



## **ACIP**

Cherokee Elementary School

Colbert County Board of Education

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Cherokee, AL 35616-7028

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# **Executive Summary**

## Introduction

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

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

## Description of the School

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

Cherokee Elementary is a Title I school serving over 300 students in grades Pre-K through 6th within a rural community in Northwest Colbert County, Alabama. Our school is located in the town of Cherokee, Alabama positioned in the northwest corner of the state near the Natchez Trace and the Tennessee River. The community is exceptionally supportive of the school which is evident through our active Parent Teacher Organization, various school functions, and stakeholder involvement. Parent volunteers and a Foster Grandparent program are examples of how community members volunteer their time to help Cherokee's students. Many churches and businesses in the area provide supplies for students in need. These churches provide food, school supplies, clothing, and gifts throughout the school year to encourage the students and teachers. Local businesses continue to assist Cherokee Elementary in creating partnerships to foster student achievement. Industry in the area prove to show interest in helping the school develop productive young citizens. The natural beauty of Cherokee is just one of the many attractions of living in the area. Cherokee is situated close to areas rich in tradition such as the Shoals, Memphis, Tupelo, and the town itself. Mr. Anthony Olivis serves as the school principal. The school houses grades Pre-K through sixth where enrollment is currently at 325 students. Approximately 71% of the student population qualifies for free and reduced lunch. Of the 325 students, 85% are Caucasian, 8% are African-American, 3% are multi-race, 3% are Hispanic, and .3% Native American. For the past several years, K-1 students have participated in the Dynamic Indicators of Basic Early Literacy Skills (DIBELS). DIBELS results from the 2016-2017 school year showed that kindergarten students ended the school year with a reading benchmark of 60% readiness in Phoneme Segmentation. Four students were retained to ensure readiness before moving to the next grade level. First grade results showed that 77% of student met or exceeded benchmark goals with accuracy in the area of Oral Reading Fluency. The ACT-ASPIRE was implemented during the 2013-2014 school year. The 2016 ACT ASPIRE results show a 12% increase in math and 9% increase in reading for 6th grade students when tracking progress from 5th grade to 6th grade. There was also a 4% increase in math and 14% increase in reading when tracking students from 3rd to 4th grade. There was a 1% decrease in math when tracking students from 4th to 5th grade. While all groups (except the 5th grade math scores) showed an increase student readiness, Cherokee Elementary students are still performing below the national average in all areas with the exception of 3rd grade math. Based on these results, Cherokee Elementary will focus on increasing student readiness with all students in grades three through six. Our success will be measured by the ASPIRE results from the 2016-2017 school year. On a positive note, 3rd grade students scored the highest in the area of math. Math ASPIRE scores showed that 56% of students are on track to be college and career ready. The third grade scores were 16% above the national average. Over 75% of the staff members at Cherokee Elementary have a master's degree or are working towards a master's degree. Staff members include 31 faculty members and 1 administrator. Of the 31 faculty members, we have 1 part-time music teacher, 1 full-time school nurse, 1 media specialist, 1 full-time counselor, 1 full-time and 1 part-time physical education teachers, 2 full-time special education teacher, 1 part time speech teacher, 1 part-time English Spanish Language teacher, 18 classroom teachers, and 1 instructional coach. All certified personnel are highly qualified. Professional development has been conducted for common core state standards over the past 3 years. Other professional development has included Mathematics/Reading textbook training, technology training, and Alabama Math and Science Initiative Training (AMSTI). Teachers continue to further their education and knowledge through current professional development and professional learning communities. These PLCs have participated in book studies, vertical/horizontal planning, and school improvement practices. A challenge Cherokee has been facing is recent budget cuts. These budget cuts have resulted in an increase in student-teacher ratios, Another challenge for Cherokee Elementary is declining enrollment. Over the past several years, a few local industries have closed affecting

Cherokee's student enrollment as families migrate to other areas in search of employment. A recent decrease in student enrollment

consumed the third second grade unit at the end of the 2014-2015 school year, a fifth grade unit at the end of the 2015-2016 school year, and a kindergarten unit at the beginning of the 2016-2017 school year. On a positive note, Cherokee Elementary gained a second grade teaching unit at the beginning of the 2016-2017 school year. Most of the students come from low socio-economic backgrounds. However, parental involvement and support are top priorities at Cherokee Elementary. Cherokee's faculty and staff encourage parental involvement and work with parents to help students succeed daily. Cherokee Elementary has a large PTO encompassed of an executive committee, grade representatives, and homeroom moms. The PTO holds an annual events such as the Fall Festival, bake sales, t-shirt sales, student musical programs, Field Day, and other various activities throughout the school year. The funds the PTO raises are used to make school improvements, to help with classroom needs and supplies, and create incentive opportunities for students. According to the stakeholder survey results, a majority of students and parents feel a sense of security. With over 90% of parents reporting they feel their children are provided a safe learning environment and more than 80% of students feeling the school is safe and clean, it is clear Cherokee Elementary promotes a secure learning environment. The staff collaborates on a weekly basis about student learning and implements action plans based on current data. Collaboration begins in a monthly data meeting to establish goals and small groups for Tier II and Tier III instruction. Teachers and the instructional coach begin intervention with these students. They communicate weekly during planning times to check for progress. Security measures have been implemented to provide a safe academic environment. Cherokee Elementary annually reviews and modifies the school safety plan and procedures. Monthly emergency drills are conducted to keep students and staff familiar with procedures.

## School's Purpose

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

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

### Mission

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

### Vision

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

### Core Beliefs:

All children can learn.

School should be a safe environment for children.

The classroom should be well-managed and conducive to learning.

We educate children academically and socially.

Nurture a love of learning for life-long success.

A well balance of compassion and discipline should exist in the school.

Teachers set high expectations for student learning and behavior for overall success

## **Notable Achievements and Areas of Improvement**

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

Reading and Mathematics achievement scores have shown improvement at Cherokee Elementary in certain areas over the past three years. A priority has been placed on improving the scores of free and reduced lunch students. This has led to increased proficiency levels in this demographic group of students. Sixth grade Aspire Mathematics also exceeded the national and district average in the 2016-17 school year. These trends help us create our goals for grades 3-6 as Cherokee Elementary plans in these areas of improvement. Student involvement in 4H, academic and artistic competitions, and various clubs continue to provide learning opportunities outside of the classroom.

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

Over the next three years, the school will focus on the continued implementation of the Alabama College and Career Readiness Standards for English Language Arts, Mathematics, as well as the Science standards. Professional development will take place as the new CCRS Science standards will be implemented in the 2017-18 school year. A vertical planning approach for all grades will help ensure continuity throughout the school. The focus of formative assessment will continue to take place with interventions being developed to address gaps in achievement. Professional learning communities will offer the teachers more opportunities to grow as educators. These PLCs will service the students and parents in areas of increased support and communication.

## **Additional Information**

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

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

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

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

# **Improvement Plan Stakeholder Involvement**

## **Introduction**

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

## Improvement Planning Process

### Improvement Planning Process

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

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

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

- The Annual Title I Meeting in Fall of each year
- PTO Open House Meeting during first six weeks of school
- Flexible number of meetings and times offered to parents
- Leadership Team includes parents
- Parent Teacher Conference Day
- Teachers available for parent conferences as needed
- Opportunities provided for parents to read the Parental Involvement Plan

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

- School newsletter sent home monthly informing parents of upcoming events and monthly plans for each grade
- The purchase of summer reading and readiness materials to be used at home by the parent and student in preparation for the upcoming school year
- Kindergarten readiness materials are provided for those students who pre-register in the Spring.

Topics discussed at the annual Title Meeting:

- What it means to be a Title I School
- The 1% Set-Asides
- The LEA Title I Plan
- The Parental Involvement Plan
- The CIP
- Requesting qualifications of your Child's Teacher
- Notifications of teachers who are not Highly Qualified
- The Annual evaluation of the Parental Involvement Plan
- The process for how all Title I parents may have involvement in the 1% set-aside, the LEA Title I Plan, the CIP, the revisions of compacts, the LEA and School Parental Involvement

Plans.

- School-Parent Compacts
- Introduction of parent leaders/contacts

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

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

- Parent Teacher Conferences
- Weekly Calendars
- Open House
- School Newsletters distributed monthly

- Honors Day

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- Letter/Fliers to Parents
- PTO Meetings
- Pre K -6th Grade Parent Orientation
- Parents Right to Know Forms
- School-wide Communication Notebooks
- County Parent Handbooks

At parent meetings throughout the year, Cherokee Elementary provides information about its Title I program, the curriculum, and results of academic assessment. Parents are also informed about the goals of the CIP plan. In addition, parents learn how to schedule parent/teacher/administrator conferences and participate in decisions related to the education of their child. Cherokee Elementary School uses its parental involvement funds as follows: To pay for .25 salary for our parent involvement coordinator, to fund all materials and supplies for our school's parent training and for the parent information, to provide transportation and our phone call out system.

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

Sandy Thompson- Central Office

Anthony Olivis - Principal

Christy Wilcoxson - Reading Coach

Gina Carr - Teacher

Melissa Guerra- Teacher

Cheryl Bailey- Teacher

Ginger Bohannon -Special Ed.Teacher

Misty Whitt - Parent Representative

Amanda Carter- Parent Representative

Jason Williamson- Community Stakeholder

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

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

# Student Performance Diagnostic

## Introduction

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

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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	N/A	2016-2017 Student Performance 2017-2018 Fall Dibels Scores 2017-2018 Winter Dibels Scores 2017-2018 Reading Scantron Performance 2017-2018 Math Scantron Performance

## Evaluative Criteria and Rubrics

Overall Rating: 3.25

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

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

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

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates achievement gaps exist among subpopulations of students, and that minimal or no change has occurred in these achievement gaps.	Level 1

## Areas of Notable Achievement

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

When tracking students from the 2015-2016 school year to the 2016-2017 school year the following areas were noted as strengths:  
From 3rd grade to 4th grade there was an 15% increase in students who were identified as College and Career Ready in Reading.

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

When tracking students from the 2015-2016 school year to the 2016-2017 school year the following areas were noted as strengths:  
From 3rd grade to 4th grade there was a 6% increase in students who were identified as College and Career Ready in Math.  
From 3rd grade to 4th grade there was a 15% increase in students who were identified as College and Career Ready in Reading.  
From 4th grade to 5th grade there was a 7% increase in students who were identified as College and Career Ready in Math.  
From 5th grade to 6th grade there was a 3% increase in students who were identified as College and Career Ready in Math.  
From 5th grade to 6th grade there was a 22% increase in students who were identified as College and Career Ready in Reading.

### Which area(s) indicate the overall highest performance?

49% of Cherokee Elementary 4th grade students scored ready and above on the 2016-2017 ASPIRE. This is higher than the national average for 4th grade.

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

The 3rd and 6th grade female population scored above the school performance level average in Reading and Math.  
The 4th and 5th grade male population scored above the school performance level average in Reading and Math.

### Between which subgroups is the achievement gap closing?

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

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

Performance Series showed similar results.

## Areas in Need of Improvement

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

5th grade students performed below expectations in Reading.

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

5th grade students showed a 10% decrease in Reading on the ASPIRE when tracking students from 4th grade to 5th grade.

**Which area(s) indicate the overall lowest performance?**

5th grade students scored below the national average in Reading on the 2016-2017 ASPIRE.

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

5th grade students showed a 5% decrease in Reading on the 2016-2017 ASPIRE

**Between which subgroups is the achievement gap becoming greater?**

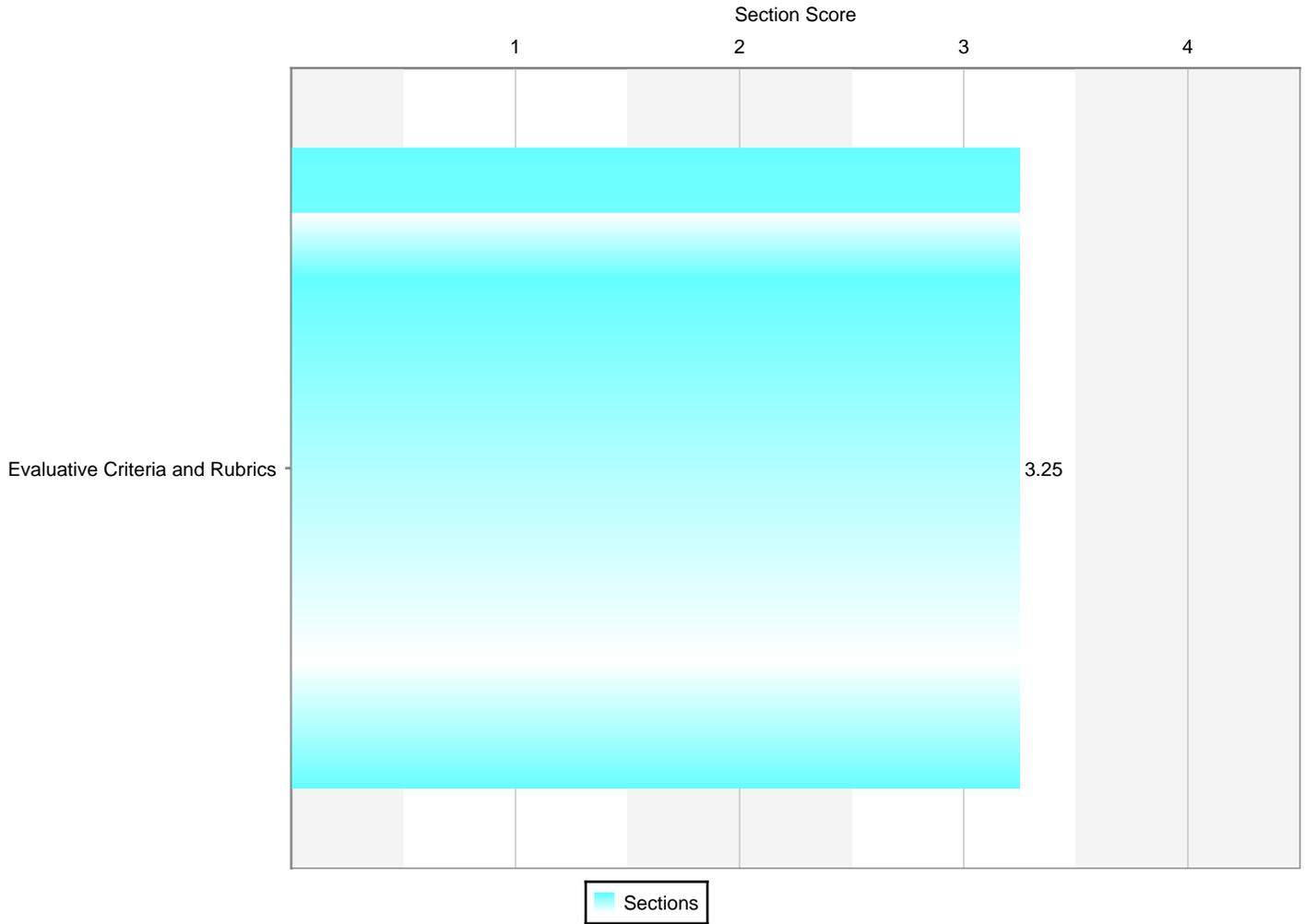
Male and female students in 3rd grade had a large achievement gap in Reading on the 2016-2017 ASPIRE.

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

All are consistent with the Performance Series results.

## Report Summary

### Scores By Section



# **ACIP Assurances**

## **Introduction**

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

## ACIP Assurances

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

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

Label	Assurance	Response	Comment	Attachment
3.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes		Assurance 3

Label	Assurance	Response	Comment	Attachment
4.	The institution has a Parent 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		Assurance 4

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

# **2017-18 Plan for ACIP**

## **Overview**

### **Plan Name**

2017-18 Plan for ACIP

### **Plan Description**

## Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All educators and students will have tools to access comprehensive viable infrastructure when and where they need it.	Objectives: 2 Strategies: 2 Activities: 2	Academic	\$900
2	Increase Fine Arts Participation at Cherokee Elementary School	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
3	Cherokee Elementary had a total of 453 tardy/check-ins for the 2016-17 school year as measured by the cumulative report on INOW. Cherokee Elementary will decrease the total number of tardy/check-ins by 5% by the end of the 2017-18 school year.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$57321
4	Students will show an increase of 2% in the area of Reading from the 2016-2017 school year on the state assessment.	Objectives: 1 Strategies: 2 Activities: 2	Organizational	\$44170
5	Improve student participation with the Media Specialist.	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$846
6	Students will show an increase of 2% in the area of Math from the 2016-2017 school year on the state assessment.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$44170
7	Students will show an increase in grammar, sentence organization, and expressions in their writing skills.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0

## Goal 1: All educators and students will have tools to access comprehensive viable infrastructure when and where they need it.

Status	Progress Notes	Created On	Created By
N/A	Principal Anthony Olivis and 6th grade teacher Melissa Guerra attended Supporting Classroom Implementation of Formative Assessment Classes on 3/7/18, 4/9/18, and 5/16/18 to gain a PLU.	May 04, 2018	Anna Cowley
N/A	On March 14, 2018, teachers attended Professional Development training on Edmentum. Teachers learned how to pill reports, group their students based on ability levels, and where given an opportunity to ask questions pertaining to the program.	May 03, 2018	Anna Cowley
N/A	On April 9th, the Colbert County Reading Coaches held Professional Development with teachers from Kindergarten through sixth grade as well as special education teachers. The Professional Development was pertaining to rainbow words, goal notebooks, and turn around training from the Teach Your Heart Out Conference.	May 03, 2018	Anna Cowley
N/A	Barry Wigington came to Cherokee Elementary School and conducted a Google Classroom, Symbaloo, and Website Training on November 2, 2017. Classroom Teachers, Media Specialist, and Principal were in attendance.	December 01, 2017	Anna Cowley
N/A	Barry Wigington came to Cherokee Elementary School and conducted a Symbaloo Training on September 19, 2017. Classroom Teachers, Media Specialist, and Principal were in attendance.	December 01, 2017	Anna Cowley

### Measurable Objective 1:

80% of All Students will demonstrate a behavior by using and transferring knowledge to new technologies and situations in Career & Technical by 05/31/2018 as measured by student performance is using new technology.

Status	Progress Notes	Created On	Created By
Met	In the 2017-2018 school year, Cherokee Elementary students were able to employ more technology usage in the classrooms. Teachers were also able to gain more knowledge through Professional Development training sessions.	June 28, 2018	Anna Cowley

### Strategy 1:

New Technology Usage - Students will demonstrate the use of new technologies such ipads, Chromebooks, and Google Classroom.

Category: Develop/Implement Learning Supports

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

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Activity - Technology Usage	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Purchase and use of new technologies with remaining funds from Technology Funds- \$900.00	Technology	08/03/2017	05/31/2018	\$900	State Funds	administrators , teachers, librarian, and students

Status	Progress Notes	Created On	Created By
Completed	Kindergarten through 6th grade students use computers, iPads, and Chromebooks weekly to advance their individual learning path on Edmentum in Math, Reading, and Language Arts.	May 04, 2018	Anna Cowley
Completed	In the library, grades 4th through 6th use Google classroom for Docs, Slides, and research. Grades, Pre-K through 6th grade use computers, e-books and AVL resources. The green screen is used by 4th-6th grade students to present book reviews and knowledge gained on select topics. All grades use the iPads for educational apps and e books.	May 04, 2018	Anna Cowley
In Progress	Students have the availability to use Chromebooks, iPads, and Chrome Student Computers on a weekly basis to increase knowledge in technology.	December 01, 2017	Anna Cowley

**Measurable Objective 2:**

93% of All Students will demonstrate a behavior in knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments in Career & Technical by 05/31/2018 as measured by digital activities.

**Strategy 1:**

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

Category: Develop/Implement College and Career Ready Standards

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

Activity - Digital Activity	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Participate in creative digital activities, such as digital projects, research, creative learning spaces, and a variety of other digital activities.	Technology	08/03/2017	05/31/2018	\$0	No Funding Required	administrators , teachers, librarian, and students

Status	Progress Notes	Created On	Created By
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Completed	Kindergarten through 6th grade students use computers, iPads, and Chromebooks weekly to advance their individual learning path on Edmentum in Math, Reading, and Language Arts.	May 04, 2018	Anna Cowley
Completed	In the library, grades 4th through 6th use Google classroom for Docs, Slides, and research. Grades, Pre-K through 6th grade use computers, e-books and AVL resources. The green screen is used by 4th-6th grade students to present book reviews and knowledge gained on select topics. All grades use the iPads for educational apps and e books.	May 04, 2018	Anna Cowley

**Goal 2: Increase Fine Arts Participation at Cherokee Elementary School****Measurable Objective 1:**

complete a portfolio or performance to show an increased participation in a variety of fine arts projects. by 05/31/2018 as measured by two county-wide fine arts programs.

Status	Progress Notes	Created On	Created By
N/A	In the 2017/2018 school year, Cherokee Elementary increased Fine Arts participation through several events and programs throughout the year.	June 28, 2018	Anna Cowley

**Strategy 1:**

Fine Arts Activities - CES students will show involvement in a variety of fine arts activities through programs, shows, etc.

Category: Other - Fine Arts Activities

Research Cited: <https://www.arteducators.org/research>

<http://education.jhu.edu/PD/newhorizons/strategies/topics/Arts%20in%20Education/locklear.htm>

Activity - Programs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Programs and Fine Arts Shows	Extra Curricular	08/03/2017	05/31/2018	\$0	No Funding Required	Teachers, Local Artists, Faculty

Status	Progress Notes	Created On	Created By
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Completed	Cherokee Elementary hosted a talent show on May 11, 2018. Students in Pre-K through sixth grade were able to participate. Student performances include dancing, singing, acting, gymnastics, and instrumental performances.	May 04, 2018	Anna Cowley
Completed	On May 7, 2018, the Cherokee High School Band performed a variety of musical numbers and discussed how musical instruments work with Pre-K through sixth grade students. This concert is to promote Fine Arts on the elementary and high school level.	May 04, 2018	Anna Cowley
Completed	On February 6, 2018, Cherokee Elementary students attended a Black History program where 5 community members presented information through stories and music.	May 02, 2018	Anna Cowley
Completed	Cherokee Elementary hosted a Veteran's Day Luncheon on November 9, 2017. Veterans were invited to attend lunch with students. They were given cards and art work created by students at Cherokee Elementary.	December 01, 2017	Anna Cowley
Completed	The students with diverse abilities attended the Art Festival at Spring Park on October 20, 2017 to discover art through multiple forms such as dance, music, drama, and visual arts.	December 01, 2017	Anna Cowley
Completed	On November 16, 2017, Reader's Theatre was conducted at Cherokee Elementary. Students performed character based plays.	December 01, 2017	Anna Cowley

**Goal 3: Cherokee Elementary had a total of 453 tardy/check-ins for the 2016-17 school year as measured by the cumulative report on INOW. Cherokee Elementary will decrease the total number of tardy/check-ins by 5% by the end of the 2017-18 school year.**

Status	Progress Notes	Created On	Created By
N/A	In the month of May, our average daily attendance was 96.28%.	June 28, 2018	Anna Cowley
N/A	In the month of May, Cherokee Elementary had 58 tardies.	June 28, 2018	Anna Cowley
N/A	In the month of April, our average daily attendance was 93.56%.	June 28, 2018	Anna Cowley
N/A	In the month of April, Cherokee Elementary had 85 tardies.	June 28, 2018	Anna Cowley
N/A	In the month of March, our average daily attendance was 89.43%	June 28, 2018	Anna Cowley
N/A	In the month of March, Cherokee Elementary had 81 tardies.	June 28, 2018	Anna Cowley
N/A	In the month of February, our average daily attendance was 84.46%.	June 07, 2018	Anna Cowley
N/A	In the month of February, Cherokee Elementary had 23 tardies.	June 07, 2018	Anna Cowley
N/A	In the month of January, our average daily attendance was 94.45%.	February 02, 2018	Anna Cowley
N/A	In the month of January, Cherokee Elementary had 60 tardies.	February 02, 2018	Anna Cowley
N/A	In the month of December, our average daily attendance was 94.97%.	February 02, 2018	Anna Cowley
N/A	In the month of December, Cherokee Elementary had 28 tardies.	February 02, 2018	Anna Cowley
N/A	In the month of November, Cherokee Elementary had 52 tardies.	December 01, 2017	Anna Cowley
N/A	In the month of November, our average daily attendance was 93.08%.	December 01, 2017	Anna Cowley
N/A	In the month of October, Cherokee Elementary had 71 tardies.	December 01, 2017	Anna Cowley
N/A	In the month of October, our average daily attendance was 95.01%.	December 01, 2017	Anna Cowley
N/A	In the month of September, Cherokee Elementary had 53 tardies.	December 01, 2017	Anna Cowley

**ACIP**

Cherokee Elementary School

N/A	In the month of September, our average daily attendance was 95.56%.	December 01, 2017	Anna Cowley
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**Measurable Objective 1:**

5% of All Students will demonstrate a behavior decreasing the number of tardies or checking in late in Practical Living by 05/31/2018 as measured by 2017-2018 cumulative report from INOW.

Status	Progress Notes	Created On	Created By
Not Met	Cherokee Elementary did not meet the Attendance Goal set for 2017-2018 however, we will address this at the beginning of the 2018-2019. We will attempt to identify ways to make necessary changes for the upcoming school year,	June 28, 2018	Anna Cowley

**Strategy 1:**

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

Category: Other - Tardies / Check ins

Research Cited: <http://www.performwell.org/index.php/identify-outcomes/education/10-indicators/117-tardiness>

<https://herok12.com/resources/Hero-Tardy-WP.pdf>

<http://www.safeandcivilschools.com/research/articles/tamingtardies.pdf>

<http://www.alsde.edu/>

<https://nces.ed.gov/surveys/frss/publications/98030/index.asp?sectionid=4>

Status	Progress Notes	Created On	Created By
N/A	In May, a committee met with parents of students who had exceeded the allowed absences for the school year.	June 28, 2018	Anna Cowley
N/A	In February, the ACIP team met to review, update and add progress notes.	June 28, 2018	Anna Cowley
N/A	In December, the ACIP team met to review, update and add progress notes.	June 28, 2018	Anna Cowley
N/A	In October, the ACIP team met to review, update and add progress notes.	June 28, 2018	Anna Cowley
N/A	In September, the ACIP team met to review, update and add progress notes.	June 28, 2018	Anna Cowley

Activity - Early Intervention Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**ACIP**

Cherokee Elementary School

Parents will receive calls, letters, and home visits when their child is tardy or check in late. Attendance programs will be held throughout the year to be proactive with attendance and decreasing tardiness.	Behavioral Support Program	08/04/2017	05/31/2018	\$57321	Title I Part D	Social Worker, Counselors, Principals, Attendance Secretary
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Status	Progress Notes	Created On	Created By
In Progress	Laura Peden, counselor, attends a county wide counselor meeting each month to discuss positive strategies used to gain student attendance.	December 01, 2017	Anna Cowley
Completed	Laura Peden, counselor, attended the Alabama Counseling Association Conference in Mobile, Alabama from November 14-17, 2017. The conference provided strategies to increase attendance, positive diversity relationships, and counseling techniques.	December 01, 2017	Anna Cowley

## Goal 4: Students will show an increase of 2% in the area of Reading from the 2016-2017 school year on the state assessment.

Status	Progress Notes	Created On	Created By
N/A	The RTI Team meet to discuss strategies to help struggling students in Reading. Meeting dates are 8/21/17, 9/29/17, 11/15/17, 12/13/17, 2/2/18, and 4/20/18.	May 03, 2018	Anna Cowley
N/A	Each month, Christy Wilcoxson, Reading Coach, attends an ARI meeting where she meets with Sandy Thompson, the Curriculum Director, to discuss needs and areas of improvement with students and teachers. Meeting dates include: 8/4/17, 9/7/17, 10/5/17, 11/2/17, 12/7/17, 1/11/18, 2/1/18, 3/1/18, 4/5/18, and 5/3/18.	May 03, 2018	Anna Cowley
N/A	Anthony Olivis, principal, attends the Instructional Leadership Meeting with county wide administrators in our school district at least every two months. Meeting dates include: 8/22/17, 10/3/17, 10/24/17, 11/14/17, 1/24/18, 2/23/18, 3/16/18, and 4/24/18.	May 03, 2018	Anna Cowley
N/A	Ashley Harris, EL Teacher, attended SETESOL- Southeast Teachers of English to Speakers of Other Languages Conference in Birmingham, Alabama on October 5-6, 2017.	December 01, 2017	Anna Cowley

**Measurable Objective 1:**

increase student growth from the 2016-2017 school year by 2% in Reading by 05/25/2018 as measured by state assessment.

Status	Progress Notes	Created On	Created By
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**ACIP**

Cherokee Elementary School

Met	Students met gains from the ASPIRE 2016-2017 testing to the Scantron Performance testing 2017-2018 in Reading. Both tests covered the standards taught in the classroom.	June 28, 2018	Anna Cowley
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**Strategy 1:**

Dibels - Dibels test will be administered 3 times per year. Teachers will progress monitor students in the classroom throughout the year.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Dibels

Activity - Dibels	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Dynamic Indicators of Basic Early Literacy Skills (DIBELS)	Academic Support Program	08/03/2017	05/31/2018	\$0	No Funding Required	Classroom Teachers, Principal, Reading Coach

Status	Progress Notes	Created On	Created By
Completed	In the month of May, students grades Kindergarten through 2nd Grade were assessed using DIBELS (Spring Assessment).	May 03, 2018	Anna Cowley
Completed	In February, March, and April, teachers began preparing students for the upcoming Spring DIBELS assessment.	May 03, 2018	Anna Cowley
Completed	In the month of January, students grades Kindergarten through 2nd Grade were assessed using DIBELS (Winter Assessment).	May 03, 2018	Anna Cowley
Completed	In the month of October, teachers began preparing students for the upcoming Winter DIBELS assessment.	May 03, 2018	Anna Cowley
Completed	In the month of September, students grades Kindergarten through 2nd Grade were assessed using DIBELS (Fall Assessment).	May 03, 2018	Anna Cowley

**Strategy 2:**

Edmentum Online Learning - The research based computer program will be used on a weekly basis in the classroom and computer lab.

Category: Develop/Implement College and Career Ready Standards

Research Cited: <http://www.edmentum.com/>

Status	Progress Notes	Created On	Created By
N/A	In May, students completed the Spring Diagnostic Assessment. Teachers pulled data from the Fall and Winter Diagnostic Assessments to track growth.	June 06, 2018	Anna Cowley

**ACIP**

Cherokee Elementary School

N/A	In the month of April students continued working on their individualized Reading Learning Path using the Edmentum Online Learning Program to prepare for the upcoming Spring Diagnostic Assessment.	May 04, 2018	Anna Cowley
N/A	In the month of March, students continued working on their individualized Reading and Language Arts Learning Path using the Edmentum Online Learning Program to prepare for the upcoming Spring Diagnostic Assessment.	May 03, 2018	Anna Cowley
N/A	On February 22, 2018, data meetings were conducted to discuss the Edmentum Winter Assessment scores. Mr. Olivis, principal, along with teachers from each grade compared class scores and discussed needed improvements.	May 03, 2018	Anna Cowley
N/A	In the month of February, students worked on their individualized Reading and Language Arts Learning Path using the Edmentum Online Learning Program based on their Winter Diagnostic Assessment.	May 03, 2018	Anna Cowley
N/A	In the month of January, students worked on their individualized Reading and Language Arts Learning Path using the Edmentum Online Learning Program based on their Winter Diagnostic Assessment.	February 02, 2018	Anna Cowley
N/A	In the month of November, students worked on their individualized Reading and Language Arts Learning Path using the Edmentum Online Learning Program.	December 01, 2017	Anna Cowley
N/A	In the month of October, students worked on their individualized Reading and Language Arts Learning Path using the Edmentum Online Learning Program.	December 01, 2017	Anna Cowley
N/A	In the month of September, students worked on their individualized Reading and Language Arts Learning Path using the Edmentum Online Learning Program.	December 01, 2017	Anna Cowley

Activity - Edmentum Online Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Edmentum Online Learning individualizes learning to ensure that all students work at their appropriate instructional level. Data from adaptive diagnostic assessments provide accurate growth measures, while adaptive learning paths are tracked.	Academic Support Program	08/03/2017	05/31/2018	\$44170	Title I Part A	Classroom Teachers

Status	Progress Notes	Created On	Created By
Completed	In the month of December, Cherokee Elementary students completed the Winter Edmentum Diagnostic Assessment. 3rd grade increased their Edmentum Diagnostic score in Reading by 33%. 4th grade increased their Edmentum Diagnostic score in Reading by 32%. 5th grade increased their Edmentum Diagnostic score in Reading by 30%. 6th grade increased their Edmentum Diagnostic score in Reading by 16%.	May 03, 2018	Anna Cowley

**Goal 5: Improve student participation with the Media Specialist.**

Status	Progress Notes	Created On	Created By
N/A	In the library, grades 4th through 6th use Google classroom for Docs, Slides, and research. Grades, Pre-K through 6th grade use computers, e-books and AVL resources. The green screen is used by 4th-6th grade students to present book reviews and knowledge gained on select topics. All grades use the iPads for educational apps and e books.	May 04, 2018	Anna Cowley
N/A	In the library, grades 4th through 6th use Google classroom for Docs, Slides, and research. Grades, Pre-K through 6th grade use computers, e-books and AVL resources. The green screen is used by 4th-6th grade students to present book reviews and knowledge gained on select topics. All grades use the iPads for educational apps and e books.	May 04, 2018	Anna Cowley
N/A	Ellen Nelson, Librarian, attended the Alabama Expo for Librarians on September 21, 2017.	December 01, 2017	Anna Cowley

**Measurable Objective 1:**

increase student growth through activities provided by the Media Specialist by 05/31/2018 as measured by student participation..

Status	Progress Notes	Created On	Created By
Met	Cherokee Elementary improved student participation with the Media Specialist through various programs and activities lead by Ellen Nelson, Media Specialist.	June 28, 2018	Anna Cowley

**Strategy 1:**

Media Specialist - Students will participate in book fair sponsored by the Media Specialist and set up in the library. Students will have the opportunity to participate in events throughout the year with the Media Specialist that will increase their knowledge and love for reading.

Category: Develop/Implement Learning Supports

Research Cited: <http://www.scholastic.com/bookfairs/>

Activity - Book Fair	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will visit the Book Fair to purchase literature materials. Parents and grandparents are invited to visit the Book Fair with their child.	Academic Support Program	08/03/2017	05/31/2018	\$0	No Funding Required	Media Specialist

Status	Progress Notes	Created On	Created By
Completed	Breakfast for Books September 14, 2017	December 01, 2017	Anna Cowley

**ACIP**

Cherokee Elementary School

Completed	Scholastic Book Fair September 11-15, 2017	December 01, 2017	Anna Cowley
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Activity - Readers Theatre	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students Pre-K through 6th grade will participate in Readers Theatre to express their understanding of various literature during the school year.	Parent Involvement, Academic Support Program	08/03/2017	05/31/2018	\$0	No Funding Required	Classroom Teachers, Librarian

Status	Progress Notes	Created On	Created By
Completed	On November 16, 2017, Reader's Theatre was conducted at Cherokee Elementary. Students performed character based plays.	December 01, 2017	Anna Cowley

Activity - Author / Illustrator Visit	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The illustrator, Michael White, will be doing a presentation for the students at Cherokee Elementary School to demonstrate his illustration of books.	Academic Support Program	10/10/2017	10/10/2017	\$846	Title I Schoolwide	Principal, Media Specialist, Classroom Teachers

Status	Progress Notes	Created On	Created By
Completed	On April 23, 2018, Ramon "Absoloot" Robinson discussed anti-bullying topics and presented books and music related to bullying.	May 04, 2018	Anna Cowley
Completed	Illustrator Visit- Michael White 11:45-12:30 Pre-K, K, 1st grade 12:35-1:20 2nd , 3rd , 4th 1:25-2:10 5th & 6th	December 01, 2017	Anna Cowley

**Goal 6: Students will show an increase of 2% in the area of Math from the 2016-2017 school year on the state assessment.**

Status	Progress Notes	Created On	Created By
N/A	Anthony Olivis, principal, attends the Instructional Leadership Meeting with county wide administrators in our school district at least every two months. Meeting dates include: 8/22/17, 10/3/17, 10/24/17, 11/14/17, 1/24/18, 2/23/18, 3/16/18, and 4/24/18.	May 03, 2018	Anna Cowley
N/A	The RTI Team meet to discuss strategies to help struggling students in Math. Meeting dates are 8/21/17, 9/29/17, 11/15/17, 12/13/17, 2/2/18, and 4/20/18.	May 03, 2018	Anna Cowley
N/A	On January 29, 2018, Mr. Olivis, Principal, met with Sandy Thompson, Curriculum Coordinator, to discuss the previous year's State Report Card. They developed an outline to identify instructional weaknesses and distributed a survey based on the faculty and staff's perspective. Based on the results, a plan of action will be implemented.	February 02, 2018	Anna Cowley

**Measurable Objective 1:**

increase student growth from the 2016-2017 school year by 2% in Math by 05/31/2018 as measured by state assessment.

Status	Progress Notes	Created On	Created By
Met	Students met gains from the ASPIRE 2016-2017 testing to the Scantron Performance testing 2017-2018 in Math. Both tests covered the standards taught in the classroom.	June 28, 2018	Anna Cowley

**Strategy 1:**

Edmentum Online Learning - The research based computer program will be used on a weekly basis in the classroom and computer lab.

Category: Develop/Implement College and Career Ready Standards

Research Cited: <http://www.edmentum.com/>

Status	Progress Notes	Created On	Created By
N/A	In May, students completed the Spring Diagnostic Assessment. Teachers pulled data from the Fall and Winter Diagnostic Assessments to track growth.	June 06, 2018	Anna Cowley
N/A	In the month of April students continued working on their individualized Math Learning Path using the Edmentum Online Learning Program to prepare for the upcoming Spring Diagnostic Assessment.	May 04, 2018	Anna Cowley
N/A	In the month of March, students continued working on their individualized Math Learning Path using the Edmentum Online Learning Program to prepare for the upcoming Spring Diagnostic Assessment.	May 04, 2018	Anna Cowley
N/A	On February 22, 2018, data meetings were conducted to discuss the Edmentum Winter Assessment scores. Mr. Olivis, principal, along with teachers from each grade compared class scores and discussed needed improvements.	May 03, 2018	Anna Cowley
N/A	In the month of January, students worked on their individualized Math Learning Path using the Edmentum Online Learning Program based on their Winter Diagnostic Assessment.	February 02, 2018	Anna Cowley

**ACIP**

Cherokee Elementary School

N/A	In the month of November, students worked on their individualized Mathematics Learning Path using the Edmentum Online Learning Program.	December 01, 2017	Anna Cowley
N/A	In the month of October, students worked on their individualized Mathematics Learning Path using the Edmentum Online Learning Program.	December 01, 2017	Anna Cowley
N/A	In the month of September, students worked on their individualized Mathematics Learning Path using the Edmentum Online Learning Program.	December 01, 2017	Anna Cowley

Activity - Edmentum Online Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Edmentum Online Learning individualizes learning to ensure that all students work at their appropriate instructional level. Data from adaptive diagnostic assessments provide accurate growth measures, while adaptive learning paths are tracked.	Academic Support Program	08/03/2017	05/31/2018	\$44170	Title I Part A	Classroom Teachers

Status	Progress Notes	Created On	Created By
Completed	In the month of December, Cherokee Elementary students completed the Winter Edmentum Diagnostic Assessment. 3rd grade increased their Edmentum Diagnostic score in Math by 18%. 4th grade increased their Edmentum Diagnostic score in Math by 25%. 5th grade increased their Edmentum Diagnostic score in Math by 20%. 6th grade increased their Edmentum Diagnostic score in Math by 8%.	May 03, 2018	Anna Cowley

## Goal 7: Students will show an increase in grammar, sentence organization, and expressions in their writing skills.

### Measurable Objective 1:

achieve college and career readiness by showing an increase in grammar, sentence organization, and expressions in their writing skills by 05/31/2018 as measured by student work samples.

Status	Progress Notes	Created On	Created By
Met	In the 2017/2018 school year, Cherokee Elementary students participated in Shared Journal Writing and journals to meet the goal of increasing sentence structure and vocabulary.	June 28, 2018	Anna Cowley

**Strategy 1:**

Journal / Weekly Writing - Students in Kindergarten through 6th grade will practice their writing skills in a writing journal or through weekly writing assignments.

Category: Develop/Implement Learning Supports

Research Cited: [https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/writing\\_pg\\_062612.pdf](https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/writing_pg_062612.pdf)

Activity - Journal / Weekly Writing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will write in a journal or through weekly writing assignments to demonstrate grammar, sentence organization, and expressions in their writing skills.	Academic Support Program	08/03/2017	05/31/2018	\$0	No Funding Required	Classroom Teachers

Status	Progress Notes	Created On	Created By
Completed	In May, Mrs. Mandy Johnson's 3rd grade class participated in Shared Journal Writing. The class wrote in their journal using known grammar skills about how emergency workers help others.	May 04, 2018	Anna Cowley
Completed	In April, Mrs. Anita Johnson's 4th grade class began participating in Shared Journal Writing. One student shared a story and the rest of the class wrote in their journal using known grammar skills about the student's story.	May 04, 2018	Anna Cowley
Completed	In March, Ms. Flanagan's 3rd grade class began participating in Shared Journal Writing. One student shared a story and the rest of the class wrote in their journal using known grammar skills about the student's story.	May 03, 2018	Anna Cowley
Completed	In February, 6th grade students wrote about what would happen if they were babysitting their young brother and he locked them in a cupboard. The students used grammar techniques and sentence structure to tell how they would feel in this situation.	May 03, 2018	Anna Cowley
Completed	In January, 1st grade students completed stories pertaining to a writing prompt titled, "Winter Break."	May 03, 2018	Anna Cowley
Completed	In December, Kindergarten students completed a writing prompt describing their snow man or snow woman.	May 03, 2018	Anna Cowley
Completed	In November, students took part in an Alabama vs. Auburn reading and writing activities to put in Journals / Weekly Writing Notebooks.	December 01, 2017	Anna Cowley
Completed	In September and October, students used their Journal / Weekly Writing Notebook to create stories based on writing prompts pertaining to Fall.	December 01, 2017	Anna Cowley

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Title I Part D

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Early Intervention Program	Parents will receive calls, letters, and home visits when their child is tardy or check in late. Attendance programs will be held throughout the year to be proactive with attendance and decreasing tardiness.	Behavioral Support Program	08/04/2017	05/31/2018	\$57321	Social Worker, Counselors, Principals, Attendance Secretary
<b>Total</b>					\$57321	

### Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Author / Illustrator Visit	The illustrator, Michael White, will be doing a presentation for the students at Cherokee Elementary School to demonstrate his illustration of books.	Academic Support Program	10/10/2017	10/10/2017	\$846	Principal, Media Specialist, Classroom Teachers
<b>Total</b>					\$846	

### State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Technology Usage	Purchase and use of new technologies with remaining funds from Technology Funds- \$900.00	Technology	08/03/2017	05/31/2018	\$900	administrators, teachers, librarian, and students
<b>Total</b>					\$900	

### Title I Part A

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

Cherokee Elementary School

Edmentum Online Learning	Edmentum Online Learning individualizes learning to ensure that all students work at their appropriate instructional level. Data from adaptive diagnostic assessments provide accurate growth measures, while adaptive learning paths are tracked.	Academic Support Program	08/03/2017	05/31/2018	\$44170	Classroom Teachers
Edmentum Online Learning	Edmentum Online Learning individualizes learning to ensure that all students work at their appropriate instructional level. Data from adaptive diagnostic assessments provide accurate growth measures, while adaptive learning paths are tracked.	Academic Support Program	08/03/2017	05/31/2018	\$44170	Classroom Teachers
<b>Total</b>					<b>\$88340</b>	

**No Funding Required**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Readers Theatre	Students Pre-K through 6th grade will participate in Readers Theatre to express their understanding of various literature during the school year.	Parent Involvement, Academic Support Program	08/03/2017	05/31/2018	\$0	Classroom Teachers, Librarian
Programs	Programs and Fine Arts Shows	Extra Curricular	08/03/2017	05/31/2018	\$0	Teachers, Local Artists, Faculty
Journal / Weekly Writing	Students will write in a journal or through weekly writing assignments to demonstrate grammar, sentence organization, and expressions in their writing skills.	Academic Support Program	08/03/2017	05/31/2018	\$0	Classroom Teachers
Book Fair	Students will visit the Book Fair to purchase literature materials. Parents and grandparents are invited to visit the Book Fair with their child.	Academic Support Program	08/03/2017	05/31/2018	\$0	Media Specialist
Digital Activity	Participate in creative digital activities, such as digital projects, research, creative learning spaces, and a variety of other digital activities.	Technology	08/03/2017	05/31/2018	\$0	administrators, teachers, librarian, and students
Dibels	Dynamic Indicators of Basic Early Literacy Skills (DIBELS)	Academic Support Program	08/03/2017	05/31/2018	\$0	Classroom Teachers, Principal, Reading Coach
<b>Total</b>					<b>\$0</b>	

# Stakeholder Feedback Diagnostic

## **Introduction**

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

### Stakeholder Feedback Data

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

## Evaluative Criteria and Rubrics

Overall Rating: 3.5

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

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

## Areas of Notable Achievement

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

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

95.95% of the students who participated in the student survey felt that student learning was important to the principal and teachers of Cherokee Elementary School.

94.58% of the students surveyed felt they had adequate access to computers and technology while at school.

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

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

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

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

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

## Areas in Need of Improvement

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

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

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

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

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

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

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

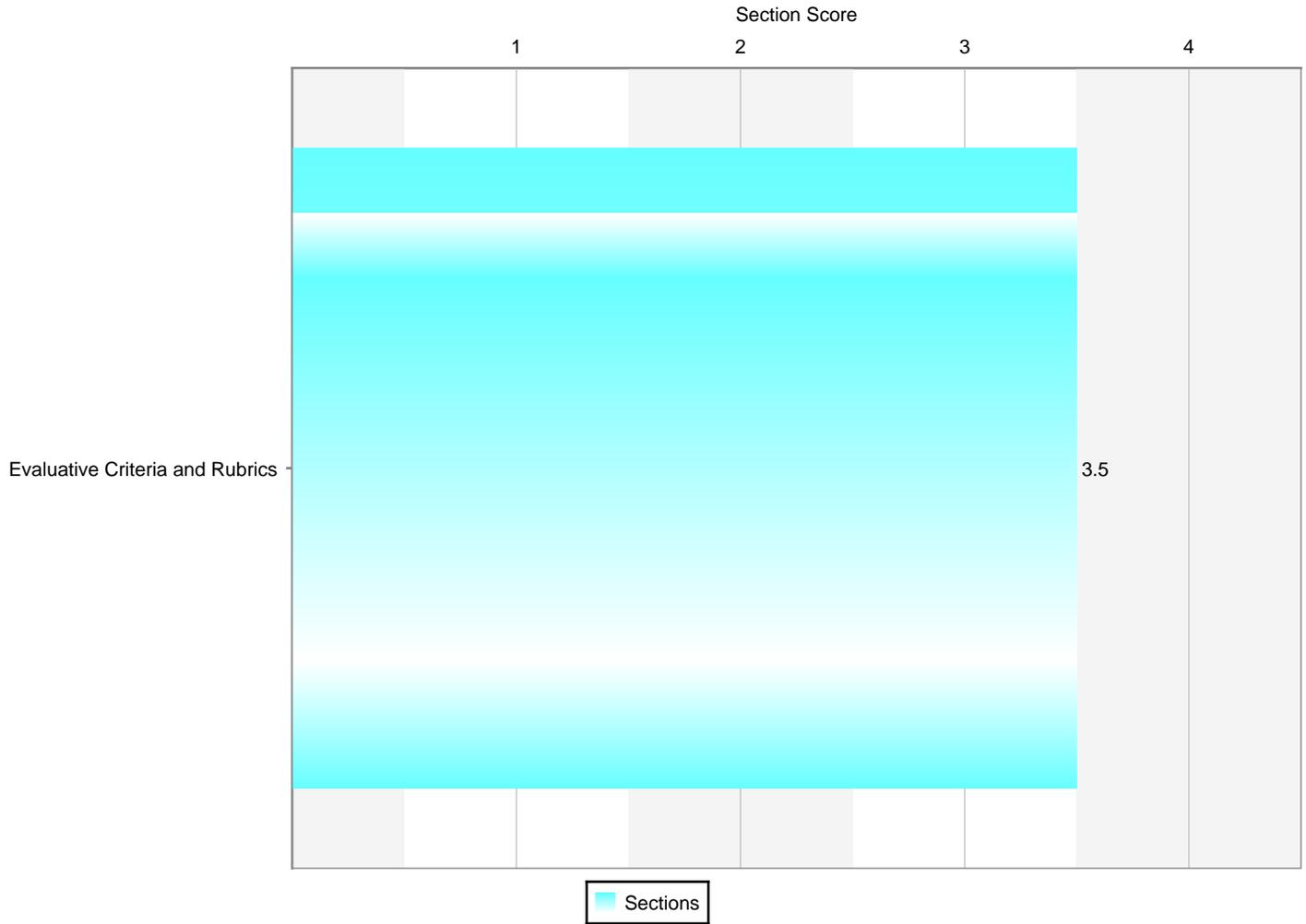
Due to input provided through stakeholder feedback, the following areas of improvement have been addressed. The leadership team and staff have collaborated on ways to limit interruptions to the regular school day. A focus has been placed on the guidelines for instructional times to ensure extra activities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

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

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

## Report Summary

### Scores By Section



# Title I Schoolwide Diagnostic

## Introduction

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

**Component 1: Comprehensive Needs Assessment (Sec.1114(b)(6))****How was the comprehensive needs assessment conducted?**

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

**What were the results of the comprehensive needs assessment?**

A strength as indicated on the staff survey was that 93.55% of the staff felt that the school uses student data to address the unique learning needs of all students.

A strength as indicated on the parent survey was that 87.14% of parents felt that our school ensures that all staff members monitor and report achievement of school goals.

A strength as indicated on the parent survey was that 86.19% of parents felt that our administrators and teachers monitor and inform parents of their child's progress.

An area of need as indicated on the staff survey was that 9.68% of teachers felt that they were not trained in the evaluation, interpretation, and the use of data.

**What conclusions were drawn from the results?**

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

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

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

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

The goals are connected to the needs assessments through the use of research based programs such as Edmentum and Dibels. Cherokee Elementary School will use these programs to increase student achievement on the CCR Reading and Math standards.

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

Multiple research based data will be used to monitor student progress using Scantron Performance Series, a state assessment.

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

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

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

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

**Goal 1:**

Students will show an increase of 2% in the area of Reading from the 2016-2017 school year on the state assessment.

**Measurable Objective 1:**

increase student growth from the 2016-2017 school year by 2% in Reading by 05/25/2018 as measured by state assessment.

**Strategy1:**

Edmentum Online Learning - The research based computer program will be used on a weekly basis in the classroom and computer lab.

Category: Develop/Implement College and Career Ready Standards

Research Cited: <http://www.edmentum.com/>

Activity - Edmentum Online Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Edmentum Online Learning individualizes learning to ensure that all students work at their appropriate instructional level. Data from adaptive diagnostic assessments provide accurate growth measures, while adaptive learning paths are tracked.	Academic Support Program	08/03/2017	05/31/2018	\$44170 - Title I Part A	Classroom Teachers

**Strategy2:**

Dibels - Dibels test will be administered 3 times per year. Teachers will progress monitor students in the classroom throughout the year.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Dibels

Activity - Dibels	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Dynamic Indicators of Basic Early Literacy Skills (DIBELS)	Academic Support Program	08/03/2017	05/31/2018	\$0 - No Funding Required	Classroom Teachers, Principal, Reading Coach

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:**

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

**Measurable Objective 1:**

80% of All Students will demonstrate a behavior by using and transferring knowledge to new technologies and situations in Career & Technical by 05/31/2018 as measured by student performance is using new technology.

**Strategy1:**

New Technology Usage - Students will demonstrate the use of new technologies such ipads, Chromebooks, and Google Classroom.

Category: Develop/Implement Learning Supports

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

Activity - Technology Usage	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Purchase and use of new technologies with remaining funds from Technology Funds- \$900.00 (\$3,400.00 used to purchase Renaissance Learning)	Technology	08/03/2017	05/31/2018	\$900 - State Funds	administrators, teachers, librarian, and students

**Measurable Objective 2:**

93% of All Students will demonstrate a behavior in knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments in Career & Technical by 05/31/2018 as measured by digital activities.

**Strategy1:**

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

Category: Develop/Implement College and Career Ready Standards

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

Activity - Digital Activity	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Participate in creative digital activities, such as digital projects, research, creative learning spaces, and a variety of other digital activities.	Technology	08/03/2017	05/31/2018	\$0 - No Funding Required	administrators, teachers, librarian, and students

**Goal 2:**

Students will show an increase in grammar, sentence organization, and expressions in their writing skills.

**Measurable Objective 1:**

achieve college and career readiness by showing an increase in grammar, sentence organization, and expressions in their writing skills by 05/31/2018 as measured by student work samples.

**Strategy1:**

Journal / Weekly Writing - Students in Kindergarten through 6th grade will practice their writing skills in a writing journal or through weekly writing assignments.

Category: Develop/Implement Learning Supports

Research Cited: [https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/writing\\_pg\\_062612.pdf](https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/writing_pg_062612.pdf)

Activity - Journal / Weekly Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will write in a journal or through weekly writing assignments to demonstrate grammar, sentence organization, and expressions in their writing skills.	Academic Support Program	08/03/2017	05/31/2018	\$0 - No Funding Required	Classroom Teachers

**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:**

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

**Measurable Objective 1:**

93% of All Students will demonstrate a behavior in knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments in Career & Technical by 05/31/2018 as measured by digital activities.

**Strategy1:**

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

Category: Develop/Implement College and Career Ready Standards

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

Activity - Digital Activity	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Participate in creative digital activities, such as digital projects, research, creative learning spaces, and a variety of other digital activities.	Technology	08/03/2017	05/31/2018	\$0 - No Funding Required	administrators, teachers, librarian, and students

**Measurable Objective 2:**

80% of All Students will demonstrate a behavior by using and transferring knowledge to new technologies and situations in Career & Technical by 05/31/2018 as measured by student performance is using new technology.

**Strategy1:**

New Technology Usage - Students will demonstrate the use of new technologies such ipads, Chromebooks, and Google Classroom.

Category: Develop/Implement Learning Supports

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

Activity - Technology Usage	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Purchase and use of new technologies with remaining funds from Technology Funds- \$900.00 (\$3,400.00 used to purchase Renaissance Learning)	Technology	08/03/2017	05/31/2018	\$900 - State Funds	administrators, teachers, librarian, and students

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

Students will show an increase of 2% in the area of Reading from the 2016-2017 school year on the state assessment.

**Measurable Objective 1:**

increase student growth from the 2016-2017 school year by 2% in Reading by 05/25/2018 as measured by state assessment.

**Strategy1:**

Dibels - Dibels test will be administered 3 times per year. Teachers will progress monitor students in the classroom throughout the year.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Dibels

Activity - Dibels	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Dynamic Indicators of Basic Early Literacy Skills (DIBELS)	Academic Support Program	08/03/2017	05/31/2018	\$0 - No Funding Required	Classroom Teachers, Principal, Reading Coach

**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 results of the ASPIRE test are translated into the parent's language through our ELL instructor.

### 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.**

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

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

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

Due to retirements, transfers, and new hires, Cherokee Elementary has 2 new teachers for the 2017-2018 school year.

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

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

**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

## **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.**

Cherokee Elementary School participates in College and Career Readiness Standards training at the district level. Turnaround training is performed at the school level after district training. Cherokee Elementary also participates in professional development in the field of technology. Teachers also participated in Edmentum and Fine Arts training.

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

There was a system wide in-service, Converge, conducted to train employees on Edmentum, Discipline in the Classroom, Google Classroom, etc.

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

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

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

The mentor and new teacher meet throughout the school year.

## 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:**

Cherokee Elementary had a total of 453 tardy/check-ins for the 2016-17 school year as measured by the cumulative report on INOW. Cherokee Elementary will decrease the total number of tardy/check-ins by 5% by the end of the 2017-18 school year.

**Measurable Objective 1:**

5% of All Students will demonstrate a behavior decreasing the number of tardies or checking in late in Practical Living by 05/31/2018 as measured by 2017-2018 cumulative report from INOW.

**Strategy1:**

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

Category: Other - Tardies / Check ins

Research Cited: <http://www.performwell.org/index.php/identify-outcomes/education/10-indicators/117-tardiness>

<https://herok12.com/resources/Hero-Tardy-WP.pdf>

<http://www.safeandcivilschools.com/research/articles/tamingtardies.pdf>

<http://www.alsde.edu/>

<https://nces.ed.gov/surveys/frss/publications/98030/index.asp?sectionid=4>

Activity - Early Intervention Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents will receive calls, letters, and home visits when their child is tardy or check in late. Attendance programs will be held throughout the year to be proactive with attendance and decreasing tardiness.	Behavioral Support Program	08/04/2017	05/31/2018	\$57321 - Title I Part D	Social Worker, Counselors, Principals, Attendance Secretary

**Goal 2:**

Students will show an increase of 2% in the area of Reading from the 2016-2017 school year on the state assessment.

**Measurable Objective 1:**

increase student growth from the 2016-2017 school year by 2% in Reading by 05/25/2018 as measured by state assessment.

**ACIP**

Cherokee Elementary School

**Strategy1:**

Dibels - Dibels test will be administered 3 times per year. Teachers will progress monitor students in the classroom throughout the year.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Dibels

Activity - Dibels	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Dynamic Indicators of Basic Early Literacy Skills (DIBELS)	Academic Support Program	08/03/2017	05/31/2018	\$0 - No Funding Required	Classroom Teachers, Principal, Reading Coach

**Goal 3:**

Improve student participation with the Media Specialist.

**Measurable Objective 1:**

increase student growth through activities provided by the Media Specialist by 05/31/2018 as measured by student participation..

**Strategy1:**

Media Specialist - Students will participate in book fair sponsored by the Media Specialist and set up in the library. Students will have the opportunity to participate in events throughout the year with the Media Specialist that will increase their knowledge and love for reading.

Category: Develop/Implement Learning Supports

Research Cited: <http://www.scholastic.com/bookfairs/>

Activity - Author / Illustrator Visit	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The illustrator, Michael White, will be doing a presentation for the students at Cherokee Elementary School to demonstrate his illustration of books.	Academic Support Program	10/10/2017	10/10/2017	\$846 - Title I Schoolwide	Principal, Media Specialist, Classroom Teachers

Activity - Book Fair	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will visit the Book Fair to purchase literature materials. Parents and grandparents are invited to visit the Book Fair with their child.	Academic Support Program	08/03/2017	05/31/2018	\$0 - No Funding Required	Media Specialist

Activity - Readers Theatre	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students Pre-K through 6th grade will participate in Readers Theatre to express their understanding of various literature during the school year.	Academic Support Program Parent Involvement	08/03/2017	05/31/2018	\$0 - No Funding Required	Classroom Teachers, Librarian

**Goal 4:**

Students will show an increase of 2% in the area of Math from the 2016-2017 school year on the state assessment.

**Measurable Objective 1:**

increase student growth from the 2016-2017 school year by 2% in Math by 05/31/2018 as measured by state assessment.

**Strategy1:**

Dibels - Dibels test will be administered 3 times per year. Teachers will progress monitor students in the classroom throughout the year.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Dibels

Activity - Dibels	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Dynamic Indicators of Basic Early Literacy Skills	Academic Support Program	08/03/2017	05/31/2018	\$0 - No Funding Required	Classroom Teachers, Principals, Reading Coaches

**Goal 5:**

Students will show an increase in grammar, sentence organization, and expressions in their writing skills.

**Measurable Objective 1:**

achieve college and career readiness by showing an increase in grammar, sentence organization, and expressions in their writing skills by 05/31/2018 as measured by student work samples.

**Strategy1:**

Journal / Weekly Writing - Students in Kindergarten through 6th grade will practice their writing skills in a writing journal or through weekly writing assignments.

Category: Develop/Implement Learning Supports

Research Cited: [https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/writing\\_pg\\_062612.pdf](https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/writing_pg_062612.pdf)

Activity - Journal / Weekly Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will write in a journal or through weekly writing assignments to demonstrate grammar, sentence organization, and expressions in their writing skills.	Academic Support Program	08/03/2017	05/31/2018	\$0 - No Funding Required	Classroom Teachers

## **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?**

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

## **Component 8: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards (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 results of the data compilation help teachers determine school improvement goals as well as student achievement goals. All teachers are involved in the development of the Continuous Improvement Plan through the development of activities, benchmarks, resources, and budgeting.

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

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

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

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

Cherokee Elementary has been awarded a grant to participate in a Dependent Care Program for the 2017-2018 school year. The program offers tutoring, a healthy snack, and physical education for 2 hours after school.

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

At-risk students are provided with effective and additional instructional assistance. At-risk students receive small group instruction in the classroom. ELL students are given the opportunity to work with the ELL teacher to strengthen academic skills. Special education students are serviced by one of the two special education teachers in an inclusive classroom. IEPs are followed and may include small group instruction in the special education classroom in addition to the regular classroom.

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

N/A

## **Component 9: Coordination and Integration of Federal, State and Local Programs and Resources (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.**

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

Our County-wide Pre-K program provides opportunities for students to enter kindergarten ready to learn. The regular classroom teacher makes accommodations to meet the needs of struggling students. Accommodations such as oral assignments, oral testing, extra time to complete assignments, and reduced work load provide better opportunities for student success.

All school employees adhere to the Colbert County Code of Conduct in order to provide the most safe and disciplined environment. There is also an alternative school and C.L.A.S.S. program to assist students with behavioral issues. A discipline committee hears appeals of students and teachers. Funds are used to purchase Drug Awareness materials to educate students of the dangers of drug abuse and violence.

Each summer, the school provides a voluntary summer enrichment reading program in coordination with the public library for students in grades K-6. In the fall, students receive rewards based on standards met that are established by the media specialist. Colbert County Schools also offers a summer academic program called Summer Bridge. This program is used to help bridge students from the grade they recently completed to the upcoming grade. All teachers are highly qualified, and Title I funds are used to employ extra teachers and instructional aides to allow for more individual instruction.

Title I funds are used to employ extra teachers in order to reduce class size in order to receive more individual instruction. Title I set asides and Title II funds have been used to assist teachers in becoming highly qualified. The Colbert County School System is concentrating on more participation within and between schools, more local school based decisions made through parents and teachers along with more involvement of parents and community leaders in evaluating and reviewing our programs. The school system is continuously looking for more community support through recommendations and facility review. There is more coordination of staff development activities that involve federal, state, and local money that concentrates on improving student achievement.

**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)?**

Cherokee Elementary School offers parental support to achieve the school wide goals in the following ways: Violence Prevention Programs - Riverbend counseling, Riverbend Bulling Prevention, Colbert County Extension Services, Local Law (Cherokee Police and County SRO) enforcement, 4-H, 7 Habits, character education, Healing Hearts, N.E.D. Never give Up, Encourage others, and do your best Nutrition

## **ACIP**

Cherokee Elementary School

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Programs - Fresh Fruit and Vegetable grant program, Sydney Safe food bags, Roasted Corn Housing Programs - According to the McKinney Vento Act if parents need assistance with housing the school will assist the family with temporary housing.

Head Start - Cherokee Elementary School offers a federal funded Pre K program. Adult Education - Colbert County Schools partners with the local community college to offer direction on GED completion program and other career counseling. Monthly newsletters are sent home to parents. These newsletters offer tips on parenting and how to assist your child to be successful in school and life.

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

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

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

Cherokee Elementary administers a parent needs/evaluation survey in the spring of each year seeking input about the effectiveness of the overall programs and parental involvement plans.

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

A comment section is provided for narrative response. Invite parents to an annual meeting during the fall to explain the LEA Title I Plan. Included in this explain the LEA Title Plan. Included in this, explanation are the benefits and activities, federal guidelines, the role, rights and responsibilities of all parents in the education of their children.

Parents are also notified of their rights to know the qualifications of their child's teacher and if that teacher is highly qualified. Hold an orientation specifically designed for the unique needs of families at each school. Additionally, provide translation at LEA level meetings.

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

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

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

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

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

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

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

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

Homeless Children and Youth funds are used to meet the needs of children who qualify and do not attend Title I schools. A needs assessment is done on each child who qualifies to determine their priority of needs. All programs work together to coordinate the programs in the best interest of the students. Integrating program strategies, increasing cross-program coordination, and providing enhanced planning and service delivery provides for improved services for students, educators, and staff. Cooperation and collaboration to incorporate program goals helps ensure meeting the state's challenging and performance standards.

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

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

# Coordination of Resources - Comprehensive Budget

## **Introduction**

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

### FTE Teacher Units

Label	Question	Value
1.	Provide the number of Teachers assigned units.	20.71

Provide the number of classroom teachers.

20.71

Label	Question	Value
3.	Provide the total of all salaries for the FTE Teacher Units.	1460619.47

Total

1,460,619.47

### Administrator Units

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

Provide the number of administrators.

1

Label	Question	Value
3.	Provide the total of all salaries for the FTE administrator units.	107931.89

Total

107,931.89

### Assistant Principal

Label	Question	Value
1.	Provide the number of Assistant Principal assigned units.	0.0

Provide the number of Assistant Principals.

0

Label	Question	Value
3.	Provide the total of all salaries for the Assistant Principal.	0.0

Total

0.00

### Counselor

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

Provide the number of Counselors.

1

Label	Question	Value
3.	Provide the total of all salaries for the Counselor.	36037.58

Total

36,037.58

### 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.	81744.86

Total

81,744.86

### Career and Technical Education Administrator

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

Provide the number of Career and Technical Education Administrators.

0

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

Total

0.00

### Career and Technical Education Counselor

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

Provide the number of Career and Technical Education Counselors.

0

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

Total

0.00

## Technology

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

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

0

Label	Question	Value
3.	Provide the total of all funding for Technology.	4340.0

Total

4,340.00

### Professional Development

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

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

0

Label	Question	Value
3.	Provide the total of all funding for Professional Development.	1591.0

Total

1,591.00

### EL Teachers

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

Provide the number of EL Teachers.

0

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

Total

0.00

### Instructional Supplies

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

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

0

Label	Question	Value
3.	Provide the total of all funding for Instructional Supplies.	8649.0

Total

8,649.00

### Library Enhancement

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

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

0

Label	Question	Value
3.	Provide the total of all funding for Library Enhancement.	625.0

Total

625.00

**Title I**

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	144202.44

**Provide a brief explanation and breakdown of expenses.**

FTE: 2.2

**Title II**

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

**Provide a brief explanation and a breakdown of expenses.**

N/A

**Title III**

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

**Provide a brief explanation and a breakdown of expenses.**

N/A

**Title IV**

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

**Provide a brief explanation and a breakdown of expenses.**

N/A

**Title V**

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

**Provide a brief explanation and a breakdown of expenses.**

N/A

### Career and Technical Education-Perkins IV

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

**Provide a brief explanation and breakdown of expenses.**

N/A

### Career and Technical Education-Perkins IV

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

Provide a brief explanation and breakdown of expenses.

N/A

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

Provide a brief explanation and breakdown of expenses.

N/A

**Other**

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

**Provide a brief explanation and a breakdown of expenses.**

N/A

### Local Funds

Label	Question	Value
1.	Provide the total	208950.75

**Provide a brief explanation and breakdown of expenses.**

FTE: 5.13

Personnel: 205,910.75

Supplies: 3,040.00

# Parent and Family Engagement

## **Introduction**

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

## Parent and Family Engagement

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

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

**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))**

Cherokee Elementary School will provide a variety of times and opportunities (through flexible scheduling after school, as well as, events during school hours) for parents to be involved in the planning, review, and improvement of our Title I programs. All parents are encouraged to attend meetings and have the opportunity to be involved in the decision-making process of the school.

During presentations, components of the plan will be discussed. This will include how funds allocated for parental involvement are being used. The Title I plan will be made available to parents during scheduled meetings. Cherokee Elementary School also hosts parent lunches during the month of October. Parents who attend the lunches will be given a handout containing Title I information as it relates to our school. Information about the school's Title I status and what it means to be a Title I school will be posted on the Cherokee Elementary website for parents/guardians to view. A copy of the plan will be located on the information table in the foyer of the school. Parents are also sent notification that a copy of the plan is available at their request.

**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))**

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

**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))**

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

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

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

**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)**

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

**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)**

Open House, Parent Night, Family Night at the Book Fair, Parent and Teacher Conferences, as well as other events give teachers the opportunity to demonstrate strategies and provide materials for parents to use at home with their children. Parents are provided log in information so that Study Island can be used at home by their child.

**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)**

Cherokee Elementary School has implemented a Teacher and Student Outreach Program (TASOP) to build a strong connection between school, home, and community. Events are offered monthly for parents and community members to be involved in activities at Cherokee Elementary School . The goal of the program is to foster a love for community outreach. Programs may include food drives, donations to the Cherokee Public Library, and a campus clean up day. Community members as well as families of students are encouraged to participate in the monthly activities. Cherokee Elementary School also sponsors read aloud activities throughout the year, and community stakeholders are invited to participate in these special days. Career Day is an annual event and community members are given the opportunity to share with students about various career choices

**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)**

A parent resource table is located in the front entrance of the school and provides parents with information about upcoming events. Also provided are copies of the monthly school newsletter and federal programs newsletter. Contact information is also available for community resources such as Safe Place, The Healing Place, Riverbend Mental Health Agency, and the Local Health Department. There is a comment box that encourages stakeholders to leave suggestions or concerns for the CIP team.

**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)**

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

**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))**

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