opportunity to submit requests/comments about any school related issue through the use of a Parent Comment Box located on the information table in the front entrance of the school. Parents are also encouraged to communicate through phone calls, email, or in person at any time during the school year. Any concerns are forwarded to the CIP team for review.

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)

Parents are provided with opportunities throughout the school year to become familiar with methods and materials being taught at Cherokee Elementary School . Results of state administered tests, ASPIRE, are sent home to parents as the school receives reports. Data is also sent home from other measures such as Performance Series Testing, STAR testing, and DIBELS when assessments are administered. Progress reports are sent home at the mid-term of each nine weeks reporting period. Report cards are issued on a nine week basis. Parents have access to INOW to view grades.

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)

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)

Cherokee Elementary School strives to meet the needs of parents by providing information using a format and language that is easily understood. To ensure that there is no language barrier, Cherokee Elementary School 's ELL teacher is always at school events and meetings to translate for non or limited English speaking parents. All school forms are available in both English and Spanish.

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)

Cherokee Elementary School strives to encourage and support a partnership with families by offering a variety of activities and programs both during and after school hours. Parents are offered a variety of ways to communicate and stay connected with the school. Email, text messaging, all call phone system, school website and student agendas are some of the ways that the school communicates and partners with stakeholders.

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.

Cherokee Elementary School provides all forms and the school newsletter in both English and Spanish. The ELL teacher is available at all events and meetings to serve as a translator. She provides several opportunities throughout the year for the parents with limited English proficiency to come to school and participate in special activities with their children. Cherokee Elementary is handicapped accessible for students and parents with physical disabilities.