



ACIP

Collins Intermediate School

Scottsboro City Board of Education

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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?

The community population is about 15,000. Collins Intermediate School serves approximately 400 students in the rural, suburban town of Scottsboro in Jackson County, northeast Alabama. The majority of Scottsboro's population is Caucasian. About 6% of students are of African-American descent, and about 5% of the population is Hispanic. Staffing trends closely reflect these populations. Student numbers and populations have remained fairly consistent for the last three years. The staff and community have also experienced an expected level of consistency.

The recent economic recession presented some difficulties for community members as well as schools within the district. There has been a continuing drop in both new home construction and home purchasing. The unemployment rate is higher than the national average; thus, a large percentage of our students continue to qualify for free or reduced meals. Median family income is lower than the national average. Primary job opportunities are within the manufacturing and food service industries. There is some resistance to the recruitment of new businesses which would provide more diverse opportunities, including the technology related fields which flourish in neighboring counties. A large number of households do not have Internet access which affects business and educational opportunities.

Scottsboro is situated on the banks of the Tennessee River and has unique water accessibility. Our location provides area residents with opportunities for water sport and fishing hobbies. Tourists are attracted to our community because of fishing, golfing, boating, and camping activities. However, new businesses and jobs are rare while existing businesses are experiencing declines in revenues and undergoing cutbacks in employees. Many young adults graduate and move elsewhere in search of employment. In most cases, this demographic does not return to live here.

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 Collins Intermediate School is to maximize the learning of all students.

Our mission is to ensure quality learning by providing students with opportunities and resources to achieve academic excellence and to provide encouragement, support, and respect so that all Scottsboro City School students can become productive citizens.

Our beliefs are:

- All students can achieve their potential if provided with appropriate opportunities.
- All students should have safe and disciplined schools, qualified teachers, committed support staff, challenging curricula, and effective school leaders.
- All students deserve a nurturing environment that promotes a feeling of self-worth.
- Education is a shared responsibility among home, school, and community.
- Learning is a life-long endeavor.
- Innovation in technology and education is necessary to meet the needs of our youth and society.
- Employing, retaining, and appropriately training quality personnel are essential to effectiveness.
- Schools must offer a diverse and challenging curriculum which supports the various needs and learning styles of all students.
- Extra-curricular activities are important in the overall development of students; moreover, appropriate extra-curricular experiences contribute to academic success.

At Collins, we prepare today's learners to be tomorrow's leaders. Through a variety of curricular and extra-curricular activities, students are exposed to diverse learning experiences.

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.

Collins Intermediate School Notable Achievements:

- Exceeded and sustained annual proficiency gains by all students and subgroups determined by the state guidelines.
- Increased technology access to students and teachers. In a three year period, accessibility increased from 25% to 85%.
- Offers a variety of clubs and organizations for students to participate in both during and after school hours: Outdoor Classroom, Drama Club, Leadership Ambassadors, Students for Christ, Band, and the Yearbook Staff.
- State qualifiers in Geography Bee for the previous two years.
- Student led community outreach projects including fire relief, tornado relief, can food drive, Christmas Charities, Red Ribbon Week, and Nourish One Child.
- Participated in a professional learning community through the reading and online discussion of Ron Clark's "Move Your Bus" and "Creating Productive Cultures in Schools".

Collins Intermediate School Areas of Improvement:

- Demonstrated an increase in reading and math proficiency levels resulting in attainment of termination of Focus School status.
- Implemented the Global Scholar Assessment to track the vertical advancement of student learning.
- Implemented progress monitoring programs for all students.
- Cross-curriculum collaboration to address literacy and math standards for all students.
- Monthly data meetings to track individual student progress.
- Master schedule modified to allow common planning times.
- Have AMSTI trained teachers for science and math courses.
- Have ARI trained teachers for reading.

Collins Intermediate School Growth Plan:

- Continue to purchase a variety of technology to achieve a 1:1 ratio.
- Pilot the EXCITE program in conjunction with the University of Alabama Huntsville and NASA.
- Expand extra curricular activities to include additional community partnerships and families.
- Instill Ron Clark's Essential 55 as part of students' character education.
- Continue utilization of flexible scheduling and collaboration in order to provide differentiated student support.

Additional Information

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

Collins Intermediate School:

- Ensures every teacher maintains highly qualified teaching status.
- Has a new student orientation for fifth graders before school begins.
- Hosts family nights during which there are social and academic activities.
- Diligently monitors student progress through individual, group, and school-wide analysis.
- Provides transition guidance for students from school-to-school.
- Maintains partnerships with businesses and community members.
- Encourages parents and community leaders to visit and volunteer.
- Added "Remind" to increase communication with students, parents, and faculty.
- Maintains a school website notifying parents and community members of special events and involvement opportunities.

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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.

A Leadership Team is formed by the administration and teaching staff at the beginning of the school year. The team includes representatives of various subjects, grade levels, special areas, and the community education coordinator. The principal schedules meetings for the year. The majority of the meetings are held on Wednesdays as a continuation of faculty/staff meetings. Community stakeholders are also chosen to be a part of the Leadership Team. These members include the parents of current students. They attend many meetings throughout the year. The leadership team organizes meetings in order to communicate information pertaining to the ACIP to faculty and staff. These meetings are also used to seek input from faculty, staff, parents, and community members. Weekly grade level meetings are held. The faculty and staff collaborate on a regular basis to assess goals, activities, and needs of the students.

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

The improvement team consists of teachers from grade levels, as well as the media specialist, principal, counselor, and the Community Education Coordinator. Parents are chosen among those that express an interest in the planning and implementation process. The PTO officers are involved in the development of the improvement plan along with a representative of the community. Community members are welcome to attend meetings and discuss how community involvement impacts school development and learning. Stakeholder responsibilities are discussed and delegated at these meetings.

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

The ACIP is under continuous development throughout the school year. The team communicates information about the ACIP at PTO and Title I meetings, as well as parental involvement activities. The final plan is presented at a staff meeting and at a school board meeting. Stakeholders are given an opportunity to view the plan and give input throughout the process. The ACIP is available for viewing at the school, on the school's website, and on the district's website.

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?	No	Attached is the spring 2017 ACT ASPIRE report by subject proficiency and grade level. This report shows the percentage of students identified as exceeding, ready, close, and in need of support.	2017 ACT Aspire Report

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Evaluative Criteria and Rubrics

Overall Rating: 3.0

	Statement or Question	Response	Rating
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the majority of those curricular aims regarded as high-priority instructional targets. The documentation provided in support of this alignment is relatively persuasive. Most of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements.	Level 3

	Statement or Question	Response	Rating
2.	Test Administration	Most of the assessments used by the institution to determine students' performances have been administered with reasonable fidelity to the administrative procedures appropriate for each assessment. In most instances, the students to whom these assessments were administered are essentially representative of the students served by the institution. Appropriate accommodations have been provided for most assessments so that valid inferences can be made about most students' status with respect to most of the institution's targeted curricular outcomes.	Level 3

	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?

According to the ACT ASPIRE, the highest levels of student achievement are in English. Collins' student achievement scores exceeded national average in the areas of English, Reading, and Writing. Collins also achieved benchmark levels in Math.

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

Math, Reading, and Writing performance greatly increased according to ASPIRE results. In addition, English continued to be a positive trend in performance.

Which area(s) indicate the overall highest performance?

The area with the overall highest achievement is English, exceeding benchmark scores significantly.

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

The special education subgroup has shown a trend toward increasing performance within the area of Math and Reading.

Between which subgroups is the achievement gap closing?

The special education subgroup's achievement gap is closing within the area of Math and Reading as indicated by the ASPIRE.

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

The above mentioned findings are consistent within the following test data sources:

- Scantron's Performance Series, Reading Plus, and STAR 360

Areas in Need of Improvement

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

Although state level benchmarks were not met in Reading, significant gains were made as evidenced by ACT ASPIRE 2017 results.

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

The area that shows a weakness in performance is a district wide inconsistency in the Craft and Structure Domain of reading.

Which area(s) indicate the overall lowest performance?

The area with the overall lowest performance is Craft and Structure Domain in reading.

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

The special education subgroup shows a trend toward decreasing performance in the area of writing.

Between which subgroups is the achievement gap becoming greater?

The achievement gap is becoming greater between the special education subgroup and the general education population.

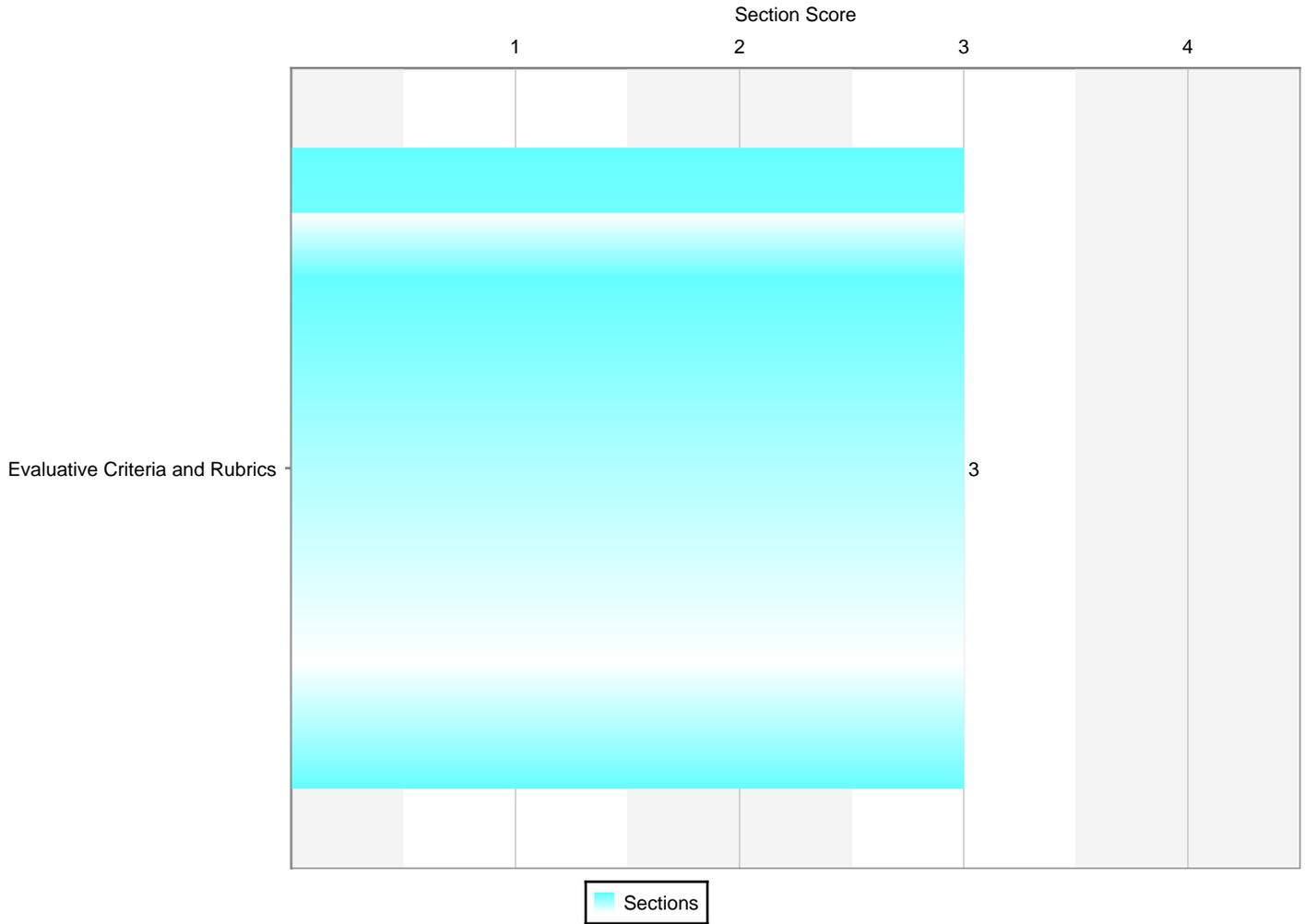
Which of the above reported findings are consistent with findings from other data sources?

The above mentioned findings are consistent within the following test data sources:

- ACT Aspire, Scantron's Performance Series, Reading Plus, and STAR 360.

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	Attached is the signature document of the Instructional Leadership Team members.	Leadership Sign in Doc.

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	Civil Rights statement attached	

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	Non-discrimination responsibilities contact information attached	Non-Discrimination Policy

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	School-Parent Involvement Plan attached	Parent Involvement 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	School-Parent Compact attached	School-Parent Compact

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	2017-2018 All students will increase proficiency levels in math by 2% using the Scantron Performance assessment.	Objectives: 1 Strategies: 1 Activities: 5	Academic	\$9500
2	2017-2018 Students at Collins Intermediate will increase proficiency levels in reading by 2%.	Objectives: 1 Strategies: 1 Activities: 4	Academic	\$6000
3	2017-2018 To implement an effective parent involvement/family engagement plan for Collins Intermediate School without grade 12	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$0

Goal 1: 2017-2018 All students will increase proficiency levels in math by 2% using the Scantron Performance assessment.

Measurable Objective 1:

A 2% increase of All Students will demonstrate a proficiency on grade level assessments in Mathematics by 05/24/2018 as measured by results of Performance Series Assessment.

Strategy 1:

Data Driven Instruction - Research based instruction will be utilized to increase student achievement. Instructional content will be aligned with the CCRS, Alabama's College and Career Ready Standards. Direct instruction, manipulatives, small group instruction, and individual interventions will be used to target unmet math standards.

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

Research Cited: National Council of the Teachers of Mathematics. (2010). NCTM Supports Teachers and Administrators to Implement Common Core Standards. Reston, VA.

Activity - AMSTI and HMH Math Programs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize strategies, methods, and materials from AMSTI and HMH "Go Math" in order to implement best teaching practices. "Go Math" textbooks can be accessed online for students at home.	Direct Instruction	08/04/2017	05/24/2018	\$0	No Funding Required	Instructors, support personnel, and administration
Activity - Performance Series Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be assessed during each designated testing window. Data is analyzed by faculty, and shared with parents during parent-teacher conferences. Students receive individualized learning paths from Performance Series' corporate partner, Compass Learning.	Policy and Process	08/04/2017	05/16/2019	\$0	No Funding Required	Instructors, support personnel, and administration
Activity - Accelerated Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Accelerated Math is a research based program for all students to supplement targeted objectives.	Academic Support Program	10/01/2017	05/24/2019	\$6000	Title I Schoolwide	Teachers and Staff
Activity - Reflex Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

A program for remediation and enrichment.	Academic Support Program	08/04/2017	05/24/2018	\$3500	Title I Schoolwide	All faculty and staff
Activity - STAR 360	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
STAR 360 is used for progress monitoring and RTI	Academic Support Program	08/04/2017	05/16/2019	\$0	No Funding Required	Collins faculty and staff

Goal 2: 2017-2018 Students at Collins Intermediate will increase proficiency levels in reading by 2%.

Measurable Objective 1:

A 2% increase of All Students will demonstrate a proficiency on grade level assessments in Reading by 05/24/2018 as measured by results of the ACT ASPIRE.

Strategy 1:

Data Driven Instruction - Research based instruction will be utilized to increase student achievement. Instructional content is aligned with the State Course of Study, CCRS. Direct instruction, small group instruction, cooperative learning groups, and individual interventions will be used to target unmet reading standards.

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

Research Cited: National Council of the Teachers of English. (2013). NCTE Recommends the Common Core Curriculum. Urbana, Illinois.

Activity - Harcourt Reading Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Through the use of research based materials and strategies, teachers will implement intensive, explicit reading instruction. RTI strategies will be used throughout the school day. Whole group, small group, and individual instruction and interventions will be employed.	Direct Instruction	08/04/2017	05/16/2019	\$0	No Funding Required	Instructors, support personnel, and administration
Activity - Accelerated Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Accelerated Reading is a researched based program in which students read books on their individualized reading levels, take AR quizzes, and get immediate feedback through scores and review of incorrect answers. This program allows students, parents, and teachers to easily monitor and manage students' independent reading practice, growth, and level of success.	Academic Support Program	08/04/2017	05/16/2019	\$6000	Title I Schoolwide	Instructors, support personnel, and administration

Activity - STAR 360	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
STAR Reading's research based test items meet the highest standards for reliability and validity. The STAR Assessment is given to progress monitor students three times a year. The results give teachers actionable data needed in major skill areas and places students in their zone of proximal development to guide the students in choosing appropriate reading materials. This, in turn, facilitates an increase in reading proficiency.	Policy and Process	08/04/2017	05/16/2019	\$0	No Funding Required	Instructors, support personnel, and administration
Activity - Scantron's Performance Series	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students are assessed during each designated window. Data is compiled and analyzed by faculty members at team, faculty, and data meetings. Following completion of assessments, individualized student learning paths are created in Compass Learning. This data is also used to guide classroom instruction.	Policy and Process	08/04/2017	05/16/2019	\$0	No Funding Required	Instructors, support personnel, and administration

Goal 3: 2017-2018 To implement an effective parent involvement/family engagement plan for Collins Intermediate School without grade 12

Measurable Objective 1:

increase student growth by increasing opportunities for parents to become involved in their child's education in a meaningful way by 05/31/2018 as measured by the number of parents attending various parent involvement activities .

Strategy 1:

Parent Involvement - Activities are scheduled monthly to increase parent participation and provide educational opportunities to support their child's academic and personal growth.

Category: Develop/Implement Learning Supports

Research Cited: Research indicates student achievement increases when parents are involved in their education in meaningful ways.

Research Cited: A.D. (2016). Districts work to bolster parent involvement. District Administration, 52(2), 22.

Kim, J., & Bryan, J. (2017). A First step to a conceptual framework of parent empowerment: exploring relationships between parent empowerment and academic performance in a national sample. Jorunal of Counseling & Development, 95(2), 168-179.

Rothengast, A. (2016). Partnerships with parents transformed our school climate. Leadership, 45(5), 8-11.

Activity - Implementation of a School/Home Compact	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

ACIP

Collins Intermediate School

Collins Intermediate School Leadership Team will review/revise the School/Parent Compact each year as needed. The committee will look for ways to help ensure greater use and accountability of all stakeholders' roles in supporting the needs of students to maximize achievement. Documentation will include meeting agendas, sign-in sheets and minutes, as well as "remind" texts and "one call" messages to parents.	Parent Involvement	08/04/2017	05/18/2018	\$0	No Funding Required	Leadership Team
Activity - Annual Title One Meeting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Collins Intermediate School will hold an annual meeting by September 30 that includes an overview of each goal and objective that the school has developed for the current year in addition to the information relative to the Federal guidelines of a Title I school. Parents will be given an opportunity to provide input on the Continuous Improvement Plan.	Parent Involvement	08/04/2017	05/18/2018	\$0	No Funding Required	Administrators, teachers, staff, district school personnel
Activity - Family Engagement Committee	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Collins Intermediate School will develop and implement a family engagement action committee that includes parents, community and business leaders, and a representative of all student subgroups are included to use a variety of data (including Title I parent, student, and staff survey results to determine meeting topics that best address the information parents and stakeholders need to provide better collaboration and resources between home, school, and community that will positively impact greater student achievement. This team will work to provide a schedule of at least four meeting annually to determine pathways to link parents, school and community resources to open communication line between school and families. Documentation of meetings will include agendas, sign-in sheets, "remind" texts and "one call" messages to parents.	Parent Involvement	08/04/2017	05/18/2018	\$0	No Funding Required	administrators, teachers, staff, district school personnel

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
Annual Title One Meeting	Collins Intermediate School will hold an annual meeting by September 30 that includes an overview of each goal and objective that the school has developed for the current year in addition to the information relative to the Federal guidelines of a Title I school. Parents will be given an opportunity to provide input on the Continuous Improvement Plan.	Parent Involvement	08/04/2017	05/18/2018	\$0	Administrator s, teachers, staff, district school personnel
Performance Series Assessments	Students will be assessed during each designated testing window. Data is analyzed by faculty, and shared with parents during parent-teacher conferences. Students receive individualized learning paths from Performance Series' corporate partner, Compass Learning.	Policy and Process	08/04/2017	05/16/2019	\$0	Instructors, support personnel, and administration
Family Engagement Committee	Collins Intermediate School will develop and implement a family engagement action committee that includes parents, community and business leaders, and a representative of all student subgroups are included to use a variety of data (including Title I parent, student, and staff survey results to determine meeting topics that best address the information parents and stakeholders need to provide better collaboration and resources between home, school, and community that will positively impact greater student achievement. This team will work to provide a schedule of at least four meeting annually to determine pathways to link parents, school and community resources to open communication line between school and families. Documentation of meetings will include agendas, sign-in sheets, "remind" texts and "one call" messages to parents.	Parent Involvement	08/04/2017	05/18/2018	\$0	administrators , teachers, staff, district school personnel
Harcourt Reading Program	Through the use of research based materials and strategies, teachers will implement intensive, explicit reading instruction. RTI strategies will be used throughout the school day. Whole group, small group, and individual instruction and interventions will be employed.	Direct Instruction	08/04/2017	05/16/2019	\$0	Instructors, support personnel, and administration

ACIP

Collins Intermediate School

AMSTI and HMH Math Programs	Teachers will utilize strategies, methods, and materials from AMSTI and HMH "Go Math" in order to implement best teaching practices. "Go Math" textbooks can be accessed online for students at home.	Direct Instruction	08/04/2017	05/24/2018	\$0	Instructors, support personnel, and administration
STAR 360	STAR 360 is used for progress monitoring and RTI	Academic Support Program	08/04/2017	05/16/2019	\$0	Collins faculty and staff
STAR 360	STAR Reading's research based test items meet the highest standards for reliability and validity. The STAR Assessment is given to progress monitor students three times a year. The results give teachers actionable data needed in major skill areas and places students in their zone of proximal development to guide the students in choosing appropriate reading materials. This, in turn, facilitates an increase in reading proficiency.	Policy and Process	08/04/2017	05/16/2019	\$0	Instructors, support personnel, and administration
Implementation of a School/Home Compact	Collins Intermediate School Leadership Team will review/revise the School/Parent Compact each year as needed. The committee will look for ways to help ensure greater use and accountability of all stakeholders' roles in supporting the needs of students to maximize achievement. Documentation will include meeting agendas, sign-in sheets and minutes, as well as "remind" texts and "one call" messages to parents.	Parent Involvement	08/04/2017	05/18/2018	\$0	Leadership Team
Scantron's Performance Series	Students are assessed during each designated window. Data is compiled and analyzed by faculty members at team, faculty, and data meetings. Following completion of assessments, individualized student learning paths are created in Compass Learning. This data is also used to guide classroom instruction.	Policy and Process	08/04/2017	05/16/2019	\$0	Instructors, support personnel, and administration
Total					\$0	

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Accelerated Reading	Accelerated Reading is a researched based program in which students read books on their individualized reading levels, take AR quizzes, and get immediate feedback through scores and review of incorrect answers. This program allows students, parents, and teachers to easily monitor and manage students' independent reading practice, growth, and level of success.	Academic Support Program	08/04/2017	05/16/2019	\$6000	Instructors, support personnel, and administration
Reflex Math	A program for remediation and enrichment.	Academic Support Program	08/04/2017	05/24/2018	\$3500	All faculty and staff

ACIP

Collins Intermediate School

Accelerated Math	Accelerated Math is a research based program for all students to supplement targeted objectives.	Academic Support Program	10/01/2017	05/24/2019	\$6000	Teachers and Staff
					Total	\$15500

DRAFT

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	AdvancED Stakeholder Survey Attached	AdvancED Stakeholder Survey

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Evaluative Criteria and Rubrics

Overall Rating: 3.0

	Statement or Question	Response	Rating
1.	Questionnaire Administration	Most 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 reasonable fidelity to the administrative procedures appropriate for each assessment. In most instances, the stakeholders to whom these questionnaires were administered mostly represented the populations served by the institution. Appropriate accommodations were provided for most participants.	Level 3

	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?

The overall highest level of satisfaction was resources and support systems with an average of 4.44.

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

A trend toward increasing stakeholder satisfaction or approval was purpose and direction with an average of 4.28.

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

Purpose and direction is consistent with findings from other stakeholder feedback sources.

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Areas in Need of Improvement

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

The overall lowest level of satisfaction was governance and leadership with an average of 3.63.

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

A trend toward decreasing stakeholder satisfaction was teaching and assessing for learning.

What are the implications for these stakeholder perceptions?

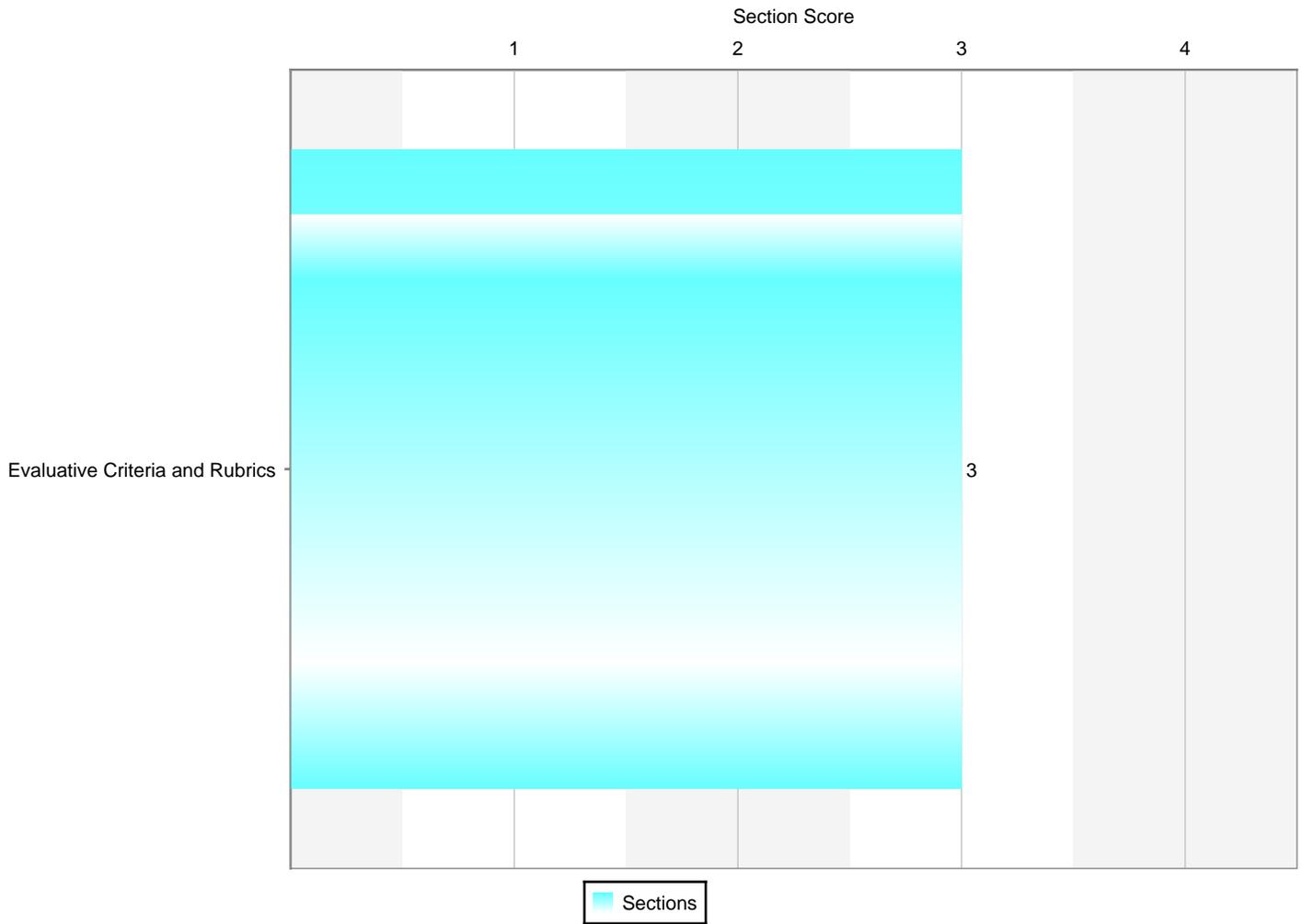
The implications for these stakeholder perceptions would be a decrease in parent support and partnership.

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

Teaching and assessing for learning is consistent with findings from other stakeholder feedback sources.

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 comprehensive needs assessment was conducted through online surveys. School computers were available for stakeholders use.

What were the results of the comprehensive needs assessment?

73% of parents were involved in their child's education and 68% knew about the school's academic goals.

What conclusions were drawn from the results?

The parent survey reveals that 98% of parents agree that their child is prepared for success for the next school year.

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

There were no concerns about the Title I program at Collins.

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

67% of parents are aware of the additional support given to students.

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

98% of parents know school goals and understand the data used for assessments.

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

Goals meet the needs of all students.

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:

2017-2018 To implement an effective parent involvement/family engagement plan for Collins Intermediate School without grade 12

Measurable Objective 1:

increase student growth by increasing opportunities for parents to become involved in their child's education in a meaningful way by 05/31/2018 as measured by the number of parents attending various parent involvement activities .

Strategy1:

Parent Involvement - Activities are scheduled monthly to increase parent participation and provide educational opportunities to support their child's academic and personal growth.

Category: Develop/Implement Learning Supports

Research Cited: Research indicates student achievement increases when parents are involved in their education in meaningful ways.

Research Cited: A.D. (2016). Districts work to bolster parent involvement. District Administration, 52(2), 22.

Kim, J., & Bryan, J. (2017). A First step to a conceptual framework of parent empowerment: exploring relationships between parent empowerment and academic performance in a national sample. Journal of Counseling & Development, 95(2), 168-179.

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Activity - Family Engagement Committee	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Collins Intermediate School will develop and implement a family engagement action committee that includes parents, community and business leaders, and a representative of all student subgroups are included to use a variety of data (including Title I parent, student, and staff survey results to determine meeting topics that best address the information parents and stakeholders need to provide better collaboration and resources between home, school, and community that will positively impact greater student achievement. This team will work to provide a schedule of at least four meeting annually to determine pathways to link parents, school and community resources to open communication line between school and families. Documentation of meetings will include agendas, sign-in sheets, "remind" texts and "one call" messages to parents.	Parent Involvement	08/04/2017	05/18/2018	\$0 - No Funding Required	administrators, teachers, staff, district school personnel

ACIP

Collins Intermediate School

Activity - Annual Title One Meeting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Collins Intermediate School will hold an annual meeting by September 30 that includes an overview of each goal and objective that the school has developed for the current year in addition to the information relative to the Federal guidelines of a Title I school. Parents will be given an opportunity to provide input on the Continuous Improvement Plan.	Parent Involvement	08/04/2017	05/18/2018	\$0 - No Funding Required	Administrators, teachers, staff, district school personnel

Activity - Implementation of a School/Home Compact	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Collins Intermediate School Leadership Team will review/revise the School/Parent Compact each year as needed. The committee will look for ways to help ensure greater use and accountability of all stakeholders' roles in supporting the needs of students to maximize achievement. Documentation will include meeting agendas, sign-in sheets and minutes, as well as "remind" texts and "one call" messages to parents.	Parent Involvement	08/04/2017	05/18/2018	\$0 - No Funding Required	Leadership Team

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:

2017-2018 All students will increase proficiency levels in math by 2% using the Star 360 assessment

Measurable Objective 1:

A 2% increase of All Students will demonstrate a proficiency on grade level assessments in Mathematics by 05/24/2018 as measured by results of the Star 360 assessment.

Strategy1:

Data Driven Instruction - Research based instruction will be utilized to increase student achievement. Instructional content will be aligned with the CCRS, Alabama's College and Career Ready Standards. Direct instruction, manipulatives, small group instruction, and individual interventions will be used to target unmet math standards.

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

Research Cited: National Council of the Teachers of Mathematics. (2010). NCTM Supports Teachers and Administrators to Implement Common Core Standards. Reston, VA.

ACIP

Collins Intermediate School

Activity - Performance Series Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be assessed during each designated testing window. Data is analyzed by faculty, and shared with parents during parent-teacher conferences. Students receive individualized learning paths from Performance Series' corporate partner, Compass Learning.	Policy and Process	08/04/2017	05/16/2019	\$0 - No Funding Required	Instructors, support personnel, and administration

Activity - STAR 360	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
STAR 360 is used for progress monitoring and RTI	Academic Support Program	08/04/2017	05/16/2019	\$0 - No Funding Required	Collins faculty and staff

Activity - AMSTI and HMH Math Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize strategies, methods, and materials from AMSTI and HMH "Go Math" in order to implement best teaching practices. "Go Math" textbooks can be accessed online for students at home.	Direct Instruction	08/04/2017	05/24/2018	\$0 - No Funding Required	Instructors, support personnel, and administration

Activity - Accelerated Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Accelerated Math is a research based program for all students to supplement targeted objectives.	Academic Support Program	10/01/2017	05/24/2019	\$6000 - Title I Schoolwide	Teachers and Staff

Activity - Reflex Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A program for remediation and enrichment.	Academic Support Program	08/04/2017	05/24/2018	\$3500 - Title I Schoolwide	All faculty and staff

Goal 2:

2017-2018 Students at Collins Intermediate will increase proficiency levels in reading by 4% as measured by Star 360.

Measurable Objective 1:

A 4% increase of All Students will demonstrate a proficiency on grade level assessments in Reading by 05/24/2018 as measured by results of the Star 360 assessment.

Strategy1:

Data Driven Instruction - Research based instruction will be utilized to increase student achievement. Instructional content is aligned with the State Course of Study, CCRS. Direct instruction, small group instruction, cooperative learning groups, and individual interventions will be used to target unmet reading standards.

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

Research Cited: National Council of the Teachers of English. (2013). NCTE Recommends the Common Core Curriculum. Urbana, Illinois.

Activity - Harcourt Reading Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Through the use of research based materials and strategies, teachers will implement intensive, explicit reading instruction. RTI strategies will be used throughout the school day. Whole group, small group, and individual instruction and interventions will be employed.	Direct Instruction	08/04/2017	05/16/2019	\$0 - No Funding Required	Instructors, support personnel, and administration

Activity - Scantron's Performance Series	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are assessed during each designated window. Data is compiled and analyzed by faculty members at team, faculty, and data meetings. Following completion of assessments, individualized student learning paths are created in Compass Learning. This data is also used to guide classroom instruction.	Policy and Process	08/04/2017	05/16/2019	\$0 - No Funding Required	Instructors, support personnel, and administration

Activity - Accelerated Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Accelerated Reading is a researched based program in which students read books on their individualized reading levels, take AR quizzes, and get immediate feedback through scores and review of incorrect answers. This program allows students, parents, and teachers to easily monitor and manage students' independent reading practice, growth, and level of success.	Academic Support Program	08/04/2017	05/16/2019	\$6000 - Title I Schoolwide	Instructors, support personnel, and administration

Activity - STAR 360	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
STAR Reading's research based test items meet the highest standards for reliability and validity. The STAR Assessment is given to progress monitor students three times a year. The results give teachers actionable data needed in major skill areas and places students in their zone of proximal development to guide the students in choosing appropriate reading materials. This, in turn, facilitates an increase in reading proficiency.	Policy and Process	08/04/2017	05/16/2019	\$0 - No Funding Required	Instructors, support personnel, and 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:

2017-2018 All students will increase proficiency levels in math by 2% using the Star 360 assessment

Measurable Objective 1:

A 2% increase of All Students will demonstrate a proficiency on grade level assessments in Mathematics by 05/24/2018 as measured by results of the Star 360 assessment.

Strategy1:

Data Driven Instruction - Research based instruction will be utilized to increase student achievement. Instructional content will be aligned with the CCRS, Alabama's College and Career Ready Standards. Direct instruction, manipulatives, small group instruction, and individual interventions will be used to target unmet math standards.

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

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Activity - STAR 360	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
STAR 360 is used for progress monitoring and RTI	Academic Support Program	08/04/2017	05/16/2019	\$0 - No Funding Required	Collins faculty and staff

Activity - Performance Series Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be assessed during each designated testing window. Data is analyzed by faculty, and shared with parents during parent-teacher conferences. Students receive individualized learning paths from Performance Series' corporate partner, Compass Learning.	Policy and Process	08/04/2017	05/16/2019	\$0 - No Funding Required	Instructors, support personnel, and administration

Activity - AMSTI and HMH Math Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize strategies, methods, and materials from AMSTI and HMH "Go Math" in order to implement best teaching practices. "Go Math" textbooks can be accessed online for students at home.	Direct Instruction	08/04/2017	05/24/2018	\$0 - No Funding Required	Instructors, support personnel, and administration

Activity - Reflex Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A program for remediation and enrichment.	Academic Support Program	08/04/2017	05/24/2018	\$3500 - Title I Schoolwide	All faculty and staff

Goal 2:

2017-2018 Students at Collins Intermediate will increase proficiency levels in reading by 4% as measured by Star 360.

Measurable Objective 1:

A 4% increase of All Students will demonstrate a proficiency on grade level assessments in Reading by 05/24/2018 as measured by results of the Star 360 assessment.

Strategy1:

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

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STAR Reading's research based test items meet the highest standards for reliability and validity. The STAR Assessment is given to progress monitor students three times a year. The results give teachers actionable data needed in major skill areas and places students in their zone of proximal development to guide the students in choosing appropriate reading materials. This, in turn, facilitates an increase in reading proficiency.	Policy and Process	08/04/2017	05/16/2019	\$0 - No Funding Required	Instructors, support personnel, and administration

Activity - Accelerated Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Accelerated Reading is a researched based program in which students read books on their individualized reading levels, take AR quizzes, and get immediate feedback through scores and review of incorrect answers. This program allows students, parents, and teachers to easily monitor and manage students' independent reading practice, growth, and level of success.	Academic Support Program	08/04/2017	05/16/2019	\$6000 - Title I Schoolwide	Instructors, support personnel, and administration

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Activity - Scantron's Performance Series	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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English Language Proficiency Goal (Should address identified weaknesses and gaps):

Goal 1:

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Measurable Objective 1:

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

Results are provided to EL students in their home language if requested for the following assessment results:

-ACT Aspire

-Star 360

-Scantron Performance Series

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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.

All teachers are highly qualified and provided professional development training on their specific teaching assignments. Teacher assignment is based on their identified strengths and interests.

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?

A teacher retired and the unit was not replaced.

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

The majority of teachers have a master's degree with 10 years plus of teaching experience.

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

Collins does not have a high turnover rate.

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

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

Data is analyzed monthly to identify areas of weakness which determines professional development needs.

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

- ARI
- AMSTI
- Star 360
- Scantron Performance Series
- Book Studies
- Google Applications
- Webinars
- Mentorship Program
- Special Education

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 are assigned a master teacher and meet weekly. Scottsboro City Schools Mentor Program provides guidance for the master teacher and new teacher requiring documentation of activities and support.

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

- Monthly Data Meetings
- Weekly Team Meetings
- Turnaround Trainings
- Faculty Meetings

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

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

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Category: Develop/Implement Learning Supports

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Activity - Family Engagement Committee	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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Component 7: Teacher Participation in Making Assessment Decisions (Sec.1114(b)(2))

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

- Title I Budget Committee
- Leadership Committee
- EL Committee
- Family Engagement Committee
- Parent, Student, and Teacher Survey

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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?

Data meetings to analyze student performance.

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?

- RTI period
- Small Group Instruction
- Retest
- Accommodations
- PST Meetings

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.

- After School Program
- Online Intervention Programs

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.

- PST referral
- Counseling
- Attendance referral
- DHR referral
- Nourish One Child program

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

homemakers, and individuals with limited English proficiency.

N/A

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.

The following programs and agencies are available to meet the achievement of our schoolwide goals:

- Title I program
- After School program
- IMPACT Learning
- Boys and Girls Club
- DHR and Mental Health agencies

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)?

- Counseling
- Child Nutrition Program
- Schoolwide Title I

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

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

- Title I Survey
- AdvancED Survey

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?

Creating a School Improvement Plan based on previous year's data.

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?

The School Improvement Plan addresses and targets students who are furthest from achieving the standards.

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 School Improvement Plan revisited and updated throughout the school year to ensure all goals are being addressed and met.

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.	20.8

Provide the number of classroom teachers.

17.55

Label	Question	Value
3.	Provide the total of all salaries for the FTE Teacher Units.	1069947.0

Total

1,069,947.00

DRAFT

Administrator Units

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

Provide the number of administrators.

1.5

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

DRAFT

Assistant Principal

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

Provide the number of Assistant Principals.

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

DRAFT

Counselor

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

Provide the number of Counselors.

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

DRAFT

Librarian

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

Provide the number of Librarians.

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

DRAFT

Career and Technical Education Administrator

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

Provide the number of Career and Technical Education Administrators.

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

DRAFT

Career and Technical Education Counselor

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

Provide the number of Career and Technical Education Counselors.

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

DRAFT

Technology

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

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

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

DRAFT

Professional Development

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

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

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

DRAFT

EL Teachers

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

Provide the number of EL Teachers.

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

DRAFT

Instructional Supplies

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

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

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

DRAFT

Library Enhancement

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

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

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

DRAFT

Title I

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

Provide a brief explanation and breakdown of expenses.

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))

Annual Title I meeting is held each year to explain Title I requirements, guidelines, and explanation of parental rights. Parents are invited to attend via Remind, school planners, and school website.

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) Our Family Engagement Plan has monthly activities/meetings taking place during the school day, after school, and during early evening hours.

2) The school offers parent involvement through PTO membership, Title I committee and the Parent Engagement committee. A school-wide Title I meeting is held yearly to educate and involve parents.

3) Funds are used for weekly communication folders between school and guardians and for Parent Involvement activities.

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

The school communicates with parents through Remind, school/district website, email, social media, Thursday folders, school planners, and Parent Involvement Night. Parents/Teachers can request conferences as needed throughout the school year.

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))

Responsibility for improved academic achievement was shared at the district level where stakeholders participated in the development of the Title I School-Parent Compact. The compact is used as the joint accountability measure between the student, parent, teacher, and principal. The compact will be revisited during the spring of 2018 after the Title I survey results are compiled.

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

The Title I survey allows parents an opportunity to submit comments of dissatisfaction with the Continuous Improvement Plan. In addition, an open line of communication allows for continuous input and feedback.

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)

Our Family Engagement Plan has monthly educational activities planned for parents to encourage them to be involved in their child's education. The educational activities and training will provide access for additional school resources.

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)

The school offers opportunities for parent involvement through membership in PTO, Title I committee, and Parent Engagement committee. Volunteer opportunities exist for parent involvement throughout the year.

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)

The school offers a variety of resources available to parents in coordination with federal program guidelines. Parents are able to contact administration and counselor for additional information regarding community resources.

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)

Translation services are provided to ensure that information related to school and parent programs, meetings, and other activities is sent to the parent in a language that parents can understand.

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)

Parents may request or provide suggestions for parental involvement activities via Annual Title I Survey, email, social media, websites, communication folders, school planners, and parent conferences.

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

The following provisions are in place to ensure parent family participation:

- Weekly communication folder
- Communication via multiple technology sources
- Translation services to ensure communication of information related to school and parent programs

- Parent involvement activities to educate families
- School compliant with disability access codes

DRAFT