



ACIP

Clements School

Limestone County School District

Mr. Keith Hairrell, Principal
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Athens, AL 35611

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Executive Summary

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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.

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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?

Clements High School is one of six high schools in the Limestone County School System. This close knit educational facility has served as a vital part of the rural Coxe and Ripley communities for ninety years. Clements is the high school to a nearby kindergarten through fifth grade elementary school. The school is located approximately thirteen miles west of Athens, Alabama on U.S. Highway 72. The Elk and Tennessee Rivers nearby, provide recreational activities as well as commerce for the community and surrounding areas. There are larger towns within a fifty mile radius of the Clements community. These are the towns of Athens, Huntsville, Decatur, and Florence. These towns that surround the Clements community, incorporate NASA/Marshall Space Flight Center, US Army/Redstone Arsenal, The Boeing Company, SAIC (Science Applications International Corporation), ADTRAN, Inc., CINRAM Group, Inc., Intergraph Corporation, Science and Engineering Services, LLC (SES), Teledyne Brown Engineering, PPG Aerospace, and many more. All of towns have a rich assortment of employment opportunities and higher education facilities/universities and community colleges.

Currently, there are approximately thirty-three full-time certified staff including two administrators and two counselors. There are about thirty four classified staff members, including custodians, cafeteria workers and bus drivers. The student population, at this time are approximately five hundred fifty-three students. Clements High School is comprised of eighty percent Caucasian, eight percent African American nine percent Hispanic and three percent other. Fifty-seven percent of the students receive free or reduced lunch. All students and staff receive free breakfast through limited grant proceeds.

Clements High School and surrounding communities have seen drastic changes over the last three years. The Coxe and Ripley communities have been damaged by violent tornadoes twice. The first tornado caused minimal damage. However, in the spring of 2014, EF-3 tornadoes packing 140 mile an hour winds, ripped a path almost 16 miles long and caused millions of dollars in damage and the loss of two lives in a mobile home community where several students and their families were injured and required hospitalization. Governor Robert Bentley declared a State of Emergency. The community, although pleasant and helpful, took on a deeper meaning and understanding as neighbor helped neighbor. The cleanup of the storm's aftermath continued for well over a year, but the community was pieced back together over time. When school reopened, students shared their experiences and feelings; some immediately and some much later on.

School's Purpose

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

The purpose of Clements High School is to safely and effectively prepare students to be lifelong learners and productive citizens in their community and in the unknown future. Furthermore, Clements High School staff endeavors to provide every individual with academic excellence by offering an environment that enables, encourages, empowers, and entrusts students as a contributor in their own education. Students are guided toward personal and pedagogical excellence by using a supportive body of highly qualified faculty and staff, a rigorous curriculum, multiple program offerings and state-of-the-art technology in a structured, safe, clean, and nurturing environment. The vision of Clements High School is to create a learning environment that challenges students to attain their maximum academic and personal potential by providing them with a strong foundation in academics, ethics and standards. Educators implement tried and proven pedagogical tools and real-life skills necessary to prepare students to be successful 21st century individuals with vision, innovation, higherorder thinking skills, determination, and a strong moral fiber.

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Notable Achievements and Areas of Improvement

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

Clements High School's newly remodeled facility enables faculty, staff, students, and parents to collaborate effectively and safely as a community with the ability to communicate through technology or face-to-face in a comfortable environment. Classrooms, computer labs, and administrative offices have complete technological capabilities, as well as on-line and hard copy resources to meet the needs of all stakeholders. Energy, such as lights and temperature, are now on sensors to control the cost of use without any loss to instruction or individual comfort. With the adoption of the Digital Passport Initiative, grades 6-9 are issued MacBooks. Desktop computers, cell phones, and interactive white boards are integrated into daily lessons to provide additional learning acquisition tools for individual student success in a diversified environment. Sports, such as: Cheer, Football, Basketball, Volleyball, Soccer, Cross Country, Golf, Track and Field, Softball, and Baseball are offered to boys and girls. Other points of interest provided to students include the following Clubs, Committees and Activities: Yearbook Committee, Pep Club, First Priority, Family Career Community Leaders of America (FCCLA), The National FFA Organization, National Beta Club, Jr. Beta, Math Club, Student Leadership Team (SLT), Spanish Club, Jr. and Sr. Scholar's Bowl, 4-H, Key Club, Student Leadership Team, Award Winning Marching Band, Beginning, Intermediate, Jazz Band, Concert Band, and Color Guard. Students are also encouraged to participate in "kid-centered" landscaping projects, talent shows, dances, holiday meals (Thanksgiving lunch with family members at school), local charities, and fund raisers. No student is ever allowed to go hungry. All students are provided a free breakfast. Clements participates in an program called "The Full Tummy Project," where hard working individuals in area churches provide students on free and reduced lunch are given nonperishable food to sustain them through the weekend. Our agricultural department has given students opportunities to work in the recently constructed greenhouse which allows students to grow vegetables using aquaponics.

Additional Information

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

Clements High School is a friendly and supportive educational facility. The faculty and staff are a caring and compassionate group who want for each child to be successful and be prepared for whatever his/her future may hold.

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Improvement Plan Stakeholder Involvement

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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.

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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.

LCS developed surveys seeking input from the community including parents, students, and others. Stakeholders were asked to participate in the survey through e-mail, notes home, social media, school web-site and the school all call system. The surveys evaluated our purpose and direction, governance and leadership, teaching and assessing for learning, plus resources and support systems. A leadership team was formed to evaluate the data from the surveys and used the information to start a dialogue and begin to develop a plan to address areas of weakness. Stakeholders were engaged because of their love of the community and school. Stakeholders were selected based on their commitment, knowledge, community involvement, willingness to work, and ability to be part of a community of learners. Once stakeholders committed to serve, they were informed of their roles through a face-to-face meeting. Meetings will be held monthly after school hours. Community members, parents, administrators and teachers were invited by e-mail, school web-site, face-to-face verbal invitations, and through social media to join the Clements High School PTO. Participants were asked to support the school through ongoing projects and volunteer work. The PTO will help bring more community involvement into the school and create better community relations.

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

The committee is comprised of members from different departments in an attempt to create a unified vision. All members will be given the opportunity to make recommendations. The committee consists of the school principal, assistant principal, counselors, content teachers, special education teachers, community members, and a student. Team members will communicate with their departmental members, parents, students, and others to stay informed in the areas of concern for all stakeholders. Concerns will be brought to the monthly meetings for discussion and suggestions. Effective communication among team members and all stakeholders is imperative for successful school wide improvement in academics, emotional well being and safety of all students.

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

Information will be communicated to the community by placing it on the school's website, www.clementshigh.org. Successes in the classroom, in extra curricular events, and upcoming events at school will be reported on our school twitter page. The plan will be updated regularly. The final plan will be communicated during a faculty meeting in a short presentation, through PTO meetings and meetings with individual parents.

Student Performance Diagnostic

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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.

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Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes		Student Performance Data 2017-2018

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Evaluative Criteria and Rubrics

Overall Rating: 3.5

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

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

	Statement or Question	Response	Rating
3.	Quality of Learning	Evidence of student learning promoted by the institution is acceptably analyzed and presented with reasonable clarity. 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 at or above what would otherwise be expected.	Level 3

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates achievement gaps exist among subpopulations of students, and these achievement gaps have noticeably declined.	Level 3

Areas of Notable Achievement

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

62% of 6th grade students were either ready or exceeding on the ACT Aspire. This is 15% higher than the national average on the ACT Aspire.

92% of students for the year 2015-2016 graduated from Clements High School. The rate for Alabama was 89%.

The National Percentile for 6th, 8th and 10th grade reading scores on the Performance Series increased by seven or more points from the Fall of 2016 to the Spring 2017.

The National Percentile for 6th grade math on the Performance Series increased five points from the Fall of 2016 to the Spring of 2017.

62% of Clements High School 10th grade students who took the ACT Aspire in writing were considered Ready. 52% of the nation in the 10th grade is considered Ready in writing on the ACT Aspire.

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

The National Percentile for 6th, 8th and 10th grade reading scores on the Performance Series increased by seven or more points from the Fall of 2016 to the Spring 2017.

The National Percentile for 6th grade math on the Performance Series increased five points from the Fall of 2016 to the Spring of 2017.

The readiness of students on the ACT Aspire increase from 7th grade to 8th grade each year for the past two years.

The National Percentile for Algebra scores in the Fall of 2016 was 46 and in the Spring of 2017 was 54.

The National Percentile for Geometry scores in the Fall of 2016 was 48 and in the Spring of 2017 was 57.

The English Score on the ACT Aspire for 10th grade students is a 430 for Clements High School. The score indicates that the mean is Ready.

Which area(s) indicate the overall highest performance?

1. 6th grade Reading
2. 6th grade Math
3. 10th grade Writing
4. ACT English
5. 10th grade ACT Aspire English

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

29% of female students in the 7th grade in 2016 were ready for Reading. 30% of female students in the eighth grade were ready for Reading in 2017.

Between which subgroups is the achievement gap closing?

Writing scores have closed a gap between males and females in the 10th grade on the ACT Aspire Writing.

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

The reported findings above are found on:

1. Reports on the Performance Series
2. Summative Assessment reports for the ACT Aspire.
3. The Department of Education for Alabama's website.

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Areas in Need of Improvement

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

7th grade Reading on the ACT Aspire 19% of students were considered Ready on the ACT Aspire.

The NPR for Reading on the Performance Series was 31% for 7th grade Reading.

36% of 7th grade students in 2016 were considered Ready for Math according to the ACT Aspire and 24% of 8th grade students in 2017 were considered Ready for Math.

10% of 10th grade students on the ACT Aspire are considered Ready for Math on the ACT Aspire.

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

36% of all 7th grade students in 2016 were Ready in mathematics and 24% of all 8th grade students in 2017 were considered Ready in mathematics on the ACT Aspire.

42% of all 6th grade students in 2016 were Ready in reading on the ACT Aspire and 19% of all 7th grade students in 2017 were considered Ready in reading on the ACT Aspire.

48% of all 6th grade students in 2016 were Ready in mathematics on the ACT Aspire and 27% of all 7th grade students in 2017 were considered Ready in mathematics on the ACT Aspire.

Which area(s) indicate the overall lowest performance?

7th grade Reading

7th grade Math

10th grade Math

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

Males in Reading

Males in Mathematics

Between which subgroups is the achievement gap becoming greater?

Females remain constant or improve over time and Males have shown a decrease in scores over time.

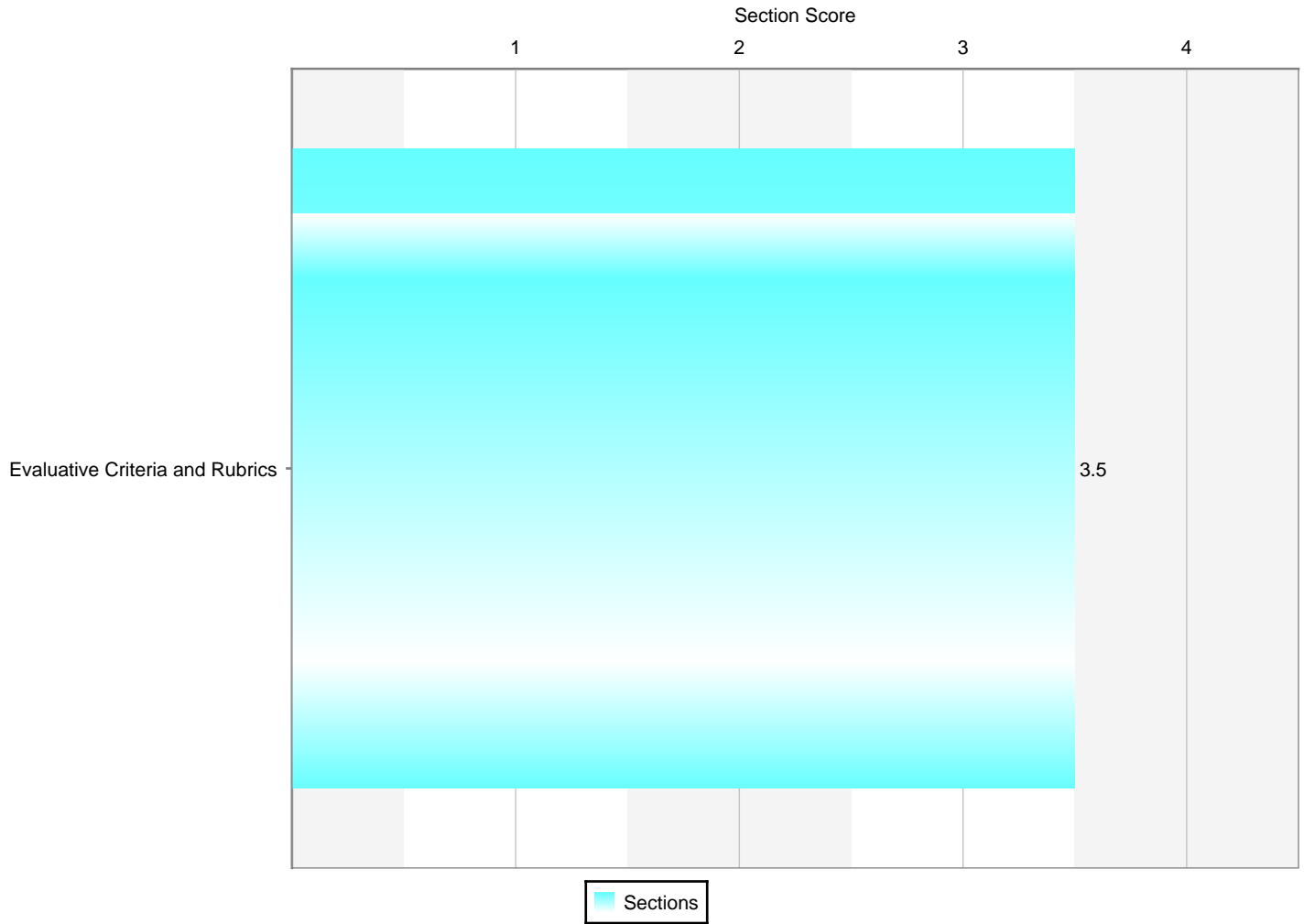
Which of the above reported findings are consistent with findings from other data sources?

The findings are accurate based on the ACT Aspire reports and Performance Series reports.

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Report Summary

Scores By Section



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2017-2018 ACIP Assurances

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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.

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ACIP Assurances

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

Label	Assurance	Response	Comment	Attachment
2.	The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education.	Yes	The statement "No person shall be denied employment, be excluded from participation in, be denied the benefits of, or subjected to discrimination in any program or activity on the basis of sex, race, color, religion, national origin or ancestry, age, gender, height, weight, marital status, or disability" is included on all LCS publications, electronic and print. LCS has a District Diversity Taskforce that meets monthly. They set five goals related to hiring minorities, providing feedback to the superintendent, and to enlist community resources for support.	Policy Manual Non-Discriminatory Letter

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	Tommy Hunter Executive Director of Human Resources and Operations 300 South Jefferson Street Athens, AL 35611 256-232-5353	ACIP Assurance #3 Letter

Label	Assurance	Response	Comment	Attachment
4.	The institution has a Parent and Family Engagement policy and plan as required in ESSA Section 1116, and ensures that all requirements in Section 1116 and 1112(e)(1)(A)(i)-(ii), Parents' Right-to-Know, are implemented systematically.	Yes	LCS has a Parent and Family Engagement Plan and a district policy about Parent/Family Involvement (Policy 7.14). The district encourages partnerships with parents/guardians and looks to identify barriers to greater participation. An annual evaluation is conducted to determine the effectiveness of the Parent and Family Engagement Plan. LCS has a district policy regarding Parents Right to Know (Policy 7.14.5) and a procedure that the district follows to ensure compliance.	Leadership Team Signatures Assurance #4 Distric Ploicy Parent and Family Engagement Plan

Label	Assurance	Response	Comment	Attachment
5.	The institution has a School-Parent Compact. If a Title I school, the School-Parent Compact contains the required components (ESSA Section 1116 (d) and was jointly developed with parents of participating students.	Yes	LCS ensures that all Title I schools have a School-Parent Compact that contains the required components (ESSA 1116 (d) and the compacts are jointly developed with parents/guardians.	Clements Compact leadership Team Signatures

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Plan for ACIP 2017-2018

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Overview

Plan Name

Plan for ACIP 2017-2018

Plan Description

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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	Reduce Truancy	Objectives: 1 Strategies: 2 Activities: 3	Organizational	\$0
2	Increase student proficiency in the core academic subject of science	Objectives: 1 Strategies: 2 Activities: 5	Organizational	\$500
3	Increase student proficiency in the core academic subject of math	Objectives: 3 Strategies: 3 Activities: 9	Organizational	\$0
4	Increase student proficiency in the core academic subject of English Language Arts.	Objectives: 1 Strategies: 3 Activities: 7	Organizational	\$26928

Goal 1: Reduce Truancy

Measurable Objective 1:

collaborate to reduce by 1% the number of students who miss 7 or more unexcused days (145 students) by 05/04/2018 as measured by the attendance reporting from chalkable that will compare the 2017-2018 school year to the 2016-2017 school year.

Strategy 1:

Mentoring Sessions - All students will receive mentoring sessions at least once monthly. Students identified for attendance tracking will focus on attendance and removing barriers to school attendance through learning supports during mentoring sessions.

Category: Develop/Implement Learning Supports

Research Cited: Balfanz, Robert and Vaughan Byrns, Meeting the Challenge of Combating Chronic Absenteeism: Impact of the NYC Mayor's Interagency Task Force on Chronic Absenteeism and School and School Attendance and Its Implications or Other Cities, Everyone Graduates Center, John Hopkins University School of Education, November 2013. This report examines the impact of New York City Mayor Michael Bloomberg's task force on truancy, chronic absenteeism and school engagement, a program that spanned 2010 to 2013 and reached more than 60,000 students in NYC public schools. The study found that students who missed at least 20 days of school per year - the definition of chronic absenteeism - had lower grades and were more likely to drop out than students with better attendance. Yet, the researchers also found these effects of absenteeism are reversible with the help of mentors, incentive programs, and awareness campaigns.

Activity - Mentoring Sessions Targeting Attendance	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Mentoring sessions will focus on students' attendance and removing barriers through learning supports.	Behavioral Support Program	09/01/2017	05/04/2018	\$0	No Funding Required	Teachers, Counselors and School Administrators

Strategy 2:

Attendance Tracking - Attendance Monitoring & Intervention Plans - Attendance will be monitored for all students. Students who miss more than 3 days in the first 30 days of school or missed 7 or more unexcused absences for the previous school year will be monitored through PST and have an intervention plan in place.

Category: Other - School Processes

Research Cited: Railsback, Jennifer., Increasing Student Attendance: Strategies from Research Practice, Northwest Regional Educational Laboratory, June 2004. This report looks at practices and outcomes of attendance programs across the country. Although promising practices exist across the country, there are no "silver bullet" approaches proven to keep children in school. Other research has investigated how school disengagement relates to decreased attendance.

Activity - PST team intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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PST teams will put plans in place for any student that misses 3 days within the first 30 days of school or had 7 or more unexcused absences from the previous year.	Behavioral Support Program, Academic Support Program	09/01/2017	05/04/2018	\$0	No Funding Required	PST Team Members, Attendance Clerk, School Administrators
Activity - Attendance Tracking	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Attendance will be traced for students with steps based on the number days missed. The school will contact parents, SRO will contact parents, and the truancy officer will contact parents. Parents will be called to Early Warning and Truancy Court if the problem continues.	Policy and Process	09/01/2017	05/04/2018	\$0	No Funding Required	Counselors Assistants, SRO, School Administrators, Attendance Clerks

Goal 2: Increase student proficiency in the core academic subject of science

Measurable Objective 1:

increase student growth by 1% in science scores of students in grades 7 - 12 by 05/31/2018 as measured by the ACT and Scantron Performance Series.

Strategy 1:

Increase teachers content knowledge - The teachers will observe and receive professional development that will help increase the rigor in the classroom.

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

Activity - LTF observations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All science teachers will participate in LTF observations of other classrooms. Teachers will see how the lessons are developed and how they are assessed in the classroom.	Professional Learning	09/05/2017	05/31/2018	\$500	Other	Science teachers, Assistant Principal, Technology Facilitator
Activity - AMSTI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will utilize AMSTI curriculum and training	Professional Learning	09/01/2017	05/31/2018	\$0	No Funding Required	Science Teachers, Assistant Principal
Activity - Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

All teachers will participate in monthly meetings to discuss data or instruction that will help improve student achievement.	Policy and Process	08/01/2017	05/31/2018	\$0	No Funding Required	Science Teachers, Administrative Staff, Counselors, Technology Facilitator
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Strategy 2:

Literacy Strategies - The teachers will implement standards to help the student in the area of non fiction reading and vocabulary.

Category: Develop/Implement College and Career Ready Standards

Activity - ITF training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The instructional technology facilitator will train, coach, and support the implementation of strategic teaching strategies in science.	Professional Learning	08/01/2017	05/31/2018	\$0	No Funding Required	Science Teachers, Technology Facilitator

Activity - Lesson Plans	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will document strategies in their lesson plans.	Policy and Process	08/07/2017	05/31/2018	\$0	No Funding Required	Science teachers, Administration

Goal 3: Increase student proficiency in the core academic subject of math**Measurable Objective 1:**

increase student growth 2% of math scores in grades 6 - 8 by 05/31/2018 as measured by the Scantron Performance Series test..

(shared) Strategy 1:

Increase teachers content knowledge - Teachers will participate in data and instructional meetings at the school. Teachers will be trained by Alabama Math Science Technology Initiative trainers to help increase rigor in the classroom.

Category: Develop/Implement Professional Learning and Support

Activity - Data Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will participate in data meetings, vertical team meetings, and collaborative planning.	Policy and Process	08/03/2017	05/31/2018	\$0	No Funding Required	Math Teachers, Administration, Technology Facilitator

Activity - AMSTI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will participate in AMSTI training	Professional Learning	08/08/2017	05/31/2018	\$0	No Funding Required	Math Teachers

(shared) Strategy 2:

Tiered Instruction - Students will have a Response to the Intervention program. This program will help students remediate skills missing from previous grades as well as enriching skills that have already been mastered.

Category: Develop/Implement Learning Supports

Activity - Individual learning path	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students in grades 6- 10 will have access to digital personalized learning programs, IXL and Compass Pathblazer, to be used in core classrooms and in intervention/enrichment classes.	Academic Support Program	09/18/2017	05/31/2018	\$0	No Funding Required	Teachers

Activity - Intervention Class	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All middle school students will participate in a daily intervention/enrichment class, as well as a 30-min Learning Lab	Academic Support Program	08/07/2017	05/31/2018	\$0	No Funding Required	Teachers

Activity - Compass	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All ninth and tenth grade students will spend 90 minutes per week in Compass Pathblazer and/or ACT Prep.	Academic Support Program	09/18/2017	05/31/2018	\$0	No Funding Required	Teachers

Activity - Small groups	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement small group instruction in the classroom when appropriate, based on individual	Policy and Process	08/08/2017	05/31/2018	\$0	No Funding Required	Teachers

(shared) Strategy 3:

Strategic Teaching Strategies - The strategies will be implemented in the classroom to help tier instruction to help each student.

Category: Develop/Implement College and Career Ready Standards

Activity - ITF training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Instructional Technology Facilitator will train, coach, and support the implementation of strategic teaching strategies in math.	Professional Learning	08/07/2017	05/31/2018	\$0	No Funding Required	Teachers, ITF, Administration

Activity - Math Consultant	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district math consultant will model and coach teachers in the implementation of strategic teaching.	Other - Collaboration with district specialist	08/08/2017	05/31/2018	\$0	No Funding Required	Teachers and administration

Activity - Lesson Plans	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will document strategies in lesson plans.	Policy and Process	08/08/2017	05/31/2018	\$0	No Funding Required	Teachers and Administrators

Measurable Objective 2:

increase student growth 1% in algebra scores for students taking algebra by 05/31/2018 as measured by the Scantron Performance Series test..

(shared) Strategy 1:

Increase teachers content knowledge - Teachers will participate in data and instructional meetings at the school. Teachers will be trained by Alabama Math Science Technology Initiative trainers to help increase rigor in the classroom.

Category: Develop/Implement Professional Learning and Support

Activity - Data Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will participate in data meetings, vertical team meetings, and collaborative planning.	Policy and Process	08/03/2017	05/31/2018	\$0	No Funding Required	Math Teachers, Administration, Technology Facilitator

Activity - AMSTI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will participate in AMSTI training	Professional Learning	08/08/2017	05/31/2018	\$0	No Funding Required	Math Teachers

(shared) Strategy 2:

Tiered Instruction - Students will have a Response to the Intervention program. This program will help students remediate skills missing from previous grades as well as enriching skills that have already been mastered.

Category: Develop/Implement Learning Supports

Activity - Individual learning path	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students in grades 6- 10 will have access to digital personalized learning programs, IXL and Compass Pathblazer, to be used in core classrooms and in intervention/enrichment classes.	Academic Support Program	09/18/2017	05/31/2018	\$0	No Funding Required	Teachers

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Activity - Intervention Class	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All middle school students will participate in a daily intervention/enrichment class, as well as a 30-min Learning Lab	Academic Support Program	08/07/2017	05/31/2018	\$0	No Funding Required	Teachers

Activity - Compass	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All ninth and tenth grade students will spend 90 minutes per week in Compass Pathblazer and/or ACT Prep.	Academic Support Program	09/18/2017	05/31/2018	\$0	No Funding Required	Teachers

Activity - Small groups	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement small group instruction in the classroom when appropriate, based on individual	Policy and Process	08/08/2017	05/31/2018	\$0	No Funding Required	Teachers

(shared) Strategy 3:

Strategic Teaching Strategies - The strategies will be implemented in the classroom to help tier instruction to help each student.

Category: Develop/Implement College and Career Ready Standards

Activity - ITF training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Instructional Technology Facilitator will train, coach, and support the implementation of strategic teaching strategies in math.	Professional Learning	08/07/2017	05/31/2018	\$0	No Funding Required	Teachers, ITF, Administration

Activity - Math Consultant	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district math consultant will model and coach teachers in the implementation of strategic teaching.	Other - Collaboration with district specialist	08/08/2017	05/31/2018	\$0	No Funding Required	Teachers and administration

Activity - Lesson Plans	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will document strategies in lesson plans.	Policy and Process	08/08/2017	05/31/2018	\$0	No Funding Required	Teachers and Administrators

Measurable Objective 3:

increase student growth 1% in geometry scores of students in geometry classes by 05/31/2018 as measured by the Scantron Performance Series test..

(shared) Strategy 1:

Increase teachers content knowledge - Teachers will participate in data and instructional meetings at the school. Teachers will be trained by Alabama Math Science

Technology Initiative trainers to help increase rigor in the classroom.

Category: Develop/Implement Professional Learning and Support

Activity - Data Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will participate in data meetings, vertical team meetings, and collaborative planning.	Policy and Process	08/03/2017	05/31/2018	\$0	No Funding Required	Math Teachers, Administration, Technology Facilitator

Activity - AMSTI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will participate in AMSTI training	Professional Learning	08/08/2017	05/31/2018	\$0	No Funding Required	Math Teachers

(shared) Strategy 2:

Tiered Instruction - Students will have a Response to the Intervention program. This program will help students remediate skills missing from previous grades as well as enriching skills that have already been mastered.

Category: Develop/Implement Learning Supports

Activity - Individual learning path	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students in grades 6- 10 will have access to digital personalized learning programs, IXL and Compass Pathblazer, to be used in core classrooms and in intervention/enrichment classes.	Academic Support Program	09/18/2017	05/31/2018	\$0	No Funding Required	Teachers

Activity - Intervention Class	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All middle school students will participate in a daily intervention/enrichment class, as well as a 30-min Learning Lab	Academic Support Program	08/07/2017	05/31/2018	\$0	No Funding Required	Teachers

Activity - Compass	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All ninth and tenth grade students will spend 90 minutes per week in Compass Pathblazer and/or ACT Prep.	Academic Support Program	09/18/2017	05/31/2018	\$0	No Funding Required	Teachers

Activity - Small groups	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement small group instruction in the classroom when appropriate, based on individual	Policy and Process	08/08/2017	05/31/2018	\$0	No Funding Required	Teachers

(shared) Strategy 3:

Strategic Teaching Strategies - The strategies will be implemented in the classroom to help tier instruction to help each student.

Category: Develop/Implement College and Career Ready Standards

Activity - ITF training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Instructional Technology Facilitator will train, coach, and support the implementation of strategic teaching strategies in math.	Professional Learning	08/07/2017	05/31/2018	\$0	No Funding Required	Teachers, ITF, Administration
Activity - Math Consultant	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district math consultant will model and coach teachers in the implementation of strategic teaching.	Other - Collaboration with district specialist	08/08/2017	05/31/2018	\$0	No Funding Required	Teachers and administration
Activity - Lesson Plans	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will document strategies in lesson plans.	Policy and Process	08/08/2017	05/31/2018	\$0	No Funding Required	Teachers and Administrators

Goal 4: Increase student proficiency in the core academic subject of English Language Arts.

Measurable Objective 1:

increase student growth :A 2% increase of reading scores of students in grades 6-11 in reading by 05/31/2018 as measured by the Scantron Performance Series..

Strategy 1:

Non Fiction Reading - Students will learn specific comprehension strategies for nonfiction text which will be practiced in content areas.

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

Activity - Tier 1	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tier I instruction, core teachers will provide explicit instruction in comprehension strategies.	Academic Support Program	08/08/2017	05/31/2018	\$0	No Funding Required	English Teachers, Science Teachers, Social Studies Teachers

Activity - Tier 2	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In Tier II, small group instruction will be based on individual student needs	Academic Support Program	08/08/2017	05/31/2018	\$0	No Funding Required	English Teachers, Social Studies Teachers, Science Teachers

Activity - Tier 3	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tier III instruction will be based on individual student's need and may include intervention support such as SPIRE or Rewards.	Academic Support Program	08/08/2017	05/31/2018	\$26928	Title I Schoolwide	Teachers, Reading Intervention Teacher, Counselors, Administration

Activity - Social Studies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Social studies teachers will implement the use content literacy strategies (BDA) as scaffolds for students' reading of social studies texts.	Policy and Process	08/08/2017	05/31/2018	\$0	No Funding Required	Social Studies Teachers

Strategy 2:

Implement strategic teaching in all content areas - The ITF will train teachers to use strategies in their classrooms in grades 6-12.

Category: Develop/Implement Professional Learning and Support

Activity - ITF Training and Coaching	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional Technology Facilitator will train, coach, and support implementation of strategic teaching strategies in all content areas for grades 6-12.	Professional Learning	08/08/2017	05/31/2018	\$0	No Funding Required	All faculty

Strategy 3:

Writing in Content Areas - Students will be required to write in all content areas and for a variety of purposes.

Category: Develop/Implement Professional Learning and Support

Activity - Strategies that Incorporate Writing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement learning strategies that incorporate writing: i.e., think-pair-share, quick writes, journal writing, self-assessments, summary note taking, etc.	Other - Writing	08/08/2017	05/31/2018	\$0	No Funding Required	All Faculty

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Activity - Social Studies Writing Cycle	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Social studies teachers will utilize explicit instruction of the writing cycle.	Other - Writing	08/08/2017	05/31/2018	\$0	No Funding Required	Social Studies Teachers

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Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Math Consultant	The district math consultant will model and coach teachers in the implementation of strategic teaching.	Other - Collaboration with district specialist	08/08/2017	05/31/2018	\$0	Teachers and administration
AMSTI	All teachers will utilize AMSTI curriculum and training	Professional Learning	09/01/2017	05/31/2018	\$0	Science Teachers, Assistant Principal
Tier 1	Tier I instruction, core teachers will provide explicit instruction in comprehension strategies.	Academic Support Program	08/08/2017	05/31/2018	\$0	English Teachers, Science Teachers, Social Studies Teachers
Small groups	Teachers will implement small group instruction in the classroom when appropriate, based on individual	Policy and Process	08/08/2017	05/31/2018	\$0	Teachers
AMSTI	All teachers will participate in AMSTI training	Professional Learning	08/08/2017	05/31/2018	\$0	Math Teachers
Mentoring Sessions Targeting Attendance	Mentoring sessions will focus on students' attendance and removing barriers through learning supports.	Behavioral Support Program	09/01/2017	05/04/2018	\$0	Teachers, Counselors and School Administrators
PST team intervention	PST teams will put plans in place for any student that misses 3 days within the first 30 days of school or had 7 or more unexcused absences from the previous year.	Behavioral Support Program, Academic Support Program	09/01/2017	05/04/2018	\$0	PST Team Members, Attendance Clerk, School Administrators
Social Studies Writing Cycle	Social studies teachers will utilize explicit instruction of the writing cycle.	Other - Writing	08/08/2017	05/31/2018	\$0	Social Studies Teachers
Social Studies	Social studies teachers will implement the use content literacy strategies (BDA) as scaffolds for students' reading of social studies texts.	Policy and Process	08/08/2017	05/31/2018	\$0	Social Studies Teachers

Lesson Plans	Teachers will document strategies in their lesson plans.	Policy and Process	08/07/2017	05/31/2018	\$0	Science teachers, Administration
ITF training	The Instructional Technology Facilitator will train, coach, and support the implementation of strategic teaching strategies in math.	Professional Learning	08/07/2017	05/31/2018	\$0	Teachers, ITF, Administration
Tier 2	In Tier II, small group instruction will be based on individual student needs	Academic Support Program	08/08/2017	05/31/2018	\$0	English Teachers, Social Studies Teachers, Science Teachers
Intervention Class	All middle school students will participate in a daily intervention/enrichment class, as well as a 30-min Learning Lab	Academic Support Program	08/07/2017	05/31/2018	\$0	Teachers
Compass	All ninth and tenth grade students will spend 90 minutes per week in Compass Pathblazer and/or ACT Prep.	Academic Support Program	09/18/2017	05/31/2018	\$0	Teachers
ITF Training and Coaching	Instructional Technology Facilitator will train, coach, and support implementation of strategic teaching strategies in all content areas for grades 6-12.	Professional Learning	08/08/2017	05/31/2018	\$0	All faculty
Strategies that Incorporate Writing	Teachers will implement learning strategies that incorporate writing: i.e., think-pair-share, quick writes, journal writing, self-assessments, summary note taking, etc.	Other - Writing	08/08/2017	05/31/2018	\$0	All Faculty
Attendance Tracking	Attendance will be traced for students with steps based on the number days missed. The school will contact parents, SRO will contact parents, and the truancy officer will contact parents. Parents will be called to Early Warning and Truancy Court if the problem continues.	Policy and Process	09/01/2017	05/04/2018	\$0	Counselors Assistants, SRO, School Administrators, Attendance Clerks
Individual learning path	All students in grades 6- 10 will have access to digital personalized learning programs, IXL and Compass Pathblazer, to be used in core classrooms and in intervention/enrichment classes.	Academic Support Program	09/18/2017	05/31/2018	\$0	Teachers
ITF training	The instructional technology facilitator will train, coach, and support the implementation of strategic teaching strategies in science.	Professional Learning	08/01/2017	05/31/2018	\$0	Science Teachers, Technology Facilitator
Data Meetings	All teachers will participate in data meetings, vertical team meetings, and collaborative planning.	Policy and Process	08/03/2017	05/31/2018	\$0	Math Teachers, Administration, Technology Facilitator
Lesson Plans	Teachers will document strategies in lesson plans.	Policy and Process	08/08/2017	05/31/2018	\$0	Teachers and Administrators

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Meetings	All teachers will participate in monthly meetings to discuss data or instruction that will help improve student achievement.	Policy and Process	08/01/2017	05/31/2018	\$0	Science Teachers, Administrative Staff, Counselors, Technology Facilitator
Total					\$0	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
LTF observations	All science teachers will participate in LTF observations of other classrooms. Teachers will see how the lessons are developed and how they are assessed in the classroom.	Professional Learning	09/05/2017	05/31/2018	\$500	Science teachers, Assistant Principal, Technology Facilitator
Total					\$500	

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Tier 3	Tier III instruction will be based on individual student's need and may include intervention support such as SPIRE or Rewards.	Academic Support Program	08/08/2017	05/31/2018	\$26928	Teachers, Reading Intervention Teacher, Counselors, Administration
Total					\$26928	

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.

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Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes		Staff Survey Parent Survey Student Survey

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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

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Areas of Notable Achievement

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

Parents

Mentoring for students - parents felt their child had an advocate for them at school

Staff -

The staff believed that the students were safe at the school.

Students

Students participate in activities that interest them.

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

Parents and students believed that they were told information in language that they could understand.

Staff believed that the facilities were very well maintained and helped the students respect the school and learn.

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

They believe that their students are safe at the school and have someone at the school that is a mentor for their child.

Areas in Need of Improvement

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

Parents - Parents did not believe that their children were being held to high expectations.

Staff - Did not believe that all teachers prepared lessons that challenged students. Therefore higher level questions and collaboration were not being asked in these subjects.

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

Students, Staff and Parents were all concerned about the class being taught and not the individual student being taught. Therefore, the stakeholders did not feel that each need of the student was being met.

What are the implications for these stakeholder perceptions?

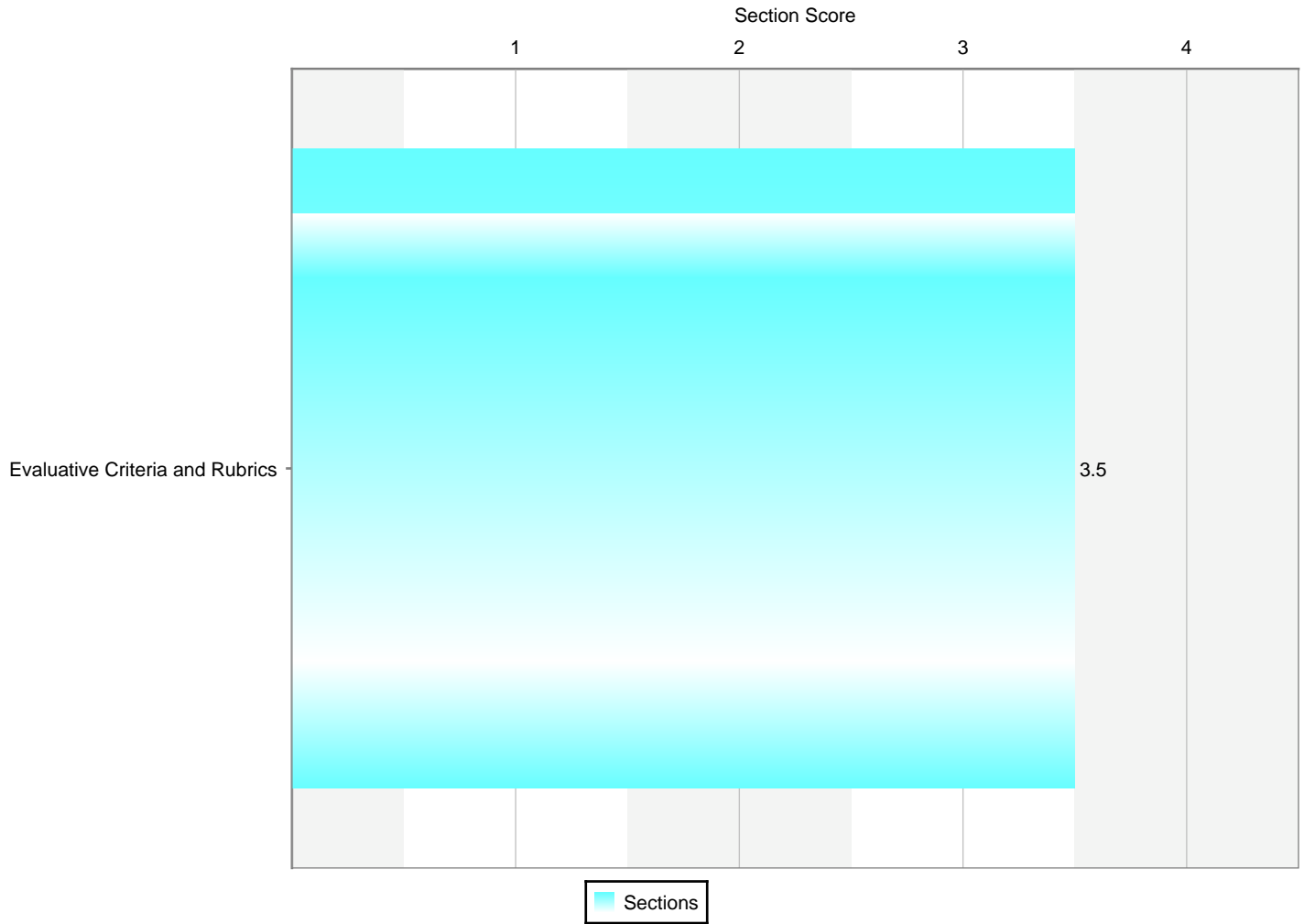
The implications tell us that students feel that their learning is not as important as teachers meeting the standard. Students feel that they have certain strengths and weaknesses that can help them grow and succeed and the school is not meeting those needs as well as the school should meet those needs.

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

High expectations for students and teaching to the needs of those students.

Report Summary

Scores By Section



D

2017-2018 Title I Schoolwide Diagnostic

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Introduction

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

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

How was the comprehensive needs assessment conducted?

The school Leadership Team met to complete a Comprehensive Needs Assessment based on the previous school year's data. The team identified indicators for strengths and areas in need of improvement, and looked at specific standards within those indicators that addressed both ends of the spectrum. The team then analyzed assessment data from the previous school year and made a determination as to whether or not we met our CIP goals from the previous year.

What were the results of the comprehensive needs assessment?

Parents results

Successes

1. My child has at least one adult advocate in the school (4.0)
2. All of my child's teachers report on my child's progress in easy to understand language (3.5)

Challenges

1. My child sees a relationship between what is being taught and his/her everyday life (1.5)
2. Our school has high expectations for students in all classes

Staff Survey

Successes

1. Our school maintains facilities that support student learning (4.6)
2. Our school maintains facilities that contribute to a safe environment (4.6).

Challenges

1. All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students (3.57)
2. All teachers regularly use instructional strategies that require student collaboration, self reflection, and development of critical thinking skills.

Student Survey

What conclusions were drawn from the results?

The Leadership Team determined that the community believes that we respect and care for the students at Clements High School. Our parents believe that each student has a mentor which he or she can go to if they are in trouble. Our staff believes that this is a safe environment for themselves as well for the kids. Areas where we need to improve are in instruction. Our parents and staff believe we need to do a better job of teaching to each student. We need to build a connection between the classroom and the real world.

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

In terms of parental involvement, the staff believed that we needed to do a better job of talking and communicating school information to the parents. The parents believed that we did a good job of talking to the parents in a language they could understand.

In terms of student achievement, the parents believed we needed to hold the students to higher expectations. The staff believed that we needed to challenge our students more and ask higher order thinking questions. We needed to input higher depth of knowledge questions in our lesson plans and in our lessons.

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

The school goals and activities were designed specifically to meet the deficit areas described above. For higher expectations, our teachers and staff have begun the process to learn and observe about A Plus (LTF) strategies that will help with the rigor in the classroom.

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

The goals reflect the results of past assessments, including ACT Aspire and Scantron Performance Series. This information gathered gives a clear analysis of student achievement and seeks to provide goals, strategies, and activities to meet a wide variety of learners, from struggling students to advanced students.

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

The goals in our CIP seek to close the achievement gap by providing high quality instructional strategies to all learners despite their circumstances.

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

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

Goal 1:

Reduce Truancy

Measurable Objective 1:

collaborate to reduce by 1% the number of students who miss 7 or more unexcused days (145 students) by 05/04/2018 as measured by the attendance reporting from chalkable that will compare the 2017-2018 school year to the 2016-2017 school year.

Strategy1:

Mentoring Sessions - All students will receive mentoring sessions at least once monthly. Students identified for attendance tracking will focus on attendance and removing barriers to school attendance through learning supports during mentoring sessions.

Category: Develop/Implement Learning Supports

Research Cited: Balfanz, Robert and Vaughan Byrns, Meeting the Challenge of Combating Chronic Absenteeism: Impact of the NYC Mayor's Interagency Task Force on Chronic Absenteeism and School and School Attendance and Its Implications or Other Cities, Everyone Graduates Center, John Hopkins University School of Education, November 2013. This report examines the impact of New York City Mayor Michael Bloomberg's task force on truancy, chronic absenteeism and school engagement, a program that spanned 2010 to 2013 and reached more than 60,000 students in NYC public schools. The study found that students who missed at least 20 days of school per year - the definition of chronic absenteeism - had lower grades and were more likely to drop out than students with better attendance. Yet, the researchers also found these effects of absenteeism are reversible with the help of mentors, incentive programs, and awareness campaigns.

Activity - Mentoring Sessions Targeting Attendance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Mentoring sessions will focus on students' attendance and removing barriers through learning supports.	Behavioral Support Program	09/01/2017	05/04/2018	\$0 - No Funding Required	Teachers, Counselors and School Administrators

Strategy2:

Attendance Tracking - Attendance Monitoring & Intervention Plans - Attendance will be monitored for all students. Students who miss more than 3 days in the first 30 days of school or missed 7 or more unexcused absences for the previous school year will be monitored through PST and have an intervention plan in place.

Category: Other - School Processes

Research Cited: Railsback, Jennifer., Increasing Student Attendance: Strategies from Research Practice, Northwest Regional Educational Laboratory, June 2004. This report looks at practices and outcomes of attendance programs across the country. Although promising practices exist across the country, there are no "silver bullet" approaches proven to keep children in school. Other research has investigated how school disengagement relates to decreased attendance.

Activity - PST team intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PST teams will put plans in place for any student that misses 3 days within the first 30 days of school or had 7 or more unexcused absences from the previous year.	Academic Support Program Behavioral Support Program	09/01/2017	05/04/2018	\$0 - No Funding Required	PST Team Members, Attendance Clerk, School Administrators

Activity - Attendance Tracking	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Attendance will be traced for students with steps based on the number days missed. The school will contact parents, SRO will contact parents, and the truancy officer will contact parents. Parents will be called to Early Warning and Truancy Court if the problem continues.	Policy and Process	09/01/2017	05/04/2018	\$0 - No Funding Required	Counselors Assistants, SRO, School Administrators, Attendance Clerks

Goal 2:

Increase student proficiency in the core academic subject of science

Measurable Objective 1:

increase student growth by 1% in science scores of students in grades 7 - 12 by 05/31/2018 as measured by the ACT and Scantron Performance Series.

Strategy1:

Literacy Strategies - The teachers will implement standards to help the student in the area of non fiction reading and vocabulary.

Category: Develop/Implement College and Career Ready Standards

Research Cited:

Activity - Lesson Plans	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will document strategies in their lesson plans.	Policy and Process	08/07/2017	05/31/2018	\$0 - No Funding Required	Science teachers, Administration

Activity - ITF training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The instructional technology facilitator will train, coach, and support the implementation of strategic teaching strategies in science.	Professional Learning	08/01/2017	05/31/2018	\$0 - No Funding Required	Science Teachers, Technology Facilitator

Strategy2:

Increase teachers content knowledge - The teachers will observe and receive professional development that will help increase the rigor in the classroom.

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

Research Cited:

Activity - LTF observations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All science teachers will participate in LTF observations of other classrooms. Teachers will see how the lessons are developed and how they are assessed in the classroom.	Professional Learning	09/05/2017	05/31/2018	\$500 - Other	Science teachers, Assistant Principal, Technology Facilitator

Activity - Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will participate in monthly meetings to discuss data or instruction that will help improve student achievement.	Policy and Process	08/01/2017	05/31/2018	\$0 - No Funding Required	Science Teachers, Administrative Staff, Counselors, Technology Facilitator

Activity - AMSTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will utilize AMSTI curriculum and training	Professional Learning	09/01/2017	05/31/2018	\$0 - No Funding Required	Science Teachers, Assistant Principal

Goal 3:

Increase student proficiency in the core academic subject of math

Measurable Objective 1:

increase student growth 2% of math scores in grades 6 - 8 by 05/31/2018 as measured by the Scantron Performance Series test..

Strategy1:

Tiered Instruction - Students will have a Response to the Intervention program. This program will help students remediate skills missing from previous grades as well as enriching skills that have already been mastered.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Compass	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All ninth and tenth grade students will spend 90 minutes per week in Compass Pathblazer and/or ACT Prep.	Academic Support Program	09/18/2017	05/31/2018	\$0 - No Funding Required	Teachers

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Activity - Individual learning path	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students in grades 6- 10 will have access to digital personalized learning programs, IXL and Compass Pathblazer, to be used in core classrooms and in intervention/enrichment classes.	Academic Support Program	09/18/2017	05/31/2018	\$0 - No Funding Required	Teachers

Activity - Small groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement small group instruction in the classroom when appropriate, based on individual	Policy and Process	08/08/2017	05/31/2018	\$0 - No Funding Required	Teachers

Activity - Intervention Class	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All middle school students will participate in a daily intervention/enrichment class, as well as a 30-min Learning Lab	Academic Support Program	08/07/2017	05/31/2018	\$0 - No Funding Required	Teachers

Strategy2:

Increase teachers content knowledge - Teachers will participate in data and instructional meetings at the school. Teachers will be trained by Alabama Math Science Technology Initiative trainers to help increase rigor in the classroom.

Category: Develop/Implement Professional Learning and Support

Research Cited:

Activity - AMSTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will participate in AMSTI training	Professional Learning	08/08/2017	05/31/2018	\$0 - No Funding Required	Math Teachers

Activity - Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will participate in data meetings, vertical team meetings, and collaborative planning.	Policy and Process	08/03/2017	05/31/2018	\$0 - No Funding Required	Math Teachers, Administration, Technology Facilitator

Strategy3:

Strategic Teaching Strategies - The strategies will be implemented in the classroom to help tier instruction to help each student.

Category: Develop/Implement College and Career Ready Standards

Research Cited:

Activity - Lesson Plans	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will document strategies in lesson plans.	Policy and Process	08/08/2017	05/31/2018	\$0 - No Funding Required	Teachers and Administrators

Activity - Math Consultant	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district math consultant will model and coach teachers in the implementation of strategic teaching.	Other - Collaboration with district specialist	08/08/2017	05/31/2018	\$0 - No Funding Required	Teachers and administration

Activity - ITF training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Instructional Technology Facilitator will train, coach, and support the implementation of strategic teaching strategies in math.	Professional Learning	08/07/2017	05/31/2018	\$0 - No Funding Required	Teachers, ITF, Administration

Measurable Objective 2:

increase student growth 1% in geometry scores of students in geometry classes by 05/31/2018 as measured by the Scantron Performance Series test..

Strategy1:

Tiered Instruction - Students will have a Response to the Intervention program. This program will help students remediate skills missing from previous grades as well as enriching skills that have already been mastered.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Individual learning path	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students in grades 6- 10 will have access to digital personalized learning programs, IXL and Compass Pathblazer, to be used in core classrooms and in intervention/enrichment classes.	Academic Support Program	09/18/2017	05/31/2018	\$0 - No Funding Required	Teachers

Activity - Compass	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All ninth and tenth grade students will spend 90 minutes per week in Compass Pathblazer and/or ACT Prep.	Academic Support Program	09/18/2017	05/31/2018	\$0 - No Funding Required	Teachers

Activity - Small groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement small group instruction in the classroom when appropriate, based on individual	Policy and Process	08/08/2017	05/31/2018	\$0 - No Funding Required	Teachers

Activity - Intervention Class	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All middle school students will participate in a daily intervention/enrichment class, as well as a 30-min Learning Lab	Academic Support Program	08/07/2017	05/31/2018	\$0 - No Funding Required	Teachers

Strategy2:

Strategic Teaching Strategies - The strategies will be implemented in the classroom to help tier instruction to help each student.

Category: Develop/Implement College and Career Ready Standards

Research Cited:

Activity - ITF training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Instructional Technology Facilitator will train, coach, and support the implementation of strategic teaching strategies in math.	Professional Learning	08/07/2017	05/31/2018	\$0 - No Funding Required	Teachers, ITF, Administration

Activity - Math Consultant	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district math consultant will model and coach teachers in the implementation of strategic teaching.	Other - Collaboration with district specialist	08/08/2017	05/31/2018	\$0 - No Funding Required	Teachers and administration

Activity - Lesson Plans	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will document strategies in lesson plans.	Policy and Process	08/08/2017	05/31/2018	\$0 - No Funding Required	Teachers and Administrators

Strategy3:

Increase teachers content knowledge - Teachers will participate in data and instructional meetings at the school. Teachers will be trained by Alabama Math Science Technology Initiative trainers to help increase rigor in the classroom.

Category: Develop/Implement Professional Learning and Support

Research Cited:

Activity - AMSTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will participate in AMSTI training	Professional Learning	08/08/2017	05/31/2018	\$0 - No Funding Required	Math Teachers

Activity - Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will participate in data meetings, vertical team meetings, and collaborative planning.	Policy and Process	08/03/2017	05/31/2018	\$0 - No Funding Required	Math Teachers, Administration, Technology Facilitator

Measurable Objective 3:

increase student growth 1% in algebra scores for students taking algebra by 05/31/2018 as measured by the Scantron Performance Series test..

Strategy1:

Increase teachers content knowledge - Teachers will participate in data and instructional meetings at the school. Teachers will be trained by Alabama Math Science Technology Initiative trainers to help increase rigor in the classroom.

Category: Develop/Implement Professional Learning and Support

Research Cited:

Activity - Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will participate in data meetings, vertical team meetings, and collaborative planning.	Policy and Process	08/03/2017	05/31/2018	\$0 - No Funding Required	Math Teachers, Administration, Technology Facilitator

Activity - AMSTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will participate in AMSTI training	Professional Learning	08/08/2017	05/31/2018	\$0 - No Funding Required	Math Teachers

Strategy2:

Strategic Teaching Strategies - The strategies will be implemented in the classroom to help tier instruction to help each student.

Category: Develop/Implement College and Career Ready Standards

Research Cited:

Activity - Math Consultant	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district math consultant will model and coach teachers in the implementation of strategic teaching.	Other - Collaboration with district specialist	08/08/2017	05/31/2018	\$0 - No Funding Required	Teachers and administration

Activity - Lesson Plans	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will document strategies in lesson plans.	Policy and Process	08/08/2017	05/31/2018	\$0 - No Funding Required	Teachers and Administrators

Activity - ITF training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Instructional Technology Facilitator will train, coach, and support the implementation of strategic teaching strategies in math.	Professional Learning	08/07/2017	05/31/2018	\$0 - No Funding Required	Teachers, ITF, Administration

Strategy3:

Tiered Instruction - Students will have a Response to the Intervention program. This program will help students remediate skills missing from previous grades as well as enriching skills that have already been mastered.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Individual learning path	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students in grades 6- 10 will have access to digital personalized learning programs, IXL and Compass Pathblazer, to be used in core classrooms and in intervention/enrichment classes.	Academic Support Program	09/18/2017	05/31/2018	\$0 - No Funding Required	Teachers

Activity - Intervention Class	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All middle school students will participate in a daily intervention/enrichment class, as well as a 30-min Learning Lab	Academic Support Program	08/07/2017	05/31/2018	\$0 - No Funding Required	Teachers

Activity - Compass	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All ninth and tenth grade students will spend 90 minutes per week in Compass Pathblazer and/or ACT Prep.	Academic Support Program	09/18/2017	05/31/2018	\$0 - No Funding Required	Teachers

Activity - Small groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement small group instruction in the classroom when appropriate, based on individual	Policy and Process	08/08/2017	05/31/2018	\$0 - No Funding Required	Teachers

Goal 4:

Increase student proficiency in the core academic subject of English Language Arts.

Measurable Objective 1:

increase student growth :A 2% increase of reading scores of students in grades 6-11 in reading by 05/31/2018 as measured by the Scantron Performance Series..

Strategy1:

Implement strategic teaching in all content areas - The ITF will train teachers to use strategies in their classrooms in grades 6-12.

Category: Develop/Implement Professional Learning and Support

Research Cited:

Activity - ITF Training and Coaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional Technology Facilitator will train, coach, and support implementation of strategic teaching strategies in all content areas for grades 6-12.	Professional Learning	08/08/2017	05/31/2018	\$0 - No Funding Required	All faculty

Strategy2:

Writing in Content Areas - Students will be required to write in all content areas and for a variety of purposes.

Category: Develop/Implement Professional Learning and Support

Research Cited:

Activity - Social Studies Writing Cycle	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Social studies teachers will utilize explicit instruction of the writing cycle.	Other - Writing	08/08/2017	05/31/2018	\$0 - No Funding Required	Social Studies Teachers

Activity - Strategies that Incorporate Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement learning strategies that incorporate writing: i.e., think-pair-share, quick writes, journal writing, self-assessments, summary note taking, etc.	Other - Writing	08/08/2017	05/31/2018	\$0 - No Funding Required	All Faculty

Strategy3:

Non Fiction Reading - Students will learn specific comprehension strategies for nonfiction text which will be practiced in content areas.

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

Research Cited:

Activity - Tier 1	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tier I instruction, core teachers will provide explicit instruction in comprehension strategies.	Academic Support Program	08/08/2017	05/31/2018	\$0 - No Funding Required	English Teachers, Science Teachers, Social Studies Teachers

Activity - Tier 2	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In Tier II, small group instruction will be based on individual student needs	Academic Support Program	08/08/2017	05/31/2018	\$0 - No Funding Required	English Teachers, Social Studies Teachers, Science Teachers

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Activity - Tier 3	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tier III instruction will be based on individual student's need and may include intervention support such as SPIRE or Rewards.	Academic Support Program	08/08/2017	05/31/2018	\$26928 - Title I Schoolwide	Teachers, Reading Intervention Teacher, Counselors, Administration

Activity - Social Studies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Social studies teachers will implement the use content literacy strategies (BDA) as scaffolds for students' reading of social studies texts.	Policy and Process	08/08/2017	05/31/2018	\$0 - No Funding Required	Social Studies Teachers

Goal 5:

Increase College and Career Readiness Standards for all students

Measurable Objective 1:

demonstrate student proficiency (pass rate) by 1% in grade 12 by 05/26/2018 as measured by the ACT Work Keys Assessment.

Strategy1:

Intervention Class - Students will work on an individualized plan during RTI to help build skills that will allow students to perform well on the Work Keys assessment.

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

Research Cited:

Activity - Intervention Class	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be able to work on an individualized plan to help them on the assessment.	Career Preparation/ Orientation Academic Support Program	09/18/2017	05/31/2018	\$0 - No Funding Required	Teachers and Counselors

Activity - College and Career Fair	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will attend the college and career fair at Athens State that will allow them to see the options that will help them in the future.	Career Preparation/ Orientation	09/15/2017	09/15/2017	\$500 - State Funds	Counselors

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

Goal 1:

Reduce Truancy

Measurable Objective 1:

collaborate to reduce by 1% the number of students who miss 7 or more unexcused days (145 students) by 05/04/2018 as measured by the attendance reporting from chalkable that will compare the 2017-2018 school year to the 2016-2017 school year.

Strategy1:

Attendance Tracking - Attendance Monitoring & Intervention Plans - Attendance will be monitored for all students. Students who miss more than 3 days in the first 30 days of school or missed 7 or more unexcused absences for the previous school year will be monitored through PST and have an intervention plan in place.

Category: Other - School Processes

Research Cited: Railsback, Jennifer., Increasing Student Attendance: Strategies from Research Practice, Northwest Regional Educational Laboratory, June 2004. This report looks at practices and outcomes of attendance programs across the country. Although promising practices exist across the country, there are no "silver bullet" approaches proven to keep children in school. Other research has investigated how school disengagement relates to decreased attendance.

Activity - PST team intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PST teams will put plans in place for any student that misses 3 days within the first 30 days of school or had 7 or more unexcused absences from the previous year.	Behavioral Support Program Academic Support Program	09/01/2017	05/04/2018	\$0 - No Funding Required	PST Team Members, Attendance Clerk, School Administrators

Activity - Attendance Tracking	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Attendance will be traced for students with steps based on the number days missed. The school will contact parents, SRO will contact parents, and the truancy officer will contact parents. Parents will be called to Early Warning and Truancy Court if the problem continues.	Policy and Process	09/01/2017	05/04/2018	\$0 - No Funding Required	Counselors Assistants, SRO, School Administrators, Attendance Clerks

Strategy2:

Mentoring Sessions - All students will receive mentoring sessions at least once monthly. Students identified for attendance tracking will focus on attendance and removing barriers to school attendance through learning supports during mentoring sessions.

Category: Develop/Implement Learning Supports

Research Cited: Balfanz, Robert and Vaughan Byrns, Meeting the Challenge of Combating Chronic Absenteeism: Impact of the NYC Mayor's Interagency Task Force on Chronic Absenteeism and School and School Attendance and Its Implications or Other Cities, Everyone Graduates Center, John Hopkins University School of Education, November 2013. This report examines the impact of New York City Mayor Michael Bloomberg's task force on truancy, chronic absenteeism and school engagement, a program that spanned 2010 to 2013 and reached more than 60,000 students in NYC public schools. The study found that students who missed at least 20 days of school per year - the definition of chronic absenteeism - had lower grades and were more likely to drop out than students with better attendance. Yet, the researchers also found these effects of absenteeism are reversible with the help of mentors, incentive programs, and awareness campaigns.

Activity - Mentoring Sessions Targeting Attendance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Mentoring sessions will focus on students' attendance and removing barriers through learning supports.	Behavioral Support Program	09/01/2017	05/04/2018	\$0 - No Funding Required	Teachers, Counselors and School Administrators

Goal 2:

Increase student proficiency in the core academic subject of science

Measurable Objective 1:

increase student growth by 1% in science scores of students in grades 7 - 12 by 05/31/2018 as measured by the ACT and Scantron Performance Series.

Strategy1:

Literacy Strategies - The teachers will implement standards to help the student in the area of non fiction reading and vocabulary.

Category: Develop/Implement College and Career Ready Standards

Research Cited:

Activity - Lesson Plans	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will document strategies in their lesson plans.	Policy and Process	08/07/2017	05/31/2018	\$0 - No Funding Required	Science teachers, Administration

Activity - ITF training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The instructional technology facilitator will train, coach, and support the implementation of strategic teaching strategies in science.	Professional Learning	08/01/2017	05/31/2018	\$0 - No Funding Required	Science Teachers, Technology Facilitator

Strategy2:

Increase teachers content knowledge - The teachers will observe and receive professional development that will help increase the rigor in the classroom.

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

Research Cited:

Activity - LTF observations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All science teachers will participate in LTF observations of other classrooms. Teachers will see how the lessons are developed and how they are assessed in the classroom.	Professional Learning	09/05/2017	05/31/2018	\$500 - Other	Science teachers, Assistant Principal, Technology Facilitator

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Activity - AMSTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will utilize AMSTI curriculum and training	Professional Learning	09/01/2017	05/31/2018	\$0 - No Funding Required	Science Teachers, Assistant Principal

Activity - Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will participate in monthly meetings to discuss data or instruction that will help improve student achievement.	Policy and Process	08/01/2017	05/31/2018	\$0 - No Funding Required	Science Teachers, Administrative Staff, Counselors, Technology Facilitator

Goal 3:

Increase student proficiency in the core academic subject of math

Measurable Objective 1:

increase student growth 2% of math scores in grades 6 - 8 by 05/31/2018 as measured by the Scantron Performance Series test..

Strategy1:

Strategic Teaching Strategies - The strategies will be implemented in the classroom to help tier instruction to help each student.

Category: Develop/Implement College and Career Ready Standards

Research Cited:

Activity - Math Consultant	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district math consultant will model and coach teachers in the implementation of strategic teaching.	Other - Collaboration with district specialist	08/08/2017	05/31/2018	\$0 - No Funding Required	Teachers and administration

Activity - ITF training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Instructional Technology Facilitator will train, coach, and support the implementation of strategic teaching strategies in math.	Professional Learning	08/07/2017	05/31/2018	\$0 - No Funding Required	Teachers, ITF, Administration

Activity - Lesson Plans	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will document strategies in lesson plans.	Policy and Process	08/08/2017	05/31/2018	\$0 - No Funding Required	Teachers and Administrators

Strategy2:

Tiered Instruction - Students will have a Response to the Intervention program. This program will help students remediate skills missing from previous grades as well as enriching skills that have already been mastered.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Individual learning path	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students in grades 6- 10 will have access to digital personalized learning programs, IXL and Compass Pathblazer, to be used in core classrooms and in intervention/enrichment classes.	Academic Support Program	09/18/2017	05/31/2018	\$0 - No Funding Required	Teachers

Activity - Small groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement small group instruction in the classroom when appropriate, based on individual	Policy and Process	08/08/2017	05/31/2018	\$0 - No Funding Required	Teachers

Activity - Intervention Class	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All middle school students will participate in a daily intervention/enrichment class, as well as a 30-min Learning Lab	Academic Support Program	08/07/2017	05/31/2018	\$0 - No Funding Required	Teachers

Activity - Compass	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All ninth and tenth grade students will spend 90 minutes per week in Compass Pathblazer and/or ACT Prep.	Academic Support Program	09/18/2017	05/31/2018	\$0 - No Funding Required	Teachers

Strategy3:

Increase teachers content knowledge - Teachers will participate in data and instructional meetings at the school. Teachers will be trained by Alabama Math Science Technology Initiative trainers to help increase rigor in the classroom.

Category: Develop/Implement Professional Learning and Support

Research Cited:

Activity - Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will participate in data meetings, vertical team meetings, and collaborative planning.	Policy and Process	08/03/2017	05/31/2018	\$0 - No Funding Required	Math Teachers, Administration, Technology Facilitator

Activity - AMSTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will participate in AMSTI training	Professional Learning	08/08/2017	05/31/2018	\$0 - No Funding Required	Math Teachers

Measurable Objective 2:

increase student growth 1% in algebra scores for students taking algebra by 05/31/2018 as measured by the Scantron Performance Series test..

Strategy1:

Tiered Instruction - Students will have a Response to the Intervention program. This program will help students remediate skills missing from previous grades as well as enriching skills that have already been mastered.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Intervention Class	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All middle school students will participate in a daily intervention/enrichment class, as well as a 30-min Learning Lab	Academic Support Program	08/07/2017	05/31/2018	\$0 - No Funding Required	Teachers

Activity - Small groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement small group instruction in the classroom when appropriate, based on individual	Policy and Process	08/08/2017	05/31/2018	\$0 - No Funding Required	Teachers

Activity - Individual learning path	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students in grades 6- 10 will have access to digital personalized learning programs, IXL and Compass Pathblazer, to be used in core classrooms and in intervention/enrichment classes.	Academic Support Program	09/18/2017	05/31/2018	\$0 - No Funding Required	Teachers

Activity - Compass	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All ninth and tenth grade students will spend 90 minutes per week in Compass Pathblazer and/or ACT Prep.	Academic Support Program	09/18/2017	05/31/2018	\$0 - No Funding Required	Teachers

Strategy2:

Increase teachers content knowledge - Teachers will participate in data and instructional meetings at the school. Teachers will be trained by Alabama Math Science Technology Initiative trainers to help increase rigor in the classroom.

Category: Develop/Implement Professional Learning and Support

Research Cited:

Activity - Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will participate in data meetings, vertical team meetings, and collaborative planning.	Policy and Process	08/03/2017	05/31/2018	\$0 - No Funding Required	Math Teachers, Administration, Technology Facilitator

Activity - AMSTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will participate in AMSTI training	Professional Learning	08/08/2017	05/31/2018	\$0 - No Funding Required	Math Teachers

Strategy3:

Strategic Teaching Strategies - The strategies will be implemented in the classroom to help tier instruction to help each student.

Category: Develop/Implement College and Career Ready Standards

Research Cited:

Activity - Math Consultant	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district math consultant will model and coach teachers in the implementation of strategic teaching.	Other - Collaboration with district specialist	08/08/2017	05/31/2018	\$0 - No Funding Required	Teachers and administration

Activity - ITF training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Instructional Technology Facilitator will train, coach, and support the implementation of strategic teaching strategies in math.	Professional Learning	08/07/2017	05/31/2018	\$0 - No Funding Required	Teachers, ITF, Administration

Activity - Lesson Plans	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will document strategies in lesson plans.	Policy and Process	08/08/2017	05/31/2018	\$0 - No Funding Required	Teachers and Administrators

Measurable Objective 3:

increase student growth 1% in geometry scores of students in geometry classes by 05/31/2018 as measured by the Scantron Performance Series test..

Strategy1:

Strategic Teaching Strategies - The strategies will be implemented in the classroom to help tier instruction to help each student.

Category: Develop/Implement College and Career Ready Standards

Research Cited:

Activity - Lesson Plans	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will document strategies in lesson plans.	Policy and Process	08/08/2017	05/31/2018	\$0 - No Funding Required	Teachers and Administrators

Activity - ITF training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Instructional Technology Facilitator will train, coach, and support the implementation of strategic teaching strategies in math.	Professional Learning	08/07/2017	05/31/2018	\$0 - No Funding Required	Teachers, ITF, Administration

Activity - Math Consultant	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district math consultant will model and coach teachers in the implementation of strategic teaching.	Other - Collaboration with district specialist	08/08/2017	05/31/2018	\$0 - No Funding Required	Teachers and administration

Strategy2:

Increase teachers content knowledge - Teachers will participate in data and instructional meetings at the school. Teachers will be trained by Alabama Math Science Technology Initiative trainers to help increase rigor in the classroom.

Category: Develop/Implement Professional Learning and Support

Research Cited:

Activity - AMSTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will participate in AMSTI training	Professional Learning	08/08/2017	05/31/2018	\$0 - No Funding Required	Math Teachers

Activity - Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will participate in data meetings, vertical team meetings, and collaborative planning.	Policy and Process	08/03/2017	05/31/2018	\$0 - No Funding Required	Math Teachers, Administration, Technology Facilitator

Strategy3:

Tiered Instruction - Students will have a Response to the Intervention program. This program will help students remediate skills missing from previous grades as well as enriching skills that have already been mastered.

Category: Develop/Implement Learning Supports

Research Cited:

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Activity - Individual learning path	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students in grades 6- 10 will have access to digital personalized learning programs, IXL and Compass Pathblazer, to be used in core classrooms and in intervention/enrichment classes.	Academic Support Program	09/18/2017	05/31/2018	\$0 - No Funding Required	Teachers

Activity - Intervention Class	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All middle school students will participate in a daily intervention/enrichment class, as well as a 30-min Learning Lab	Academic Support Program	08/07/2017	05/31/2018	\$0 - No Funding Required	Teachers

Activity - Compass	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All ninth and tenth grade students will spend 90 minutes per week in Compass Pathblazer and/or ACT Prep.	Academic Support Program	09/18/2017	05/31/2018	\$0 - No Funding Required	Teachers

Activity - Small groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement small group instruction in the classroom when appropriate, based on individual	Policy and Process	08/08/2017	05/31/2018	\$0 - No Funding Required	Teachers

Goal 4:

Increase student proficiency in the core academic subject of English Language Arts.

Measurable Objective 1:

increase student growth :A 2% increase of reading scores of students in grades 6-11 in reading by 05/31/2018 as measured by the Scantron Performance Series..

Strategy1:

Implement strategic teaching in all content areas - The ITF will train teachers to use strategies in their classrooms in grades 6-12.

Category: Develop/Implement Professional Learning and Support

Research Cited:

Activity - ITF Training and Coaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional Technology Facilitator will train, coach, and support implementation of strategic teaching strategies in all content areas for grades 6-12.	Professional Learning	08/08/2017	05/31/2018	\$0 - No Funding Required	All faculty

Strategy2:

SY 2017-2018

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Writing in Content Areas - Students will be required to write in all content areas and for a variety of purposes.

Category: Develop/Implement Professional Learning and Support

Research Cited:

Activity - Strategies that Incorporate Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement learning strategies that incorporate writing: i.e., think-pair-share, quick writes, journal writing, self-assessments, summary note taking, etc.	Other - Writing	08/08/2017	05/31/2018	\$0 - No Funding Required	All Faculty

Activity - Social Studies Writing Cycle	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Social studies teachers will utilize explicit instruction of the writing cycle.	Other - Writing	08/08/2017	05/31/2018	\$0 - No Funding Required	Social Studies Teachers

Strategy3:

Non Fiction Reading - Students will learn specific comprehension strategies for nonfiction text which will be practiced in content areas.

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

Research Cited:

Activity - Social Studies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Social studies teachers will implement the use content literacy strategies (BDA) as scaffolds for students' reading of social studies texts.	Policy and Process	08/08/2017	05/31/2018	\$0 - No Funding Required	Social Studies Teachers

Activity - Tier 2	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In Tier II, small group instruction will be based on individual student needs	Academic Support Program	08/08/2017	05/31/2018	\$0 - No Funding Required	English Teachers, Social Studies Teachers, Science Teachers

Activity - Tier 1	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tier I instruction, core teachers will provide explicit instruction in comprehension strategies.	Academic Support Program	08/08/2017	05/31/2018	\$0 - No Funding Required	English Teachers, Science Teachers, Social Studies Teachers

Activity - Tier 3	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tier III instruction will be based on individual student's need and may include intervention support such as SPIRE or Rewards.	Academic Support Program	08/08/2017	05/31/2018	\$26928 - Title I Schoolwide	Teachers, Reading Intervention Teacher, Counselors, Administration

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

- counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas
- preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools
- implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.)

Goal 1:

Reduce Truancy

Measurable Objective 1:

collaborate to reduce by 1% the number of students who miss 7 or more unexcused days (145 students) by 05/04/2018 as measured by the attendance reporting from chalkable that will compare the 2017-2018 school year to the 2016-2017 school year.

Strategy1:

Attendance Tracking - Attendance Monitoring & Intervention Plans - Attendance will be monitored for all students. Students who miss more than 3 days in the first 30 days of school or missed 7 or more unexcused absences for the previous school year will be monitored through PST and have an intervention plan in place.

Category: Other - School Processes

Research Cited: Railsback, Jennifer., Increasing Student Attendance: Strategies from Research Practice, Northwest Regional Educational Laboratory, June 2004. This report looks at practices and outcomes of attendance programs across the country. Although promising practices exist across the country, there are no "silver bullet" approaches proven to keep children in school. Other research has investigated how school disengagement relates to decreased attendance.

Activity - Attendance Tracking	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Attendance will be traced for students with steps based on the number days missed. The school will contact parents, SRO will contact parents, and the truancy officer will contact parents. Parents will be called to Early Warning and Truancy Court if the problem continues.	Policy and Process	09/01/2017	05/04/2018	\$0 - No Funding Required	Counselors Assistants, SRO, School Administrators, Attendance Clerks

Activity - PST team intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PST teams will put plans in place for any student that misses 3 days within the first 30 days of school or had 7 or more unexcused absences from the previous year.	Behavioral Support Program Academic Support Program	09/01/2017	05/04/2018	\$0 - No Funding Required	PST Team Members, Attendance Clerk, School Administrators

Strategy2:

Mentoring Sessions - All students will receive mentoring sessions at least once monthly. Students identified for attendance tracking will focus on attendance and removing barriers to school attendance through learning supports during mentoring sessions.

Category: Develop/Implement Learning Supports

Research Cited: Balfanz, Robert and Vaughan Byrns, Meeting the Challenge of Combating Chronic Absenteeism: Impact of the NYC Mayor's Interagency Task Force on Chronic Absenteeism and School and School Attendance and Its Implications or Other Cities, Everyone Graduates Center, John Hopkins University School of Education, November 2013. This report examines the impact of New York City Mayor Michael Bloomberg's task force on truancy, chronic absenteeism and school engagement, a program that spanned 2010 to 2013 and reached more than 60,000 students in NYC public schools. The study found that students who missed at least 20 days of school per year - the definition of chronic absenteeism - had lower grades and were more likely to drop out than students with better attendance. Yet, the researchers also found these effects of absenteeism are reversible with the help of mentors, incentive programs, and awareness campaigns.

Activity - Mentoring Sessions Targeting Attendance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Mentoring sessions will focus on students' attendance and removing barriers through learning supports.	Behavioral Support Program	09/01/2017	05/04/2018	\$0 - No Funding Required	Teachers, Counselors and School Administrators

Goal 2:

Increase College and Career Readiness Standards for all students

Measurable Objective 1:

demonstrate student proficiency (pass rate) by 1% in grade 12 by 05/26/2018 as measured by the ACT Work Keys Assessment.

Strategy1:

Intervention Class - Students will work on an individualized plan during RTI to help build skills that will allow students to perform well on the Work Keys assessment.

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

Research Cited:

Activity - College and Career Fair	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will attend the college and career fair at Athens State that will allow them to see the options that will help them in the future.	Career Preparation/Orientation	09/15/2017	09/15/2017	\$500 - State Funds	Counselors

Activity - Intervention Class	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be able to work on an individualized plan to help them on the assessment.	Academic Support Program Career Preparation/ Orientation	09/18/2017	05/31/2018	\$0 - No Funding Required	Teachers and Counselors

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

Goal 1:

Increase student proficiency in the core academic subject of English Language Arts.

Measurable Objective 1:

increase student growth :A 2% increase of reading scores of students in grades 6-11 in reading by 05/31/2018 as measured by the Scantron Performance Series..

Strategy1:

Implement strategic teaching in all content areas - The ITF will train teachers to use strategies in their classrooms in grades 6-12.

Category: Develop/Implement Professional Learning and Support

Research Cited:

Activity - ITF Training and Coaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional Technology Facilitator will train, coach, and support implementation of strategic teaching strategies in all content areas for grades 6-12.	Professional Learning	08/08/2017	05/31/2018	\$0 - No Funding Required	All faculty

Strategy2:

Writing in Content Areas - Students will be required to write in all content areas and for a variety of purposes.

Category: Develop/Implement Professional Learning and Support

Research Cited:

Activity - Social Studies Writing Cycle	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Social studies teachers will utilize explicit instruction of the writing cycle.	Other - Writing	08/08/2017	05/31/2018	\$0 - No Funding Required	Social Studies Teachers

Activity - Strategies that Incorporate Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement learning strategies that incorporate writing: i.e., think-pair-share, quick writes, journal writing, self-assessments, summary note taking, etc.	Other - Writing	08/08/2017	05/31/2018	\$0 - No Funding Required	All Faculty

Strategy3:

Non Fiction Reading - Students will learn specific comprehension strategies for nonfiction text which will be practiced in content areas.

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

Research Cited:

Activity - Tier 3	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tier III instruction will be based on individual student's need and may include intervention support such as SPIRE or Rewards.	Academic Support Program	08/08/2017	05/31/2018	\$26928 - Title I Schoolwide	Teachers, Reading Intervention Teacher, Counselors, Administration

Activity - Social Studies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Social studies teachers will implement the use content literacy strategies (BDA) as scaffolds for students' reading of social studies texts.	Policy and Process	08/08/2017	05/31/2018	\$0 - No Funding Required	Social Studies Teachers

Activity - Tier 1	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tier I instruction, core teachers will provide explicit instruction in comprehension strategies.	Academic Support Program	08/08/2017	05/31/2018	\$0 - No Funding Required	English Teachers, Science Teachers, Social Studies Teachers

Activity - Tier 2	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In Tier II, small group instruction will be based on individual student needs	Academic Support Program	08/08/2017	05/31/2018	\$0 - No Funding Required	English Teachers, Social Studies Teachers, Science Teachers

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

The school will provide a translator at the parents request to help parents understand the information presented to the parent. The school will provide the parents at their request any written information in the parents native language.

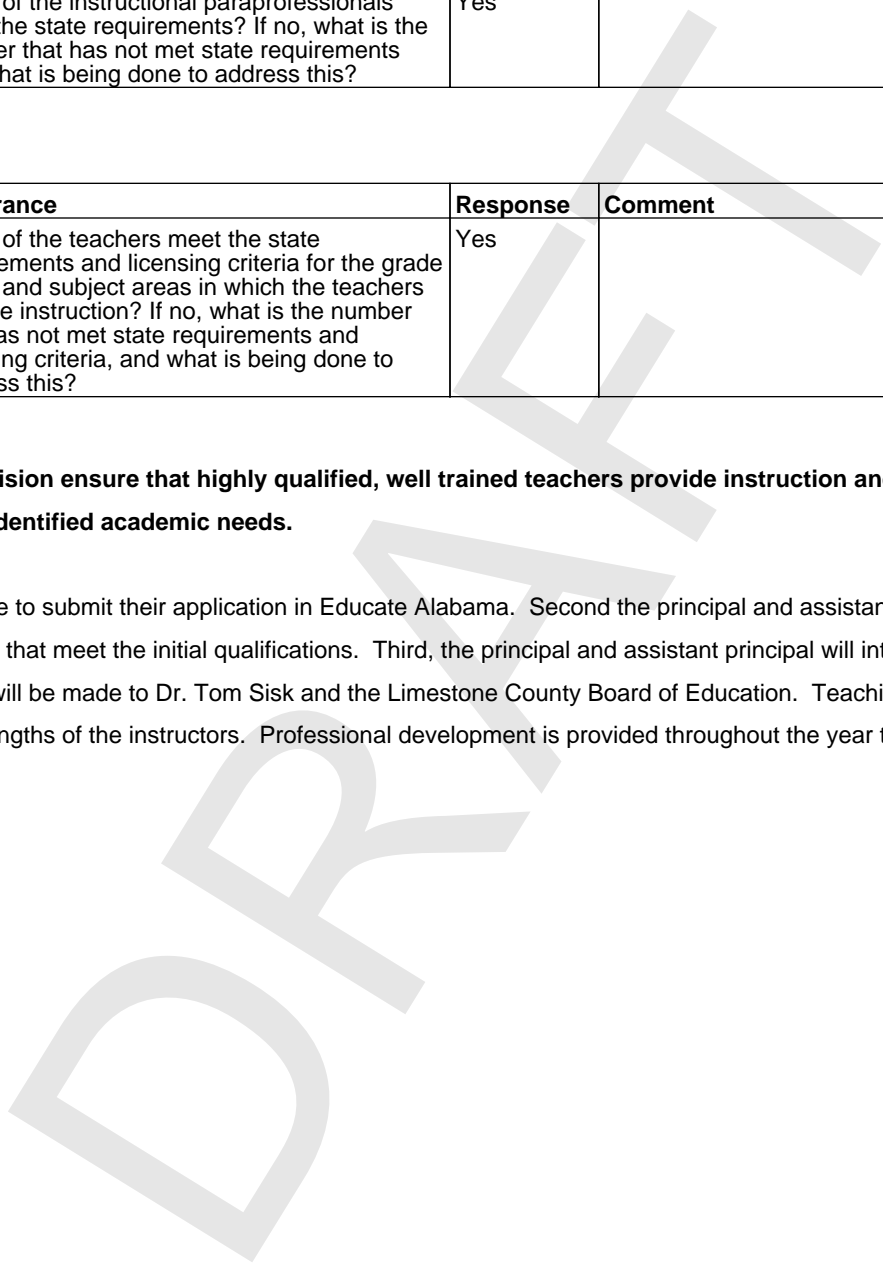
Component 3: Instruction by Qualified Staff (Sec.1112(c)(6))

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

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

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

First potential candidates are to submit their application in Educate Alabama. Second the principal and assistant principal will select candidates from the website that meet the initial qualifications. Third, the principal and assistant principal will interview the candidates. Fourth, a recommendation will be made to Dr. Tom Sisk and the Limestone County Board of Education. Teaching assignments are based on academic need and the strengths of the instructors. Professional development is provided throughout the year to increase knowledge and skill set of teachers.



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

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

2 transfers and 1 retire

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

Ranging from Class B to AA Level of Certification - Years experience ranging from 1.5 years to 30 years experience in education.

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

n/a

DRAFT

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

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

System wide curriculum improvement and advancement initiatives. i.e. AMSTI training for math and science teachers, school and subject level data meetings.

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

Our system has professional development days embedded in the academic calendar for all staff. There are three full days of professional development, four half days, and other opportunities to attend high quality - on going professional development.

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

New teachers complete new teacher academy in the summer and have planned sessions with appropriate mentors throughout the academic school year.

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

Professional development plans are developed through teacher input surveys and based on continuous evaluation of school and system wide data meetings with teachers and district staff are conducted as needed in planning for professional development initiatives.

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

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

Goal 1:

Increase College and Career Readiness Standards for all students

Measurable Objective 1:

demonstrate student proficiency (pass rate) by 1% in grade 12 by 05/26/2018 as measured by the ACT Work Keys Assessment.

Strategy1:

Intervention Class - Students will work on an individualized plan during RTI to help build skills that will allow students to perform well on the Work Keys assessment.

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

Research Cited:

Activity - College and Career Fair	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will attend the college and career fair at Athens State that will allow them to see the options that will help them in the future.	Career Preparation/Orientation	09/15/2017	09/15/2017	\$500 - State Funds	Counselors

Activity - Intervention Class	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be able to work on an individualized plan to help them on the assessment.	Career Preparation/Orientation Academic Support Program	09/18/2017	05/31/2018	\$0 - No Funding Required	Teachers and Counselors

Narrative:

Students that are in the fifth grade at Blue Springs Elementary will visit Clements High School in the spring to see the facilities, meet the teachers and students, see the facilities and ask any question they might have before the next school year.

Students that will be graduating from Clements High School will have the opportunity to take the Work Keys assessment. This assessment will help students obtain a job in the future. Students are able to visit the college and career fair at Athens State. This opportunity allows students to see the options they have before graduating from high school.

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

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

Data meetings are held a week after the results of each Scantron Performance Series test. Teachers are able to see results of their students and able to analyze the gains that the students have made over time. Teachers are able to adjust instruction based off of results of the assessment.

DRAFT

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

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

The Problem Solving Team uses a tier system to identify and place students in their respective levels so that each student can be individually coached and intervened so that they may excel to their greatest potential on academic assessments.

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?

Response to intervention is the practice of providing quality instruction and intervention and using student learning in response to that instruction to make instructional and important educational decisions.

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.

The Digital Passport Initiative is in place for 6th - 9th grade students. Teachers are willing to help students before school and after school to help students succeed.

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.

We do not currently have any migrant students enrolled. We have a teacher and a para professional to address the needs of ELL students. Free breakfast is provided to all students in our system, additionally students receive accommodations through church provided food bags and a clothe/personal hygiene. Students with special educational needs are provided with individualized education plans that teachers strictly adhere to. Students who are delinquent may qualify for mental health services; administrators and counselors work closely with social services to ensure that neglected, delinquent and/or homeless students are provided for.

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.

Our school resource officer, nurse, counselors, teachers, and other staff and faculty work closely together to identify individuals that meet the criteria of these groups and provide the means and resources to meet the challenges of these populations.

DRAFT

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

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

Funds including State of Alabama School Foundation Program, Title 1, Title 2, Title 3, and the homeless fund are all used support the goals of our continuous improvement plan and the success of all students.

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

The school coordinates and integrates funds from the child nutrition program to provide breakfast and lunch daily to students. Students are provided an opportunity to apply for free and reduced lunches. During the summer months the "chow bus" delivers meals to students in need. School resources officers work closely with staff to address safety issues and keep the school secure. Students have the opportunity to elect taking career and technical education courses at Clements High School and may also enroll in the systems Career and Technical Education Center where they are provided with a wide variety of choices to pursue technical credentialing towards positive lifelong job placement upon completion of secondary education.

DRAFT

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

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

Our school collects data using summative test results to identify strengths and weaknesses for continuous school improvement. School wide surveys are distributed amongst all stakeholders to ensure appropriate implementation of school wide programs.

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

Teachers attend regularly scheduled data meetings to statistically analyze results from local and state assessments to identify student strengths and weaknesses.

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?

Teachers evaluate student performance to determine effectiveness during data meetings and subject departmental meetings. Teachers discuss the needs and successes of the program with system level teachers at district meetings. Teachers and the leadership team use data to create a visual of charts and graphs to help determine effectiveness.

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 plans reviewed periodically through departmental meetings, faculty meetings and leadership team meetings. The plan is also reviewed at the end of the school year.

2017-2018 Coordination of Resources - Comprehensive Budget

DRAFT

Introduction

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

DRAFT

FTE Teacher Units

Label	Question	Value
1.	Provide the number of Teachers assigned units.	29.68

Provide the number of classroom teachers.

32.89

Label	Question	Value
3.	Provide the total of all salaries for the FTE Teacher Units.	1759933.0

Total

1,759,933.00

DRAFT

Administrator Units

Label	Question	Value
1.	Provide the number of Administrator assigned units.	2.0

Provide the number of administrators.

2

Label	Question	Value
3.	Provide the total of all salaries for the FTE administrator units.	103614.0

Total

103,614.00

DRAFT

Assistant Principal

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

Provide the number of Assistant Principals.

1

Label	Question	Value
3.	Provide the total of all salaries for the Assistant Principal.	51807.54

Total

51,807.54

DRAFT

Counselor

Label	Question	Value
1.	Provide the number of Counselor assigned units.	1.5

Provide the number of Counselors.

1.5

Label	Question	Value
3.	Provide the total of all salaries for the Counselor.	77711.31

Total

77,711.31

DRAFT

Librarian

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

Provide the number of Librarians.

1

Label	Question	Value
3.	Provide the total of all salaries for the Librarian.	51807.54

Total

51,807.54

DRAFT

Career and Technical Education Administrator

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

Provide the number of Career and Technical Education Administrators.

0

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

Total

0.00

DRAFT

Career and Technical Education Counselor

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

Provide the number of Career and Technical Education Counselors.

0

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

Total

0.00

Technology

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

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

0

Label	Question	Value
3.	Provide the total of all funding for Technology.	7230.0

Total

7,230.00

DRAFT

Professional Development

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

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

0

Label	Question	Value
3.	Provide the total of all funding for Professional Development.	2651.0

Total

2,651.00

DRAFT

EL Teachers

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

Provide the number of EL Teachers.

0

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

Total

0.00

DRAFT

Instructional Supplies

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

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

0

Label	Question	Value
3.	Provide the total of all funding for Instructional Supplies.	13822.0

Total

13,822.00

DRAFT

Library Enhancement

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

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

0

Label	Question	Value
3.	Provide the total of all funding for Library Enhancement.	1040.0

Total

1,040.00

DRAFT

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	69000.0

Provide a brief explanation and breakdown of expenses.

26,928.00 Contract Salaries and Benefits
19,500.00 Technology
18072.00 Materials and Supplies
4188.00 Professional Development
312.00 Subs

DRAFT

Title II

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

Provide a brief explanation and a breakdown of expenses.

DRAFT

Title III

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

Provide a brief explanation and a breakdown of expenses.

DRAFT

Title IV

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

Provide a brief explanation and a breakdown of expenses.

DRAFT

Title V

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

Provide a brief explanation and a breakdown of expenses.

DRAFT

Career and Technical Education-Perkins IV

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

Provide a brief explanation and breakdown of expenses.

DRAFT

Career and Technical Education-Perkins IV

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

Provide a brief explanation and breakdown of expenses.

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

Provide a brief explanation and breakdown of expenses.

DRAFT

Other

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

Provide a brief explanation and a breakdown of expenses.

DRAFT

Local Funds

Label	Question	Value
1.	Provide the total	

Provide a brief explanation and breakdown of expenses.

DRAFT

2017-2018 Parent and Family Engagement

DRAFT

Introduction

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

DRAFT

Parent and Family Engagement

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

Our first Title I Parent meeting was held on September 19, 2017 to review the accomplishments of the school-wide CIP goals from the previous year and discuss the new goals that have been established for the upcoming year. Since this is Clement's second year as a Title I school, the administration will explain what this means to the parents so they have a better understanding of how we became a Title I school. The Title I requirements will be explained, including the 1% set-aside, Parent's' Right to Know Plan, Parental Involvement Plan, Local Education Agency Parent Plan, and the Grievance Procedures. The School-Parent Compacts will be discussed and parents will be given opportunities to share input on any possible revisions. Parents of children receiving services will be involved in the decisions regarding how funds reserved will be spent for parental involvement activities. All parents of participating students will be invited to the annual meeting. This meeting will be offered after school and will be available for parents to view online to insure all parents have access to the information. Parental input will also be solicited concerning the means by which the school and parents can form a partnership to achieve the program objectives. Home-School compacts are disseminated through the homeroom teachers and our goal is to receive 100% of the signed compacts to be filed in each homeroom teacher's classroom.

Clements High School has worked hard to develop thorough and diverse methods of communication. We communicate through the traditional means of mass email distribution, School Messenger (a phone call-out program), and our school website. We have also developed a greater presence on social media by expanding our Facebook page and adding Twitter and other social media accounts. These venues provide multiple opportunities for success when trying to communicate and gather feedback from parents.

2. Describe: 1) How there will be a flexible number and format

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

1) Meetings for parents may be offered as early as 7:00 a.m. and as late as 6:00 p.m. to afford parents the opportunity to attend according to their home and work schedules (ex. Parent/Teacher Conferences). Meetings will also be offered during the day. In addition, Parents will be encouraged through phone calls, social media and letters sent home, to work with us to gain information about our school and how we collaborate to meet the needs of their children for lifelong success.

2) Parents will be involved in the school wide planning process beginning with the initial meeting. AdvancED Parent Surveys were sent last spring to obtain feedback. This information will guide us in determining needs/services our parents would like to see provided at Clements High School. Specific parent nights and/or meetings will be conducted throughout the year to work with parents in small group settings to allow them an opportunity to provide feedback. The Title I committee and Action Teams consists of all teachers and parents who wish to be involved.

3) Clements High School will reserve 2.2% of our total allocated Title I funds for the sole purpose of enhancing Parent Involvement activities.
SY 2017-2018

Parents of children receiving services will be involved in the decisions regarding how funds reserved will be spent for parental involvement.

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

At least two Parent Nights will be arranged during the 2017 - 2018 school year. These nights are developed by the teachers and the Title I committee to present specific information that will help parents reinforce subject area strategies in the home environment. Title I monies will be used to provide parents with useful materials that they can take with them and use all year to assist with the academic reinforcements that are needed. We will also organize a parent conference. We will bring in guest speakers, parents, and students (current and former) to lead activities and talk with parents about the importance of being involved. Parents will be provided with opportunities to attend informative sessions designed around the feedback we receive from meetings, surveys, conversations, etc. Sessions on curriculum, College and Career Ready Standards, Title 1/CIP and compact review, state assessments and the interpretation of results, formative and summative assessments will be included. Attending students will be provided age appropriate, engaging activities designed to spark interest and create fun opportunities to explore learning. We will also include an exhibit area where families can visit table displays and gather information presented by local agencies and community organizations. Information about the school and its programs are available on the school's website and available in the office at the parents request.

Clements High School will also host a Career Expo where parents and community partners will be invited to participate and share their knowledge and expertise of various careers with our students. This will allow our parents and community to become a part of the vision at Clements High School by actively involving them in the education of our students.

Surveys and questionnaires are provided at different times during the year to obtain information from parents and to reflect on the progress that is being made in accomplishing the school-wide goals. Many of these surveys provide open-ended responses used as a vehicle for parents to voice opinions and make suggestions. This information is used by the Title I Committee and administration at Clements High School to make the arrangements that are necessary in order to provide parents with the resources needed to ensure their child's success. As input and feedback are provided, it also allows committees to make the needed changes and/or additions to the action plans that are used as the stepping stones in achieving our school wide goals. Parents are always offered the opportunity to voice questions and concerns at the meetings as well. It is also the policy of the school administration that we provide an "open-door" policy to our parents to discuss issues that concern their children at any time during the day. If the administration is unavailable, a meeting with parents will be scheduled as soon as possible.

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

Clements High School staff along with parents of children served under Title I Part A funds will jointly develop a School-Parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children be successful. The compact will also reflect the mission of the school as well as the goals that are developed each year through the Title I committee. These compacts are designed to be

grade-band specific (6-8, and 9-12). Therefore, teachers and parents will work together to ensure that the compacts address the specific needs of each grade-band. This compact will be reviewed and revised each year after reviewing all parent input. There will be an area on the compact that will allow for parent input.

Such compact shall:

-Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under this part to meet the State's student academic achievement standards, and the ways in which each parent will be responsible for supporting their children's learning, such as monitoring attendance, homework completion, television watching, and video game playing; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time.

-Address the importance of communication between teachers and parents on an ongoing basis through methods such as: Parent-teacher conferences held at the school, at least done annually, during which the compact shall be discussed as the compact relates to the individual child's achievement; frequent reports to parents on their children's progress; reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities. Each compact for the year is grade-band specific. Therefore, teachers and parents work together to determine how the compact will meet the requirements and expectations for teachers, students, parents, and administrators. These compacts are revised and distributed at the beginning of each school year. The compacts will be kept in the homeroom classrooms and copies will be made for the school-wide files. At the bottom of each compact, a space is provided to allow parents to voice concerns or make suggestions. Parents are encouraged to provide input on these compacts.

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

Parents are an integral part of our school-wide Title I Planning. The Title I Leadership Team will provide assistance in communicating the goals and action steps that will be followed in the course of the year. Informal and formal parent surveys will also be used by the Title I committee to determine areas of strengths and weaknesses in our mission to improve home and school bonds. When parents express dissatisfaction or have concerns with the Continuous Improvement Plan they are given opportunities to submit in writing suggestions, comments, and concerns regarding the plan to the administration of Clements High School through the school's use of social media, teacher correspondence, meetings, etc.

The school will have a suggestion box at the front of the school for parents to offer suggestions about improving the school. Parents will know about the system through Clements twitter feed as well as on the website.

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

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

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

At least two parent nights will be arranged during the 2017 - 2018 school year. These nights are developed by the teachers and the Title I committee to present specific information that will help parents reinforce subject area strategies in the home environment. Title I monies will be used to provide parents with useful materials that they can take with them and use all year to assist with the academic reinforcements that are needed at home. The staff will also prepare a "Test Score Analysis" presentation to assist parents with the interpretation of test score data from Scantron Performance Series. Parent information letters will be sent home with individual student reports. Sessions will also be available throughout the year for interpretation of the Alabama Alternate Assessment and ACCESS. Parents can monitor their child's academic progress through report cards, progress reports, the use of STI Parent Portal, and teacher communication. Additionally, during family nights we will provide sessions for parents on assessments to help them better understand the purpose and how to use the scores to better help their child at home.

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

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

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

Clements High School will hold at least two parent nights for the 2017-2018 school year. These nights are developed by the teachers and the Title I committee to present specific information that will help parents reinforce subject area strategies in the home environment. Title I monies will be used to provide parents with useful materials and resources that they can take with them and use all year to assist with the academic reinforcements that are needed. Core subject materials offered will provide parents with resources to transfer the knowledge from the classroom setting into the home environment. Teachers and administration will provide helpful strategies for parents to use at home in helping their children with literacy projects and management techniques. Included in the Parent Nights' is our annual DPI (Digital Passport Initiative training that we offer all parents concerning the technology being used by their child at Clements High School. Our family event will offer additional training opportunities for parents in a multitude of areas described in further detail within this document.

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

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

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

Clements High School's Title I Leadership Team, which includes parents, will seek ways to improve parent involvement in the school environment. The team of parents and teachers will be unique in that they will take an active role in the academic process as they work closely to "educate" other parents on the goals of the school as well as the instructional programs, strategies, and assessments that are used to guide student learning. Specific parent nights and/or meetings will be conducted throughout the year to work with parents in small group settings to allow them to experience the learning process, strategies, and assessments that are reflected in the classroom setting. Clements High School will jointly develop with parents of all children served a school-School-Parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. The compact will also reflect the mission of the school as well as the goals that are developed each year through the Title I committee. There will be a specified section on the School to Home compact that will allow for parent input.

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

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

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

The Clements High School Title I Leadership Team will analyze survey data to determine the needs of parents and the community that we serve. Through these surveys, we have developed training sessions for parents. Our Digital Passport Initiative provides all parents in grades 6-9 training on the 1:1 digital devices that students use between home and school. This training helps parents understand how to best use these devices with their children to support learning taking place at school. The administration team will provide training to parents on understanding assessment data at the state and local level. The training will be offered at school and also can be streamed online for later viewing. Other parent involvement programs such as PTO meetings, Career Expo, Family Nights, FAMJAM, Book Fairs, and Title 1 meetings are all important in developing a partnership between the school and parents.

Clements High School has a moderate population of students identified as ELL at this time. If non-English speaking parents are identified in the Clements High School zone, an interpreter can be contracted to assist in communications. Transact software and Windows 7 is available to help with translations for non-English speaking parents, as well as our on-site Spanish teacher.

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

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

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

Clements High School will offer meetings for parents as early as 7:00 a.m. and as late as 6:00 p.m. to afford parents the opportunity to attend according to their home and work schedules. These meetings will be promoted through personal letters, telephone calls, news media, flyers,

web site, mass email, school messenger, social media, etc. Efforts shall be made to inform all parents of participating children. The classroom teacher will provide information from the meeting to those parents who were not in attendance. This information will be disseminated by way of letters, web page, screencasts, social media, and mass email. A translator and/or our itinerate ELL teacher will be provided for parents who are non-English speaking. Clements High School also uses a phone translating service to translate for parent phone calls.

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

In carrying out the parental involvement requirements of this section, Limestone County Schools and Clements High School, to the extent practicable, will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required in a format and, to the extent practicable, in a language such parents understand. Copies of the Parent Involvement Plans as well as the school-wide Plan will be placed in the library and in the principal's office for viewing and reference. Copies will also be made available for parents to check out from the library to view in its entirety. Plans are underway to have the document placed on the website and school app for download and/or viewing. If there is any disability, handicap, or language barrier that would prevent a parent and impede his/her ability to read and/or interpret the information provided in the parent involvement document, then the counselor will be made aware of this and resources will be provided to meet the needs at hand. Our school is accessible to parents with disabilities. Ramps are in place for wheelchairs and if any other needs should arise, we will do what is necessary, to the extent practicable, to accommodate and provide services that ensure all parents have an opportunity to attend and participate. Our itinerate ELL teacher will also be available to provide assistance in this area as needed.