



ACIP

Cleveland High School

Blount County Board of Education

Mr. Christopher Lakey
71 High School Street
Cleveland, AL 35049

TABLE OF CONTENTS

Executive Summary

Introduction.....	2
Description of the School.....	3
School's Purpose.....	5
Notable Achievements and Areas of Improvement.....	6
Additional Information	7

Improvement Plan Stakeholder Involvement

Introduction.....	9
Improvement Planning Process.....	10

Student Performance Diagnostic

Introduction.....	12
Student Performance Data.....	13
Evaluative Criteria and Rubrics.....	14
Areas of Notable Achievement.....	15
Areas in Need of Improvement.....	17
Report Summary.....	18

ACIP Assurances

Introduction 20

ACIP Assurances 21

2018-2019 Plan for ACIP

Overview 23

Goals Summary 24

 Goal 1: All English Learners will reach proficiency in language attainment skills. 25

 Goal 2: Advocacy: All faculty and staff at Cleveland High School will collaborate to increase Student Engagement through Advocacy. 26

 Goal 3: All faculty and staff at Cleveland High School will collaborate to improve parent and family involvement in partnership with District level support. 27

 Goal 4: Academic Goal: All students will show growth in Academics. 28

Activity Summary by Funding Source 31

Stakeholder Feedback Diagnostic

Introduction 35

Stakeholder Feedback Data 36

Evaluative Criteria and Rubrics 37

Areas of Notable Achievement 38

Areas in Need of Improvement 39

Report Summary 40

Title I Schoolwide Diagnostic

Introduction 42

Component 1: Comprehensive Needs Assessment (Sec.1114(b)(6)) 43

Component 2: Schoolwide Reform Strategies (Sec. 1114(7)(A)(i)(ii)(iii)(I)(II)(III)) 45

Component 3: Instruction by Qualified Staff (Sec.1112(c)(6)) 57

Component 4: Strategies to Attract Qualified Teachers (Sec. 1114(7)(A)(iii)(IV))..... 58

Component 5: High Quality and Ongoing Professional Development (Sec. 1114(7)(A)(iii)(IV))..... 59

Component 6: Transition Strategies (Sec.1114(7)(A)(iii)(V))..... 60

Component 7: Teacher Participation in Making Assessment Decisions (Sec.1114(b)(2)) 62

Component 8: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards (Sec.1114 (7)(A))..... 63

Component 9: Coordination and Integration of Federal, State and Local Programs and Resources (Sec.1114(b)(V))..... 65

Component 10: Evaluation (Sec.1114(b)(3))..... 66

Coordination of Resources - Comprehensive Budget

Introduction 68

FTE Teacher Units..... 69

Administrator Units..... 70

Assistant Principal..... 71

Counselor..... 72

Librarian..... 73

Career and Technical Education Administrator..... 74

Career and Technical Education Counselor..... 75

Technology..... 76

Professional Development..... 77

EL Teachers..... 78

Instructional Supplies..... 79

Library Enhancement..... 80

Title I..... 81

Title II..... 82

Title III..... 83

Title IV..... 84

Title V..... 85

Career and Technical Education-Perkins IV..... 86

Career and Technical Education-Perkins IV..... 87

Other..... 88

Local Funds..... 89

Parent and Family Engagement

Introduction..... 91

Parent and Family Engagement..... 92

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?

Historically our school was established around 1862 in a log cabin. In 1886 a larger school was built to accommodate an expanding community at a new location. In 1905 the school moved to its present location. The community name had changed by this time from Anderton to Cleveland. The school building erected was an impressive two-story structure with a bell tower. Cleveland was one of the four largest schools in the county. In 1925 this school was torn down, and a new wooden school and auditorium were built on the site the high school occupies today. In 1939 wings were added to the rear and renovation enabled a lunchroom to be established by 1941. During the 1936-37 school year, Cleveland took steps to become an accredited high school and in May 1937, five students received the first degrees from Cleveland. In 1949, a large brick building was erected for the Agricultural and Home Economics departments. The ageing white building that was erected in 1925 was replaced in 1963. The modern brick building that was erected is still occupied today, with gym and classroom additions and lunchroom added in the 1960s. In 2002 a new gym was constructed with the former gym converted to a new lunchroom and classroom. The former cafeteria was remodelled to add 2 computer labs, 2 classrooms, office space, and conference and workrooms. The new gym and lunchroom were constructed in 2004. This allowed for renovations that created the addition of three computer labs. The Cleveland Campus now covers over 21 acres and also includes the Blount County Learning Center and Cleveland Elementary School. Our programs are diverse, intentionally seeking to meet the needs of a varied student body. The Cleveland community is a rural area.

Cleveland High School serves the needs of students living in/around the Cleveland community.
The current population of Cleveland, Alabama is about 1400.

The demographics for the school are approximate as follows:

Male 48%

Female 52%

White 79 %

Black less than 1%

Hispanic 18%

Faculty/Staff Demographics are:

Male 55%

Female 45%

Certified 100%

Non-Certified 0%

White 100%

Other 0%

School's Purpose

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

The Mission Statement of Blount County Schools:

Build, Create, Succeed

The Vision Statement of Blount County Schools:

Our Vision is to Build partnerships, Create opportunities, and prepare students to Succeed in life.

Cleveland High School Mission Statement:

Our mission is to provide all Cleveland High School students with an educational experience that will prepare them to meet the challenges of the 21st century by using the combined efforts of the staff, community, families, and students themselves.

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.

Cleveland High School's notable achievements in the last three years include:

Advances in technology, graduation rate above state goal, and improvements in addressing intervention needs.

CHS continues online ACCESS classes offer electives and/or core classes that our small school could not otherwise offer in our schedule. Other technology achievements include the addition of four Chromebook carts as "rolling labs" for classroom use.

For the past three years, our graduation rate has been above 90%. This can be partly attributed to our advances in meeting at-risk student needs. Over the past three years, our school has strengthened our intervention classes, additional tutoring/ credit recovery needs, etc.

CHS and the guidance program received the RAVE Award which stands for Recognition of Accountability, Verification, and Excellence.

Blount County Education Foundation award for CHS faculty for 100% participation in the employee giving program for the 14th year in a row and for the largest total contribution.

for the highest ACT English, Science, and Math Scores and for a graduation rate of 99%. In 2016 graduation rate of 93% and College and Career Readiness Indicator (CRI) of 88% - highest in the county.

The CHS Class of 2016 was awarded \$414,708.00 in scholarships.

Addition of a STEAM Lab to be shared with Cleveland Elementary School.

Received Blount County Board of Education Impact Award in 2018 for our achievements in closing the gap between our graduation rate and our students that are college and career ready.

Our special education students outperformed our all students data for the Scantron Math with 7th & 8th grades.

Additional Information

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

Cleveland High School has established a formal teacher-mentoring program coordinated by the Blount County Secondary Curriculum Coordinator and supervised by the school principal. The overarching goal for our program is to improve teaching practice. The program is designed to provide ongoing support for new or struggling teachers. In addition, each newly hired teacher is assigned a mentor teacher who is matched by subject, grade, and/or classroom proximity. The program also includes training for the mentors. This mentoring process and ongoing training continues for the first three years of employment within the Blount County School System, with reduced support provided as the teacher gains more experience within the system.

All classrooms are equipped with the necessary technology to provide our student population with a variety of learning tools to accommodate all learning levels. This equipment is increased and updated when possible.

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.

A survey was conducted in the spring to solicit input from faculty specific questions were included to gauge faculty feedback on services provided through the CIP process, The CIP Leadership Team met and reviewed the results of this survey before beginning CIP planning. Preliminary planning results were then shared with the entire faculty and staff as well as stakeholder groups at booster club meetings. These two groups were selected because the members are community leaders and willing to communicate school information to other stakeholders. These groups meet on a regular basis allowing the CIP Team to meet with them. Input from these groups was encouraged. The CIP team then used this information to develop the CIP plan including goals and action steps. In the fall a parent meeting was held to explain the CIP and outline services provided through the CIP process. The Fall newsletter mailed home at the end of the first quarter is devoted to outlining the CIP and student support services available through this process.

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

Leadership team consists of school principal, CIP Coordinator, guidance counselor, media specialist/assistant technology coach, a parent, a student, and three teacher. Efforts are made to ensure that all subgroups are represented. All members provide input and make suggestions concerning the CIP.

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

This information was shared with all staff at a faculty meeting and with parents and other stakeholders at orientation nights held in July and August. A formal overview will be presented at stakeholder meetings in October. In addition, this information will be featured in the school newsletter and mailed to stakeholders at the end of the first quarter. Revisions will be outlined in the administrative newsletter mailed to parents each nine weeks with report cards. Representatives of the School Leadership Team will meet on a regular basis with the Student Government Association, Booster Clubs and Town Council to solicit input into the Continuous Improvement Plan.

Student Performance Diagnostic

Introduction

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

Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes	Data for CHS is 'to-date'. The Alabama State Department of Education has not yet released official student performance data for Scantron (grades 7-8 @ CHS) and we do not have pre-ACT data available. The data uploaded is the Scantron Nationally normed data. We used this data to plan for our students.	CHS Data

Evaluative Criteria and Rubrics

Overall Rating: 4.0

	Statement or Question	Response	Rating
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the 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 no significant achievement gaps among subpopulations of students, or the achievement gaps have substantially declined.	Level 4

Areas of Notable Achievement

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

We improved in the following areas in the following grades.

All Students:

31% Proficient in Math, with Special Education @ 38% - outperforming 'all students'.

\$\$% Reading Proficiency for all students

7th Grade

29% proficient in Math

51% Reading

8th Grade

37% Proficient in Math

44% Reading

No GAP between Graduation Rate and College and Career Readiness

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

Special Education - Math

ACT Benchmark Scores

Gap between CCR and Grad Rate

Which area(s) indicate the overall highest performance?

Special Education - Math

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

Special Education - Math.

Between which subgroups is the achievement gap closing?

Math - all subgroups

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

All consistent - Moby Max

Areas in Need of Improvement

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

Pre-ACT is not available.

Hispanic Reading Subgroups is less than half the 'all students' subgroup.

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

None

Which area(s) indicate the overall lowest performance?

Reading - Hispanic Subgroup

Math - Poverty Subgroup

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

None

Between which subgroups is the achievement gap becoming greater?

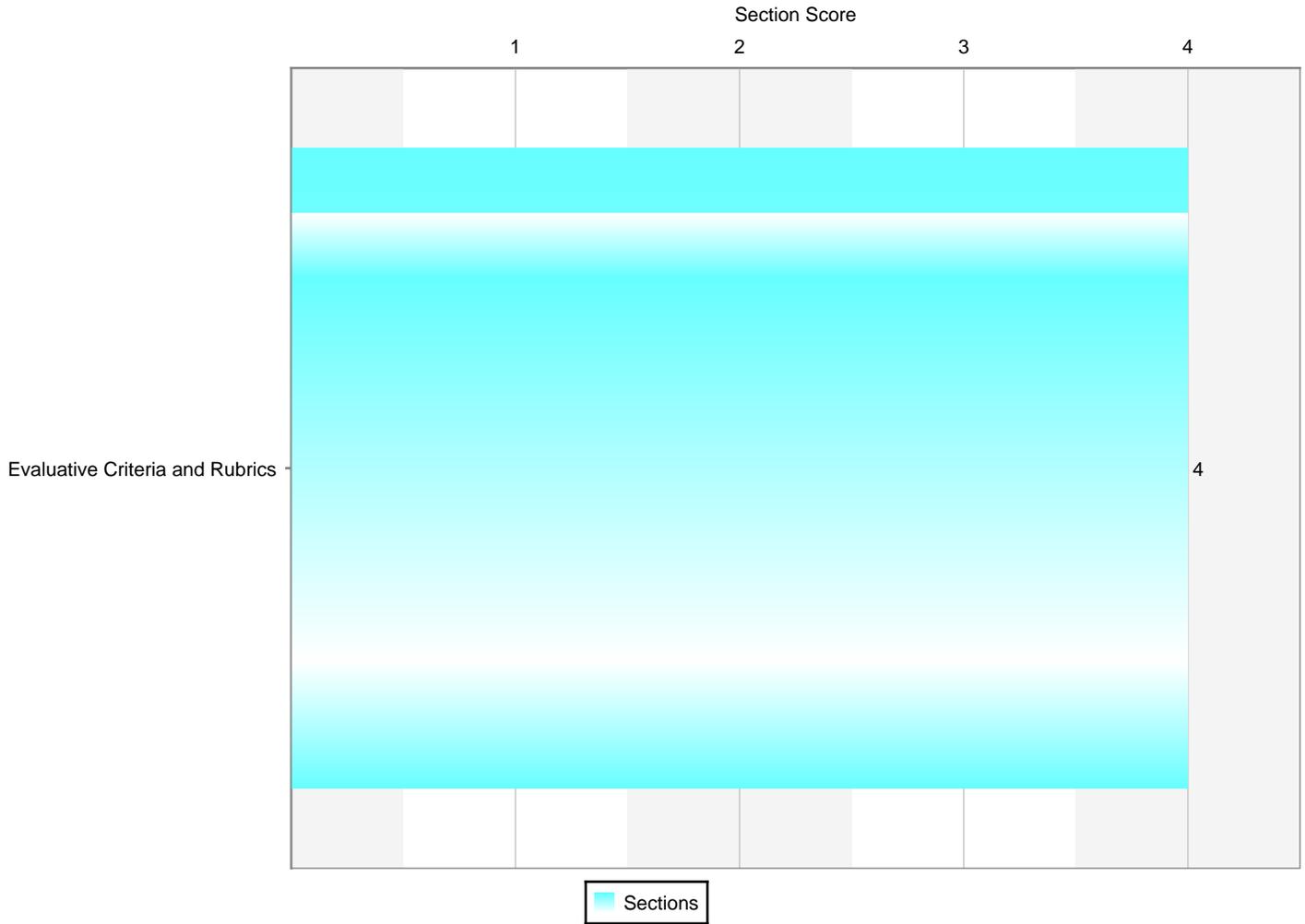
None

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

All consistent - Moby Max

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	See attached	CIP Budget Committee Meeting

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	See the attached Policy	Board Policy

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	Chris Lakey Principal 71 High School Street Cleveland, AL 35049	CL Signature

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	See attached file	Family Engagement Plan

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

2018-2019 Plan for ACIP

Overview

Plan Name

2018-2019 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 English Learners will reach proficiency in language attainment skills.	Objectives: 1 Strategies: 1 Activities: 4	Academic	\$690
2	Advocacy: All faculty and staff at Cleveland High School will collaborate to increase Student Engagement through Advocacy.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$0
3	All faculty and staff at Cleveland High School will collaborate to improve parent and family involvement in partnership with District level support.	Objectives: 1 Strategies: 2 Activities: 4	Organizational	\$6676
4	Academic Goal: All students will show growth in Academics	Objectives: 1 Strategies: 2 Activities: 8	Organizational	\$23069

Goal 1: All English Learners will reach proficiency in language attainment skills.

Measurable Objective 1:

55% of English Learners students will demonstrate a proficiency of WIDA standards in English Language Arts by 05/24/2019 as measured by ACCESS data. .

Strategy 1:

Identification and Service Process - WIDA Model Performance Indicators (Can Dos) as guidance for developing language objectives that focuses on, but not limited to, the language domain of reading with an emphasis on comprehension.

*EL Screening

*Core Instruction

*Support Services

*Teacher collaboration

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

Research Cited: Hattie, J. (2008). Visible Learning: A synthesis of over 800 meta-analyses relating to achievement. New York, NY: Routledge.

Activity - Planning and Collaborative Opportunities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school administrator will facilitate planning and collaboration opportunities for: 1. The ELL and classroom teachers to collaborate in data meetings to provide insight into individual ELL student instructional needs. 2. The ELL and classroom teachers to collaborate in the development of lessons that integrate language objectives along with course content objectives.	Academic Support Program	08/10/2016	05/24/2019	\$690	Title I Part A	Administrators, EL Teacher, and all teachers

Activity - Support Services	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will receive support services from EL teachers as determined by data. Teachers will support the efforts of the District EL Consulting Teacher and the District Migrant Parent Liaison by identifying and referring areas of need such as drop-out prevention, health care, family literacy, tutoring, and more. Progress reports will be sent home in the parents home language.	Policy and Process, Parent Involvement, Academic Support Program	08/10/2016	05/24/2019	\$0	No Funding Required	District EL Consultant, District Migrant Parent Liaison, Administration, Teachers

Activity - Core Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
-----------------------------	---------------	------------	----------	-------------------	-------------------	-------------------

ACIP

Cleveland High School

All EL students will receive core instruction from the general education teacher.	Academic Support Program	08/09/2017	05/24/2019	\$0	Title I Part A	teachers and administration
Activity - EL Screening	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will be given a Home Language Survey upon entering school.	Academic Support Program	08/09/2017	05/24/2019	\$0	Title I Part A	teachers and administration

Goal 2: Advocacy: All faculty and staff at Cleveland High School will collaborate to increase Student Engagement through Advocacy.

Measurable Objective 1:

collaborate to maximize student engagement by 05/24/2019 as measured by Engagement Survey Results.

Strategy 1:

Student Advocacy Programs - Administration and faculty at Cleveland High School will continue our student advocacy programs:

- *CHAT (Cleveland High Advocacy Teams)
- *Transitions to Next Grade Level
- *Advocacy Meetings
- *Advocacy Reflections

Category: Develop/Implement Student and School Culture Program

Research Cited: (1) Knight, J. (2011). Unmistakable Impact: A Partnership approach to dramatically improving instruction. Thousand Oaks, CA: Corwin Press.

(2) Fredericks, J. (2014). Eight myths of student disengagement: Creating classrooms of deep learning. Thousand Oaks, CA: Corwin Press.

Activity - Clubs Advocacy 9-12	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in grades 9-12 have flexible assignments according to a variety of interests (e.g., football, FFA, FCCLA, Robotics, Journalism, Senior Beta, and more). The advocate teaching that course works with students on personal goals, team-building, and overall soft skills.	Academic Support Program, Behavioral Support Program	08/10/2018	05/24/2019	\$0	No Funding Required	Administration, counselor, and teachers
Activity - 7th and 8th Grade focus	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

7th and 8th-grade students work with one teacher, throughout the year, on study skills, soft skills, setting personal and academic goals, and more.	Academic Support Program, Behavioral Support Program	08/06/2018	05/24/2019	\$0	No Funding Required	Administration, counselor, and teachers.
---	--	------------	------------	-----	---------------------	--

Goal 3: All faculty and staff at Cleveland High School will collaborate to improve parent and family involvement in partnership with District level support.

Measurable Objective 1:

collaborate to maximize parent and family involvement in grades 7-12 by 05/24/2019 as measured by the District Family Engagement Plan and Program Review.

Strategy 1:

Family Engagement - All faculty and staff will work in collaboration with the District Parental Liaison, utilizing the parental involvement funds (95% of 1% Title I allocation) Each school is represented on the District-wide Federal Programs Advisory Committee and annually discusses and votes to determine how to use their parental involvement allocation. Blount County Schools has voted to combine their school parental involvement allocations to provide a district-wide parental involvement specialist and resources to work with schools and at the district level to provide parents with opportunities to be involved in their child's educational career.

Category: Implement Community Based Support and Intervention System

Research Cited: Georgiou, S. N. (2007). Parental involvement: Beyond demographics. International Journal about Parents in Education, 1, 59–62

Activity - Communication with Parents/Guardians	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A 'Home-School Connection Newsletter will be provided to parents of K-6 students as will the Parent Information Brochure to all K-12 parents. Additionally, a parent survey will be conducted and an involvement link will be provided on the Blount County Schools website. Parents will also receive a mailed copy of student report cards to keep them up to date with their students progress as well as having access to students progress through the INOW Parent Portal. Progress notes and reports cards are provided in Spanish as needed. Cleveland High School will use One Call Now as a means of keeping parents informed on a variety of information to make the most of their students academic year.	Parent Involvement	08/08/2016	05/24/2019	\$709	Title I Part A	District Level Parent Liaison, Administrator

Activity - Support for Administrators	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
---------------------------------------	---------------	------------	----------	-------------------	-------------------	-------------------

ACIP

Cleveland High School

Information will be provided for the Federal Programs Information Session for all Title I schools as well as assistance regarding compliance with Title I law for Parental Involvement.	Parent Involvement	08/08/2016	05/24/2019	\$0	No Funding Required	District Level Parent Liaison, Administrator
Activity - Support for Parents/Guardians	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A Parent Advisory Council will convene at least twice a year to develop the plan activities.	Parent Involvement	08/08/2016	05/24/2019	\$0	No Funding Required	District Level Parent Liaison

Strategy 2:

Medical Services - A school nurse will be employed to partner with parents and staff to maximize instructional time for each students.

Category: Other - Medical Services

Research Cited: (1) United States Department of Education (2013). Partners in Education: A dual capacity-building framework for family-school partnerships. Retrieved from: <https://www2.ed.gov/documents/family-community/partners-education.pdf>

(2) Knight, J. (2011). Unmistakable Impact: A Partnership approach to dramatically improving instruction. Thousand Oaks, CA: Corwin Press.

(3) Fredericks, J. (2014). Eight myths of student disengagement: Creating classrooms of deep learning. Thousand Oaks, CA: Corwin Press.

Activity - School Nurse	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A school nurse will be employed, supported by BCS, to partner with parents and staff to maximize instructional time for each student.	Community Engagement, Parent Involvement	08/24/2018	06/28/2019	\$5967	Title I Part A	Nurse and Administration

Goal 4: Academic Goal: All students will show growth in Academics**Measurable Objective 1:**

collaborate to support growth of 3% on all assessments by 05/24/2019 as measured by students scoring 'Average' and 'Above Average' on the appropriate Scantron Gains Analysis Reports.

Strategy 1:

Tier I Core Instruction - Tier I Core Instruction in Reading and Math 1. We will continue our focus on standards-based instruction. 2. We will continue to increase the use of technology to allow students to access the content in multiple ways. 3. Grade level collaborative meetings will be held monthly. 4. PST meetings will be held monthly. 5. Teachers are participating in MDC and LDC professional development. 6. The teacher will be adding a writing emphasis to their instruction this school year.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Hattie, J. (2008). Visible Learning: A synthesis of over 800 meta-analyses relating to achievement. New York, NY: Routledge.

ACIP

Cleveland High School

Activity - Standards Based Instruction (Educator Effectiveness)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use standards-based instruction in order to increase student engagement and achievement. Educator Effectiveness rubrics will define parameters for reflection of Standards-Based Instruction, specifically Formative Assessment, which are the focus of the school, and Discourse and Questioning which is an additional focus for BCS. The eleot 2.0 tool will be used to help gather student learning data. All Pencils Down is an additional focus at CHS to support an increase in benchmark scores on the ACT.	Academic Support Program	08/09/2017	05/24/2019	\$10370	Title I Part A, Title I Part A	Teachers and Administrators
Activity - Grade Level Meetings and PST	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PST meeting will be held monthly to address issues with struggling students. Grade level meetings will be held monthly to discuss student progress, instructional practices, and offer support across the content areas. New forms required for referral will be outlined by BCS and reviewed with the team. Data on Dyslexia Screening will be kept.	Academic Support Program, Behavioral Support Program	08/10/2017	05/24/2019	\$0	No Funding Required	Administration, Teachers, PST members
Activity - Instructional Support / Coaching	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom instruction will be supported by professional development provided by a variety of BCS and other resources (e.g. MDC, LDC, Science in Motion, AMSTI, Counselors, Media Specialist, Assessment, BCS, and more). New teachers will be supported by District Level Coaches. Other teachers in the building will be supported by request of the teacher.	Professional Learning, Academic Support Program	08/10/2017	05/24/2019	\$0	Title I Part A	Administration
Activity - Technology support for Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Technology will be used to meet the purpose and rigor of the standards being taught (e.g. Chromebooks, Google Software TV, etc.). Updates will be made in classrooms as needed to support student learning.	Technology, Academic Support Program	08/11/2017	05/24/2019	\$7706	Title I Part A, Title I Part A	Administration, Technology, and Teachers
Activity - Professional Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Subs will be hired to support professional learning during grade level meeting, collaborative meetings, PST, and PD supporting the schools focus (Planning, Questioning, Formative Assessment).	Professional Learning	08/10/2018	05/24/2019	\$2154	Title I Part A	Administration
Activity - Library Enhancement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
To support student engagement in reading, the library is reorganizing/reclassifying by genre. Additional books and student supplies will be purchased to support this process.	Academic Support Program	08/10/2018	05/24/2019	\$685	Title I Part A	Librarian

Strategy 2:

Tier II and III Instruction - Students in need of intervention are identified using a variety of data. Interventions and remediation opportunities are as follows: *PST meetings monthly *Grade level collaborative meetings *Reading intervention class all year 2017-2018 *Rtl *Data-driven, Tier II Classroom Instruction *Technology Improvements

Category: Develop/Implement College and Career Ready Standards

Research Cited: Hattie, J. (2008). Visible Learning: A synthesis of over 800 meta-analyses relating to achievement. New York, NY: Routledge.

Activity - After School Tutoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
After school tutoring will be held three days a week for any student who needs extra help.	Academic Support Program	08/10/2017	05/24/2019	\$2154	Title I Part A	Administration and School Tutor
Activity - Rtl / PST Process	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
CHS follow the BCS policy for Rtl in identification for struggling students in academics and behavior. The process meets the needs of a variety of students (e.g. reading interferences, behavioral issues, mathematics, and general at-risk students). The team identifies strategies to support students and monitors the process.	Academic Support Program, Behavioral Support Program	08/11/2017	05/24/2019	\$0	No Funding Required	Administration

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Support for Administrators	Information will be provided for the Federal Programs Information Session for all Title I schools as well as assistance regarding compliance with Title I law for Parental Involvement.	Parent Involvement	08/08/2016	05/24/2019	\$0	District Level Parent Liaison, Administrator
Grade Level Meetings and PST	PST meeting will be held monthly to address issues with struggling students. Grade level meetings will be held monthly to discuss student progress, instructional practices, and offer support across the content areas. New forms required for referral will be outlined by BCS and reviewed with the team. Data on Dyslexia Screening will be kept.	Academic Support Program, Behavioral Support Program	08/10/2017	05/24/2019	\$0	Administration, Teachers, PST members
Rtl / PST Process	CHS follow the BCS policy for Rti in identification for struggling students in academics and behavior. The process meets the needs of a variety of students (e.g. reading interferences, behavioral issues, mathematics, and general at-risk students). The team identifies strategies to support students and monitors the process.	Academic Support Program, Behavioral Support Program	08/11/2017	05/24/2019	\$0	Administration
Support for Parents/Guardians	A Parent Advisory Council will convene at least twice a year to develop the plan activities.	Parent Involvement	08/08/2016	05/24/2019	\$0	District Level Parent Liaison
7th and 8th Grade focus	7th and 8th-grade students work with one teacher, throughout the year, on study skills, soft skills, setting personal and academic goals, and more.	Academic Support Program, Behavioral Support Program	08/06/2018	05/24/2019	\$0	Administration, counselor, and teachers.
Clubs Advocacy 9-12	Students in grades 9-12 have flexible assignments according to a variety of interests (e.g., football, FFA, FCCLA, Robotics, Journalism, Senior Beta, and more). The advocate teaching that course works with students on personal goals, team-building, and overall soft skills.	Academic Support Program, Behavioral Support Program	08/10/2018	05/24/2019	\$0	Administration, counselor, and teachers

ACIP

Cleveland High School

Support Services	Students will receive support services from EL teachers as determined by data. Teachers will support the efforts of the District EL Consulting Teacher and the District Migrant Parent Liaison by identifying and referring areas of need such as drop-out prevention, health care, family literacy, tutoring, and more. Progress reports will be sent home in the parents home language.	Policy and Process, Parent Involvement, Academic Support Program	08/10/2016	05/24/2019	\$0	District EL Consultant, District Migrant Parent Liaison, Administration, Teachers
Total					\$0	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Instructional Support / Coaching	Classroom instruction will be supported by professional development provided by a variety of BCS and other resources (e.g. MDC, LDC, Science in Motion, AMSTI, Counselors, Media Specialist, Assessment, BCS, and more). New teachers will be supported by District Level Coaches. Other teachers in the building will be supported by request of the teacher.	Professional Learning, Academic Support Program	08/10/2017	05/24/2019	\$0	Administration
Communication with Parents/Guardians	A 'Home-School Connection Newsletter will be provided to parents of K-6 students as will the Parent Information Brochure to all K-12 parents. Additionally, a parent survey will be conducted and an involvement link will be provided on the Blount County Schools website. Parents will also receive a mailed copy of student report cards to keep them up to date with their students progress as well as having access to students progress through the INOW Parent Portal. Progress notes and reports cards are provided in Spanish as needed. Cleveland High School will use One Call Now as a means of keeping parents informed on a variety of information to make the most of their students academic year.	Parent Involvement	08/08/2016	05/24/2019	\$709	District Level Parent Liaison, Administrator
School Nurse	A school nurse will be employed, supported by BCS, to partner with parents and staff to maximize instructional time for each student.	Community Engagement, Parent Involvement	08/24/2018	06/28/2019	\$5967	Nurse and Administration
Standards Based Instruction (Educator Effectiveness)	Teachers will use standards-based instruction in order to increase student engagement and achievement. Educator Effectiveness rubrics will define parameters for reflection of Standards-Based Instruction, specifically Formative Assessment, which are the focus of the school, and Discourse and Questioning which is an additional focus for BCS. The eleot 2.0 tool will be used to help gather student learning data. All Pencils Down is an additional focus at CHS to support an increase in benchmark scores on the ACT.	Academic Support Program	08/09/2017	05/24/2019	\$7125	Teachers and Administrators

ACIP

Cleveland High School

Library Enhancement	To support student engagement in reading, the library is reorganizing/reclassifying by genre. Additional books and student supplies will be purchased to support this process.	Academic Support Program	08/10/2018	05/24/2019	\$685	Librarian
After School Tutoring	After school tutoring will be held three days a week for any student who needs extra help.	Academic Support Program	08/10/2017	05/24/2019	\$2154	Administration and School Tutor
Professional Learning	Subs will be hired to support professional learning during grade level meeting, collaborative meetings, PST, and PD supporting the schools focus (Planning, Questioning, Formative Assessment).	Professional Learning	08/10/2018	05/24/2019	\$2154	Administration
Planning and Collaborative Opportunities	The school administrator will facilitate planning and collaboration opportunities for: 1. The ELL and classroom teachers to collaborate in data meetings to provide insight into individual ELL student instructional needs. 2. The ELL and classroom teachers to collaborate in the development of lessons that integrate language objectives along with course content objectives.	Academic Support Program	08/10/2016	05/24/2019	\$690	Administrators, EL Teacher, and all teachers
Core Instruction	All EL students will receive core instruction from the general education teacher.	Academic Support Program	08/09/2017	05/24/2019	\$0	teachers and administration
Technology support for Instruction	Technology will be used to meet the purpose and rigor of the standards being taught (e.g. Chromebooks, Google Software TV, etc.). Updates will be made in classrooms as needed to support student learning.	Technology, Academic Support Program	08/11/2017	05/24/2019	\$2000	Administration, Technology, and Teachers
Standards Based Instruction (Educator Effectiveness)	Teachers will use standards-based instruction in order to increase student engagement and achievement. Educator Effectiveness rubrics will define parameters for reflection of Standards-Based Instruction, specifically Formative Assessment, which are the focus of the school, and Discourse and Questioning which is an additional focus for BCS. The elect 2.0 tool will be used to help gather student learning data. All Pencils Down is an additional focus at CHS to support an increase in benchmark scores on the ACT.	Academic Support Program	08/09/2017	05/24/2019	\$3245	Teachers and Administrators
EL Screening	All students will be given a Home Language Survey upon entering school.	Academic Support Program	08/09/2017	05/24/2019	\$0	teachers and administration
Technology support for Instruction	Technology will be used to meet the purpose and rigor of the standards being taught (e.g. Chromebooks, Google Software TV, etc.). Updates will be made in classrooms as needed to support student learning.	Technology, Academic Support Program	08/11/2017	05/24/2019	\$5706	Administration, Technology, and Teachers
Total					\$30435	

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	<p>The survey was administered in the fall of 2018. Parents were able to find the link for the survey at www.clevelandhighschool.net. Additionally, the Parent Climate and Culture Survey was given. All feedback was reviewed.</p> <p>The information on Title I was not significantly different than in previous years. The culture data showed most parents feel respected and empowered in the school. One or two parents felt isolated from school information. That is an area of focus - to reach all families.</p> <p>In addition, Blount County Schools adopted a new 5 year strategic plan. CHS was represented in the process</p>	CHS Stakeholder Feedback

Evaluative Criteria and Rubrics

Overall Rating: 4.0

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

	Statement or Question	Response	Rating
2.	Stakeholder Feedback Results and Analysis	Two or more of the stakeholder questionnaires had average item values of 4.30 or higher (on a 5.0 scale). 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 well analyzed and clearly presented.	Level 4

Areas of Notable Achievement

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

Question 11 indicates that our highest level of satisfaction and/or approval is at 98% that our parents understand students reports. Following closely at 95% parents felt welcome in their child's school. In addition, parents feel empowered when in the school. They feel each school community is welcoming.

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

The survey questions were not aligned for comparison for the title I plan. For Climate and Culture, parents felt welcome and empowered in the school.

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

Both of the above reported findings are consistent with feedback received from community members and at various situations/events in which stakeholders were present.

Areas in Need of Improvement

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

As based on the AdvancEd survey, our lowest level of satisfaction/approval was reported as their understanding of the operations of a Title 1 school. We do hold our required title 1 meeting each fall.

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

Since the questions do not align we are unable to report a trend in this data. Climate and Culture data was positive. The Strategic Plan findings had community stakeholders requesting students develop additional communication skills (soft skills). We are addressing that through advocacy and in the classroom.

What are the implications for these stakeholder perceptions?

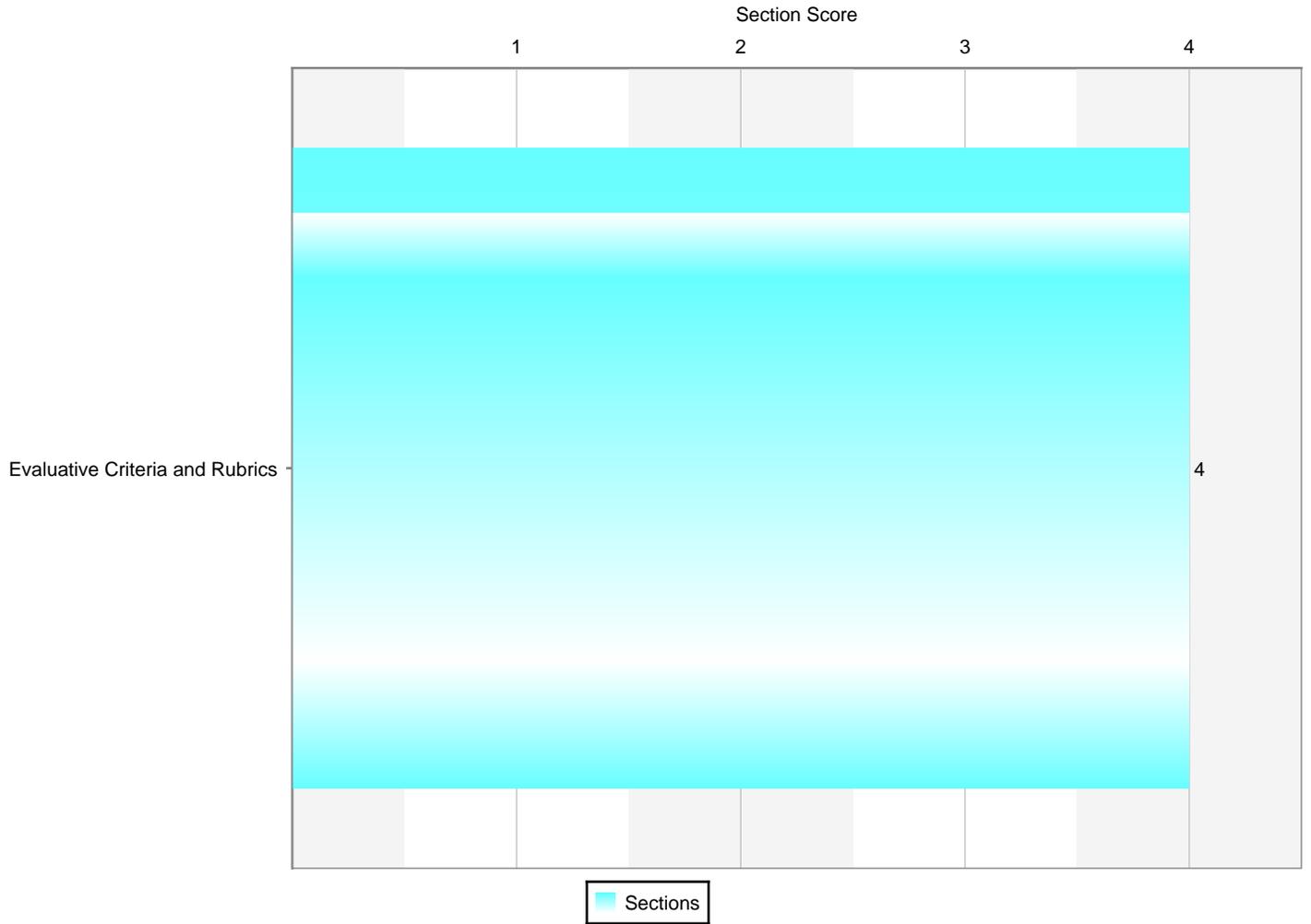
We will continue to welcome parents to be a part of their child's education and help them to understand their student's data. We will also try to help them understand the operations/budgeting for a Title 1 school.

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

We will continue to welcome parents to be a part of their child's education and help them to understand their student's data. We will also try to help them understand the operations/budgeting for a Title 1 school.

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?

Cleveland High School reviews data in professional development meetings which include: faculty, collaboration, Problem Solving Team (PST) meetings. All Alabama State assessments are reviewed: Scantron (Fall 2017 thru Spring 2018), ACT, Pre-ACT, WorkKeys, EL ACCESS, absenteeism, CCR, graduation data, and more. In addition to this data, teacher surveys on needed professional development, and conversations were held - Standards-based planning, formative assessment, and discourse/questioning will remain a focus.

What were the results of the comprehensive needs assessment?

Official data has not been released by the ALSDE as of 8/22. All decisions are based on ACT, nationally normed Scantron data, and formative assessments.

Math:

29% of 7th grade and 37% of 8th grade are proficient in math (Scantron National Norms).

There is a slight gap between all students (31% and Students in Poverty (26%) in proficiency.

Math has the lowest percent of student benchmarking on the ACT (14%).

Reading:

7th grade (51%) outperformed 8th grade (44%) in reading on the Scantron.

25% of student benchmarked on the ACT (58% in ELA).

The largest GAP data is between all students (44%) and our Hispanic Population (21%) in Reading.

5th year cohort data has not yet been certified by the ALSDE. The 4 year cohort data is at 90% graduation rate. 91.2% of our students were college and career ready (CCR) which is nearly and 1-to-1 ratio.

13.4% of our students were considered to be 'chronically absent'.

We did not meet our target for ACCESS - 0% of students benchmarked.

What conclusions were drawn from the results?

We are strong in the area of preparing students to be college and career ready.

Mathematics for upper grades is a focus - taking students deeper in their understanding.

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

Multiple surveys and conversations were had about culture, engagement, and more. Surveys and conversations were also held at the district level where a new 5-year Strategic Plan has been adopted. Soft skills remain a focus for our students. This is being met by our 8th-period SY 2018-2019

classes this school year. 7th & 8th graders are in classes in which they are focusing on study skills, character education, and soft skills. 9th - 12th graders are in a class with their mentors (club sponsors or coaches).

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

Our advocacy goals are directly reflected in the needs assessment as we focus on building soft-skills in students.

Cleveland High School has identified goals, strategies, and actions that specifically address: Tier I Reading, Tier II and Tier III Reading, Tier I Math, Tier II and Tier III Math, EL (including migrant students), and advocacy.

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

The goals were developed by using formative and summative assessment including: Scantron, and ACT data. In developing the goals, we also considered student and teacher attendance, SIR data, drop out data, graduation rate, and ACCESS for EL.

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

The Tier I strategies were written for both math and reading are designed to improve the overall academic achievement of all students. Teacher professional development and lesson plans incorporate a variety of teaching strategies to ensure student engagement and academic success. Formative assessment is used to adjust teaching strategies for all students. Students that are Tier II or Tier III, are recommended for reading and math intervention classes and after-school tutoring. The Migrant Home-School Liaison monitors the progress of migrant students and provides assistance in the form of tutoring and other services, as needed.es, as needed.

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:

All English Learners will reach proficiency in language attainment skills.

Measurable Objective 1:

55% of English Learners students will demonstrate a proficiency of WIDA standards in English Language Arts by 05/24/2019 as measured by ACCESS data. .

Strategy1:

Identification and Service Process - WIDA Model Performance Indicators (Can Dos) as guidance for developing language objectives that focuses on, but not limited to, the language domain of reading with an emphasis on comprehension.

- *EL Screening
- *Core Instruction
- *Support Services
- *Teacher collaboration

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

Research Cited: Hattie, J. (2008). Visible Learning: A synthesis of over 800 meta-analyses relating to achievement. New York, NY: Routledge.

Activity - Planning and Collaborative Opportunities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school administrator will facilitate planning and collaboration opportunities for: 1. The ELL and classroom teachers to collaborate in data meetings to provide insight into individual ELL student instructional needs. 2. The ELL and classroom teachers to collaborate in the development of lessons that integrate language objectives along with course content objectives.	Academic Support Program	08/10/2016	05/24/2019	\$690 - Title I Part A	Administrators, EL Teacher, and all teachers

Activity - Core Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All EL students will receive core instruction from the general education teacher.	Academic Support Program	08/09/2017	05/24/2019	\$0 - Title I Part A	teachers and administration

Activity - Support Services	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive support services from EL teachers as determined by data. Teachers will support the efforts of the District EL Consulting Teacher and the District Migrant Parent Liaison by identifying and referring areas of need such as drop-out prevention, health care, family literacy, tutoring, and more. Progress reports will be sent home in the parents home language.	Academic Support Program Policy and Process Parent Involvement	08/10/2016	05/24/2019	\$0 - No Funding Required	District EL Consultant, District Migrant Parent Liaison, Administration, Teachers

Activity - EL Screening	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will be given a Home Language Survey upon entering school.	Academic Support Program	08/09/2017	05/24/2019	\$0 - Title I Part A	teachers and administration

Goal 2:

Advocacy: All faculty and staff at Cleveland High School will collaborate to increase Student Engagement through Advocacy.

Measurable Objective 1:

collaborate to maximize student engagement by 05/24/2019 as measured by Engagement Survey Results.

Strategy1:

Student Advocacy Programs - Administration and faculty at Cleveland High School will continue our student advocacy programs:

*CHAT (Cleveland High Advocacy Teams)

*Transitions to Next Grade Level

*Advocacy Meetings

*Advocacy Reflections

Category: Develop/Implement Student and School Culture Program

Research Cited: (1) Knight, J. (2011). Unmistakable Impact: A Partnership approach to dramatically improving instruction. Thousand Oaks, CA: Corwin Press.

(2) Fredericks, J. (2014). Eight myths of student disengagement: Creating classrooms of deep learning. Thousand Oaks, CA: Corwin Press.

Activity - 7th and 8th Grade focus	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
7th and 8th-grade students work with one teacher, throughout the year, on study skills, soft skills, setting personal and academic goals, and more.	Academic Support Program Behavioral Support Program	08/06/2018	05/24/2019	\$0 - No Funding Required	Administration, counselor, and teachers.

Activity - Clubs Advocacy 9-12	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in grades 9-12 have flexible assignments according to a variety of interests (e.g., football, FFA, FCCLA, Robotics, Journalism, Senior Beta, and more). The advocate teaching that course works with students on personal goals, team-building, and overall soft skills.	Academic Support Program Behavioral Support Program	08/10/2018	05/24/2019	\$0 - No Funding Required	Administration, counselor, and teachers

Goal 3:

All faculty and staff at Cleveland High School will collaborate to improve parent and family involvement in partnership with District level support.

Measurable Objective 1:

collaborate to maximize parent and family involvement in grades 7-12 by 05/24/2019 as measured by the District Family Engagement Plan and Program Review.

Strategy1:

Family Engagement - All faculty and staff will work in collaboration with the District Parental Liaison, utilizing the parental involvement funds (95% of 1% Title I allocation) Each school is represented on the District-wide Federal Programs Advisory Committee and annually discusses and votes to determine how to use their parental involvement allocation. Blount County Schools has voted to combine their school parental involvement allocations to provide a district-wide parental involvement specialist and resources to work with schools and at the district level to provide parents with opportunities to be involved in their child's educational career.

Category: Implement Community Based Support and Intervention System

Research Cited: Georgiou, S. N. (2007). Parental involvement: Beyond demographics. International Journal about Parents in Education, 1, 59–62

Activity - Support for Administrators	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Information will be provided for the Federal Programs Information Session for all Title I schools as well as assistance regarding compliance with Title I law for Parental Involvement.	Parent Involvement	08/08/2016	05/24/2019	\$0 - No Funding Required	District Level Parent Liaison, Administrator

Activity - Support for Parents/Guardians	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A Parent Advisory Council will convene at least twice a year to develop the plan activities.	Parent Involvement	08/08/2016	05/24/2019	\$0 - No Funding Required	District Level Parent Liaison

ACIP

Cleveland High School

Activity - Communication with Parents/Guardians	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A 'Home-School Connection Newsletter will be provided to parents of K-6 students as will the Parent Information Brochure to all K-12 parents. Additionally, a parent survey will be conducted and an involvement link will be provided on the Blount County Schools website. Parents will also receive a mailed copy of student report cards to keep them up to date with their students progress as well as having access to students progress through the INOW Parent Portal. Progress notes and reports cards are provided in Spanish as needed. Cleveland High School will use One Call Now as a means of keeping parents informed on a variety of information to make the most of their students academic year.	Parent Involvement	08/08/2016	05/24/2019	\$709 - Title I Part A	District Level Parent Liaison, Administrator

Strategy2:

Medical Services - A school nurse will be employed to partner with parents and staff to maximize instructional time for each students.

Category: Other - Medical Services

Research Cited: (1) United States Department of Education (2013). Partners in Education: A dual capacity-building framework for family-school partnerships. Retrieved from: <https://www2.ed.gov/documents/family-community/partners-education.pdf>

(2) Knight, J. (2011). Unmistakable Impact: A Partnership approach to dramatically improving instruction. Thousand Oaks, CA: Corwin Press.

(3) Fredericks, J. (2014). Eight myths of student disengagement: Creating classrooms of deep learning. Thousand Oaks, CA: Corwin Press.

Activity - School Nurse	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A school nurse will be employed, supported by BCS, to partner with parents and staff to maximize instructional time for each student.	Community Engagement Parent Involvement	08/24/2018	06/28/2019	\$5967 - Title I Part A	Nurse and Administration

Goal 4:

Academic Goal: All students will show growth in Academics

Measurable Objective 1:

collaborate to support growth of 3% on all assessments by 05/24/2019 as measured by students scoring 'Average' and 'Above Average' on the appropriate Scantron Gains Analysis Reports.

Strategy1:

Tier I Core Instruction - Tier I Core Instruction in Reading and Math 1. We will continue our focus on standards-based instruction. 2. We will continue to increase the use of technology to allow students to access the content in multiple ways. 3. Grade level collaborative meetings will be held monthly. 4. PST meetings will be held monthly. 5. Teachers are participating in MDC and LDC professional development. 6. The teacher will be adding a writing emphasis to their instruction this school year.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Hattie, J. (2008). Visible Learning: A synthesis of over 800 meta-analyses relating to achievement. New York, NY: Routledge.

Activity - Grade Level Meetings and PST	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PST meeting will be held monthly to address issues with struggling students. Grade level meetings will be held monthly to discuss student progress, instructional practices, and offer support across the content areas. New forms required for referral will be outlined by BCS and reviewed with the team. Data on Dyslexia Screening will be kept.	Behavioral Support Program Academic Support Program	08/10/2017	05/24/2019	\$0 - No Funding Required	Administration, Teachers, PST members

Activity - Instructional Support / Coaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom instruction will be supported by professional development provided by a variety of BCS and other resources (e.g. MDC, LDC, Science in Motion, AMSTI, Counselors, Media Specialist, Assessment, BCS, and more). New teachers will be supported by District Level Coaches. Other teachers in the building will be supported by request of the teacher.	Academic Support Program Professional Learning	08/10/2017	05/24/2019	\$0 - Title I Part A	Administration

Activity - Library Enhancement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
To support student engagement in reading, the library is reorganizing/reclassifying by genre. Additional books and student supplies will be purchased to support this process.	Academic Support Program	08/10/2018	05/24/2019	\$685 - Title I Part A	Librarian

Activity - Standards Based Instruction (Educator Effectiveness)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use standards-based instruction in order to increase student engagement and achievement. Educator Effectiveness rubrics will define parameters for reflection of Standards-Based Instruction, specifically Formative Assessment, which are the focus of the school, and Discourse and Questioning which is an additional focus for BCS. The elect 2.0 tool will be used to help gather student learning data. All Pencils Down is an additional focus at CHS to support an increase in benchmark scores on the ACT.	Academic Support Program	08/09/2017	05/24/2019	\$7125 - Title I Part A \$3245 - Title I Part A	Teachers and Administrators

Activity - Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Subs will be hired to support professional learning during grade level meeting, collaborative meetings, PST, and PD supporting the schools focus (Planning, Questioning, Formative Assessment).	Professional Learning	08/10/2018	05/24/2019	\$2154 - Title I Part A	Administration

ACIP

Cleveland High School

Activity - Technology support for Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Technology will be used to meet the purpose and rigor of the standards being taught (e.g. Chromebooks, Google Software TV, etc.). Updates will be made in classrooms as needed to support student learning.	Academic Support Program Technology	08/11/2017	05/24/2019	\$5706 - Title I Part A \$2000 - Title I Part A	Administration, Technology, and Teachers

Strategy2:

Tier II and III Instruction - Students in need of intervention are identified using a variety of data. Interventions and remediation opportunities are as follows: *PST meetings monthly *Grade level collaborative meetings *Reading intervention class all year 2017-2018 *Rtl *Data-driven, Tier II Classroom Instruction *Technology Improvements

Category: Develop/Implement College and Career Ready Standards

Research Cited: Hattie, J. (2008). Visible Learning: A synthesis of over 800 meta-analyses relating to achievement. New York, NY: Routledge.

Activity - Rtl / PST Process	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
CHS follow the BCS policy for Rti in identification for struggling students in academics and behavior. The process meets the needs of a variety of students (e.g. reading interferences, behavioral issues, mathematics, and general at-risk students). The team identifies strategies to support students and monitors the process.	Academic Support Program Behavioral Support Program	08/11/2017	05/24/2019	\$0 - No Funding Required	Administration

Activity - After School Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
After school tutoring will be held three days a week for any student who needs extra help.	Academic Support Program	08/10/2017	05/24/2019	\$2154 - Title I Part A	Administration and School Tutor

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:

Academic Goal: All students will show growth in Academics

Measurable Objective 1:

collaborate to support growth of 3% on all assessments by 05/24/2019 as measured by students scoring 'Average' and 'Above Average' on the appropriate Scantron Gains Analysis Reports.

Strategy1:

Tier II and III Instruction - Students in need of intervention are identified using a variety of data. Interventions and remediation opportunities are as follows: *PST meetings monthly *Grade level collaborative meetings *Reading intervention class all year 2017-2018 *Rtl *Data-driven, Tier II Classroom Instruction *Technology Improvements

Category: Develop/Implement College and Career Ready Standards

Research Cited: Hattie, J. (2008). Visible Learning: A synthesis of over 800 meta-analyses relating to achievement. New York, NY: Routledge.

Activity - Rtl / PST Process	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
CHS follow the BCS policy for Rti in identification for struggling students in academics and behavior. The process meets the needs of a variety of students (e.g. reading interferences, behavioral issues, mathematics, and general at-risk students). The team identifies strategies to support students and monitors the process.	Academic Support Program Behavioral Support Program	08/11/2017	05/24/2019	\$0 - No Funding Required	Administration

Activity - After School Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
After school tutoring will be held three days a week for any student who needs extra help.	Academic Support Program	08/10/2017	05/24/2019	\$2154 - Title I Part A	Administration and School Tutor

Strategy2:

Tier I Core Instruction - Tier I Core Instruction in Reading and Math 1. We will continue our focus on standards-based instruction. 2. We will continue to increase the use of technology to allow students to access the content in multiple ways. 3. Grade level collaborative meetings will be held monthly. 4. PST meetings will be held monthly. 5. Teachers are participating in MDC and LDC professional development. 6. The teacher will be adding a writing emphasis to their instruction this school year.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Hattie, J. (2008). Visible Learning: A synthesis of over 800 meta-analyses relating to achievement. New York, NY: Routledge.

Activity - Grade Level Meetings and PST	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PST meeting will be held monthly to address issues with struggling students. Grade level meetings will be held monthly to discuss student progress, instructional practices, and offer support across the content areas. New forms required for referral will be outlined by BCS and reviewed with the team. Data on Dyslexia Screening will be kept.	Academic Support Program Behavioral Support Program	08/10/2017	05/24/2019	\$0 - No Funding Required	Administration, Teachers, PST members

ACIP

Cleveland High School

Activity - Standards Based Instruction (Educator Effectiveness)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use standards-based instruction in order to increase student engagement and achievement. Educator Effectiveness rubrics will define parameters for reflection of Standards-Based Instruction, specifically Formative Assessment, which are the focus of the school, and Discourse and Questioning which is an additional focus for BCS. The elect 2.0 tool will be used to help gather student learning data. All Pencils Down is an additional focus at CHS to support an increase in benchmark scores on the ACT.	Academic Support Program	08/09/2017	05/24/2019	\$7125 - Title I Part A \$3245 - Title I Part A	Teachers and Administrators

Activity - Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Subs will be hired to support professional learning during grade level meeting, collaborative meetings, PST, and PD supporting the schools focus (Planning, Questioning, Formative Assessment).	Professional Learning	08/10/2018	05/24/2019	\$2154 - Title I Part A	Administration

Activity - Technology support for Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Technology will be used to meet the purpose and rigor of the standards being taught (e.g. Chromebooks, Google Software TV, etc.). Updates will be made in classrooms as needed to support student learning.	Academic Support Program Technology	08/11/2017	05/24/2019	\$2000 - Title I Part A \$5706 - Title I Part A	Administration, Technology, and Teachers

Activity - Library Enhancement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
To support student engagement in reading, the library is reorganizing/reclassifying by genre. Additional books and student supplies will be purchased to support this process.	Academic Support Program	08/10/2018	05/24/2019	\$685 - Title I Part A	Librarian

Activity - Instructional Support / Coaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom instruction will be supported by professional development provided by a variety of BCS and other resources (e.g. MDC, LDC, Science in Motion, AMSTI, Counselors, Media Specialist, Assessment, BCS, and more). New teachers will be supported by District Level Coaches. Other teachers in the building will be supported by request of the teacher.	Professional Learning Academic Support Program	08/10/2017	05/24/2019	\$0 - Title I Part A	Administration

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

•counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas

•preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools

•implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.)

Goal 1:

Advocacy: All faculty and staff at Cleveland High School will collaborate to increase Student Engagement through Advocacy.

Measurable Objective 1:

collaborate to maximize student engagement by 05/24/2019 as measured by Engagement Survey Results.

Strategy1:

Student Advocacy Programs - Administration and faculty at Cleveland High School will continue our student advocacy programs:

- *CHAT (Cleveland High Advocacy Teams)
- *Transitions to Next Grade Level
- *Advocacy Meetings
- *Advocacy Reflections

Category: Develop/Implement Student and School Culture Program

Research Cited: (1) Knight, J. (2011). Unmistakable Impact: A Partnership approach to dramatically improving instruction. Thousand Oaks, CA: Corwin Press.

(2) Fredericks, J. (2014). Eight myths of student disengagement: Creating classrooms of deep learning. Thousand Oaks, CA: Corwin Press.

Activity - 7th and 8th Grade focus	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
7th and 8th-grade students work with one teacher, throughout the year, on study skills, soft skills, setting personal and academic goals, and more.	Behavioral Support Program Academic Support Program	08/06/2018	05/24/2019	\$0 - No Funding Required	Administration, counselor, and teachers.

ACIP

Cleveland High School

Activity - Clubs Advocacy 9-12	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in grades 9-12 have flexible assignments according to a variety of interests (e.g., football, FFA, FCCLA, Robotics, Journalism, Senior Beta, and more). The advocate teaching that course works with students on personal goals, team-building, and overall soft skills.	Academic Support Program Behavioral Support Program	08/10/2018	05/24/2019	\$0 - No Funding Required	Administration, counselor, and teachers

Goal 2:

All faculty and staff at Cleveland High School will collaborate to improve parent and family involvement in partnership with District level support.

Measurable Objective 1:

collaborate to maximize parent and family involvement in grades 7-12 by 05/24/2019 as measured by the District Family Engagement Plan and Program Review.

Strategy1:

Medical Services - A school nurse will be employed to partner with parents and staff to maximize instructional time for each students.

Category: Other - Medical Services

Research Cited: (1) United States Department of Education (2013). Partners in Education: A dual capacity-building framework for family-school partnerships. Retrieved from: <https://www2.ed.gov/documents/family-community/partners-education.pdf>

(2) Knight, J. (2011). Unmistakable Impact: A Partnership approach to dramatically improving instruction. Thousand Oaks, CA: Corwin Press.

(3) Fredericks, J. (2014). Eight myths of student disengagement: Creating classrooms of deep learning. Thousand Oaks, CA: Corwin Press.

Activity - School Nurse	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A school nurse will be employed, supported by BCS, to partner with parents and staff to maximize instructional time for each student.	Community Engagement Parent Involvement	08/24/2018	06/28/2019	\$5967 - Title I Part A	Nurse and Administration

Strategy2:

Family Engagement - All faculty and staff will work in collaboration with the District Parental Liaison, utilizing the parental involvement funds (95% of 1% Title I allocation) Each school is represented on the District-wide Federal Programs Advisory Committee and annually discusses and votes to determine how to use their parental involvement allocation. Blount County Schools has voted to combine their school parental involvement allocations to provide a district-wide parental involvement specialist and resources to work with schools and at the district level to provide parents with opportunities to be involved in their child's educational career.

Category: Implement Community Based Support and Intervention System

Research Cited: Georgiou, S. N. (2007). Parental involvement: Beyond demographics. International Journal about Parents in Education, 1, 59-62

ACIP

Cleveland High School

Activity - Communication with Parents/Guardians	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A 'Home-School Connection Newsletter will be provided to parents of K-6 students as will the Parent Information Brochure to all K-12 parents. Additionally, a parent survey will be conducted and an involvement link will be provided on the Blount County Schools website. Parents will also receive a mailed copy of student report cards to keep them up to date with their students progress as well as having access to students progress through the INOW Parent Portal. Progress notes and reports cards are provided in Spanish as needed. Cleveland High School will use One Call Now as a means of keeping parents informed on a variety of information to make the most of their students academic year.	Parent Involvement	08/08/2016	05/24/2019	\$709 - Title I Part A	District Level Parent Liaison, Administrator

Activity - Support for Administrators	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Information will be provided for the Federal Programs Information Session for all Title I schools as well as assistance regarding compliance with Title I law for Parental Involvement.	Parent Involvement	08/08/2016	05/24/2019	\$0 - No Funding Required	District Level Parent Liaison, Administrator

Activity - Support for Parents/Guardians	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A Parent Advisory Council will convene at least twice a year to develop the plan activities.	Parent Involvement	08/08/2016	05/24/2019	\$0 - No Funding Required	District Level Parent Liaison

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

All English Learners will reach proficiency in language attainment skills.

Measurable Objective 1:

55% of English Learners students will demonstrate a proficiency of WIDA standards in English Language Arts by 05/24/2019 as measured by ACCESS data. .

Strategy1:

Identification and Service Process - WIDA Model Performance Indicators (Can Dos) as guidance for developing language objectives that focuses on, but not limited to, the language domain of reading with an emphasis on comprehension.

*EL Screening

*Core Instruction

*Support Services

*Teacher collaboration

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

Research Cited: Hattie, J. (2008). Visible Learning: A synthesis of over 800 meta-analyses relating to achievement. New York, NY: Routledge.

Activity - EL Screening	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will be given a Home Language Survey upon entering school.	Academic Support Program	08/09/2017	05/24/2019	\$0 - Title I Part A	teachers and administration

Activity - Support Services	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive support services from EL teachers as determined by data. Teachers will support the efforts of the District EL Consulting Teacher and the District Migrant Parent Liaison by identifying and referring areas of need such as drop-out prevention, health care, family literacy, tutoring, and more. Progress reports will be sent home in the parents home language.	Parent Involvement Academic Support Program Policy and Process	08/10/2016	05/24/2019	\$0 - No Funding Required	District EL Consultant, District Migrant Parent Liaison, Administration, Teachers

Activity - Core Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All EL students will receive core instruction from the general education teacher.	Academic Support Program	08/09/2017	05/24/2019	\$0 - Title I Part A	teachers and administration

Activity - Planning and Collaborative Opportunities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school administrator will facilitate planning and collaboration opportunities for: 1. The ELL and classroom teachers to collaborate in data meetings to provide insight into individual ELL student instructional needs. 2. The ELL and classroom teachers to collaborate in the development of lessons that integrate language objectives along with course content objectives.	Academic Support Program	08/10/2016	05/24/2019	\$690 - Title I Part A	Administrators, EL Teacher, and all teachers

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

CHS follows the BCS policy which requires reports to be given to parents and families in their home language.

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

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

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

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

The master schedule is designed to ensure that all teachers are assigned to areas that meet both students needs and teacher expertise. Vacancies are filled by searching a wide pool of candidates and ensuring that highly qualified, experienced teachers are employed.

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?

23% of our faculty are new to Cleveland High School for the 2018-2019 school year.

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

Years Experience:

0-3: 3

5-10: 6

10-25: 10

25+:2

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- District works to recruit personnel that are effective and qualified. Incentives are not currently offered in BCS for recruitment.

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

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

Data is reflected upon and used to determine professional development as a system. Currently, due to observation data and teacher reflections, the school is focused on Instructional Planning, Learning Targets, and Formative Assessments.

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

All new and incoming teachers are required to go through three days of teacher on-boarding provided by the district. This training outlines effective teacher practices from our teacher effectiveness plan.

In addition, high quality ongoing professional development will be provided based on individual and collective teacher needs within the school. PD is provided LDC, MDC, Migrant Liason, Technology Coach, Regional Inservice Center, Curriculum Instruction Team, AMSTI, TIM, as well as at the local level. The parental involvement specialist also offers professional development opportunities.

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

New faculty members are assigned a mentor to assist in all school activities.

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

Teachers respond to instruction by adjusting lesson plans and documenting in their PLP.

Many varied PD opportunities are offered throughout the school year, summer, etc by a variety of sources (Regional Inservice Center which houses AMSTI and TIMs), the Curriculum Team (LDC, MDC, School Improvement), and the Migrant Home Liason are all available to support teachers as they support students, based on teacher content and needs.

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:

Advocacy: All faculty and staff at Cleveland High School will collaborate to increase Student Engagement through Advocacy.

Measurable Objective 1:

collaborate to maximize student engagement by 05/24/2019 as measured by Engagement Survey Results.

Strategy1:

Student Advocacy Programs - Administration and faculty at Cleveland High School will continue our student advocacy programs:

- *CHAT (Cleveland High Advocacy Teams)
- *Transitions to Next Grade Level
- *Advocacy Meetings
- *Advocacy Reflections

Category: Develop/Implement Student and School Culture Program

Research Cited: (1) Knight, J. (2011). Unmistakable Impact: A Partnership approach to dramatically improving instruction. Thousand Oaks, CA: Corwin Press.

(2) Fredericks, J. (2014). Eight myths of student disengagement: Creating classrooms of deep learning. Thousand Oaks, CA: Corwin Press.

Activity - Clubs Advocacy 9-12	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in grades 9-12 have flexible assignments according to a variety of interests (e.g., football, FFA, FCCLA, Robotics, Journalism, Senior Beta, and more). The advocate teaching that course works with students on personal goals, team-building, and overall soft skills.	Behavioral Support Program Academic Support Program	08/10/2018	05/24/2019	\$0 - No Funding Required	Administration, counselor, and teachers

Activity - 7th and 8th Grade focus	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
7th and 8th-grade students work with one teacher, throughout the year, on study skills, soft skills, setting personal and academic goals, and more.	Academic Support Program Behavioral Support Program	08/06/2018	05/24/2019	\$0 - No Funding Required	Administration, counselor, and 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?

During collaboration meetings, teachers review data from statewide assessments and use these results for academic planning. The school counselor and principal conduct professional development sessions for faculty on how to interpret the data and use it for lesson planning.

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?

Individual student assessment data is used to determine students who are not meeting state benchmarks. Scantron data is used along with teacher, counselor, and administrators recommendations. This is used to help identify students who are experiencing difficulty in meeting achievement assessment standards.

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?

Once a student is identified, teachers collaborate to implement Tier I and Tier II strategies to improve academic achievement. Students are referred to PST and/or tutoring. Students who require extended interventions are placed in a math or reading class for focused or individualized differentiated instruction.

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.

Cleveland High School recommends students who are experiencing difficulty to the Career Academy Program and offers free after-school tutoring Tuesday-Thursday with a highly qualified instructor. Credit recovery programs have also been made available to these students when funding is available.

The Migrant Home-School Liaison monitors the progress of all migrant students and offers support, as needed, throughout the year. The support includes, but is not limited to, tutoring, graduation support, health and nutrition services, family literacy, and drop-out prevention.

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.

All homeless, migratory, and limited-English proficient students have equal access to the same free appropriate public education. All homeless, migratory, and limited-English proficient students are provided with the opportunity to meet the same challenging state content and state student performance standards to which all students are held without being stigmatized or isolated. Access to all services and programs including free/reduced lunch, EL services, Special Education services, At Risk, and counselling are available. CHS maintains a Needy Student Fund and works with United Way, Hope House, Blount County Department of Human Resources, local churches, and community service groups to provide students with the necessary school supplies, food, clothing, shelter, and opportunities to participate in all school-related activities. A social worker employed by the Blount County Board of Education coordinates with agencies along with a psychologist, also employed by the Board of Education to provide mental health services. The school nurse and the coordinator of Health Services for the Blount County School System works with agencies to provide medical services and obtain health insurance for children.

CHS provides special education services and uses appropriate procedures in accordance with federal and State of Alabama laws and regulations. The Problem Solving Team (PST) refers students to the Special Education Department for testing. An evaluation is conducted to determine if the student is eligible for special education services. An Individualized Education Plan (IEP) Team convenes to determine the eligibility for education services. The IEP team develops a plan based on the results of the evaluations, the concerns of parents, the academic development and functional needs of the child. To the maximum extent possible, special education students are educated with children who are not disabled. Special education classes will occur only when the severity of the disability is such that education in the general education classroom, including the use of supplementary aids and services cannot be successfully achieved. Special Education students have access to all educational programs and services available to non-disabled peers, including band, physical education, EL, athletics, and tutoring classes. Special education students are encouraged to participate in extra-curricular activities and belong to clubs and organizations. General education teachers receive detailed WIDA/ACCESS language proficiency information strategy guidance and on-going instructional collaboration for EL and migrant students.

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.

Funds for Career and Technical Education are allocated at the district level. Cleveland High School provides services at both the local school level and at the Blount County Career Technical Center. Students attend orientation for these programs and are allowed to select the courses they are most interested in taking. Students with disabilities, economically disadvantaged students in foster care, and EL students are afforded the same opportunities as all other students.

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.

Our school-wide program is driven by our continuous improvements process which is lead by our principal, school leadership team and monitored by our Blount County District Improvement Team. Through this process, the identification of school needs, Reading, Math, and Culture Goals are developed.

Determination of our goals, actions steps, and needed resources fosters the coordination of state, federal, and local programs and resources. State Foundation Program, Schoolwide Title I, Title II, and local funds are utilized to support the implementation of goals.

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)?

CHS integrates professional development in conjunction with an anti-bullying program for all grades. Internet safety is provided in the library media center for grades 7-12. Free/reduced lunch is made available to all students who qualify. Homeless students are identified and needs are met through local services. All 11th and 12 graders and "at risk" 10th graders can receive technical, vocational, and job training education through the Blount County Career Technical Center. All 7-12 grade students have the option to take classes in family and consumer science and agribusiness.

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

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

Cleveland High School evaluates the implementation of the CIP beginning in the spring with a CIP review meeting conducted by the administration, school leadership team, and the Blount County School Improvement Specialist. Results of the evaluation are shared with all stakeholder groups. Stakeholders are given the opportunity to offer suggestions and the CIP plan is revised accordingly. The completed plan is then shared with the faculty at a faculty meeting and with parents and other stakeholders at student orientation.

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?

For the 2018-2019 Cleveland High School will use Scantron data throughout the year and for our end of the year data evaluation as it is the assessment used by the ALSDE for this school year.

WORKKEYS? ACT?

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?

Scantron data is reviewed at the beginning and the end of the school year to compare and determine progress of Tier II and Tier III students in meeting the College and Career Ready Standards in reading and math and goals outlined in the CIP.

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

The School Leadership Team reviews walk-through results, collaboration meeting notes, PST notes, stakeholder input, students academic progress and SIR data to insure the continuous improvement of all students at Cleveland High School.

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.	20.73

Provide the number of classroom teachers.

22.15

Label	Question	Value
3.	Provide the total of all salaries for the FTE Teacher Units.	1070099.0

Total

1,070,099.00

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.	85846.0

Total

85,846.00

Assistant Principal

Label	Question	Value
1.	Provide the number of Assistant Principal assigned units.	0.5

Provide the number of Assistant Principals.

1

Label	Question	Value
3.	Provide the total of all salaries for the Assistant Principal.	70780.0

Total

70,780.00

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.	61399.0

Total

61,399.00

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.	53538.0

Total

53,538.00

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.	7200.0

Total

7,200.00

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.	2160.0

Total

2,160.00

EL Teachers

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

Provide the number of EL Teachers.

.02

Label	Question	Value
3.	Provide the total of all funding for EL Teachers.	988.62

Total

988.62

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.	12865.44

Total

12,865.44

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.	2307.12

Total

2,307.12

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	30435.0

Provide a brief explanation and breakdown of expenses.

- 690 - EL Support
- 709 - Parent Communication
- 5967 - School Nurse / Student Health
- 10370. - Classroom Supplies
- 7706 - Technology
- 2154 - Professional Learning
- 685 - Library Enhancement
- 2154 - After school tutoring

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	0.0

Provide a brief explanation and breakdown of expenses.

N/A

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))

Our district Federal Programs Advisory Committee which is made up of representatives from each school's aCIP team, meets two times per year to review a needs assessment, Title I plan and set-asides for the upcoming year. This committee voted to continue to combine school parental involvement allocations to provide a district Parental Involvement Specialist. This person will provide services to all Title I schools to heighten parent involvement through Title I annual meeting of parents, parent communications, and parent trainings at the Blount County Resource Center and/or local school. An Annual Federal Programs Informational Meeting for all parents will be held in each school prior to September 30. The district Parent Involvement Specialist will provide a PowerPoint Presentation, which explains the District Set Asides, with emphasis on the 1% set aside for Parent Involvement. The presentation will also cover the Title 1 requirements, Parents' Right-to-Know, and opportunities for parents to be involved in their child's education and as a volunteer at the school. A handout will be provided for all attendees with a written summary of the information covered in the meeting. A detachable section is provided for their signature as well as their comments, complaints, and/or suggestions. The detachable forms will be collected and used as additional parent input and will be considered in a future CIP committee meeting.

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

1. Parents are invited to attend orientation with their child. At orientation, a variety of information is dispersed including assessment results, tutoring opportunities, school policies and procedures, safety precautions, and curriculum requirements. During orientation, students information on policies and procedures, student achievement expectations and other useful information. In addition, they are issued a Blount County Handbook with board policies, curriculum requirements, student achievement expectations, etc. Parents are encouraged to take advantage of opportunities to meet with teachers and administration.
2. A Community Advisory Board on the district level consisting of parents and community stakeholders has been established. This board meets on a monthly basis with school administrators, representatives of the leadership team and student representatives to discuss ways to improve the school climate and student achievement. This team reviews the CIP and offers input for improvement. The School Leadership Team along with the Parent Advisory Team work together to analyze data and suggest areas for school improvement. Both teams look for opportunities to increase community and parent participation in the school environment that will positively impact student achievement. A Parent Volunteer Coordinator has been appointed to promote parent involvement. In addition, Athletic Booster Club and Band Booster Club meet regularly with the administration to plan methods to promote the band and athletic programs. They also provide monthly financial statements and records of meetings to the administration. Student organizations including Beta Clubs, Student Government Association and Fellowship of Christian Strategies to Increase Parental Involvement Cleveland High School.
3. Title I parent involvement is used to provide supplies and equipment at the Blount County Resource Center, which are available for use by all parents of students in the Blount County System.

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))

Names of the Cleveland High Advisory Team are published on the school web site and in the school newsletter. Parents and community stakeholders are encouraged to contact these board members to provide input in school matters. In addition, the grievance procedure is published in both the Blount County Handbook and the Cleveland High School Handbook. During the revision of the CIP, Parent Advisory Team members are encouraged to actively solicit input from various stakeholders. Care is taken to insure that all stakeholder groups are represented on this committee and that the make-up of the committee is diverse in nature. Members represent all income groups, cultures, special education, general education and gifted students as well as representatives of local businesses.

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-parent compact outlines the responsibilities of the school, parent, and student in improving student achievement and the means by which the school and parent will build and develop a partnership that will help children achieve high standards, School-Parent Compacts are used to document the commitment of parents, teachers, and the school administrator to work together to ensure that each child is successful. The school-parent compact is given to parents at registration / orientation and returned the same night, before school starts. New students complete and return a signed compact during enrollment with the school counselor.

The school-parent compact is developed by the Cleveland High Advisory Team and reviewed in the spring during the Continuous Improvement Plan planning meeting. Teachers and parents are encouraged to revisit the compacts during parent/teacher conferences and during other parent meetings during the school year. Cleveland High Advisory Team members are encouraged to solicit input from other parents and community members. On orientation nights parents are encouraged to take an active role in their child's education. Parents are encouraged to communicate with teachers via phone calls, conferences and e-mails. Teachers send home letters at the beginning of the school year outlining classroom, procedures and objectives as well as detailing their planning period and providing contact information. Teachers also post helpful information on the Cleveland High School Website. All assemblies and extra-curricular activities are open to the public and well attended by the community. At the beginning of each sport season a Meet the Panthers community event is held for the public. At homecoming a community pep rally is held at night for all stakeholders.

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

Parents are invited to submit comments on the Continuous Improvement Plan through the Parent Advisory Team, the Parent Volunteer Coordinator, or directly to the school administration.

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)

CHS holds an annual Parent Information Meeting to ensure parents understand how Title I funds are used to supplement programs used to meet state academic standards and improve students achievement. Parents are encouraged to be involved in volunteer opportunities provided by the school. These opportunities include, but are not limited to, Orientation Day, Booster Clubs, Beta Club activities and tapping ceremonies, Awards Day, Senior Recognition Ceremony, extracurricular admission gates and concession stands, and fundraisers. Students and parents are given a county handbook and given access information for our school handbook that outline academic requirements, remediation services available and resources available to parents and students. Parents are invited to attend parent conferences where they can meet with teachers and administrators and receive additional information to help meet the academic needs of students.

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)

At orientation nights, prior to the beginning of the school year, parents are informed on topics related to our students academic achievements including assessment results and tutoring opportunities. These same topics as well as specific information on helping their children are included on the school newsletter that is sent to parents each 9-weeks. Parents have access to their child's detailed grade information via the iNow parent portal as well as other information on the school's website. Our school's Statewide Parenting Day activities include sessions on using all of these technologies.

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)

Parents are encouraged to communicate on a regular basis with teachers and administrators. The administration maintains an "open door" policy and encourages parents to stop by with questions or input. Parents are encouraged to attend school activities such as field trips, sporting events, pep rallies, assemblies, etc. Parents are also encouraged to join the athletic booster club and band booster club. Communication with parents is aided by an electronic phone communication system that allows the school to notify parents and community stakeholders about important school issues via a phone call. In addition, a quarterly newsletter is mailed home to all parents with important information relating to school issues. Each newsletter contains a parent involvement section that reminds parents of resources available to them. Professional Development activities encourage faculty and staff to incorporate parents and community stakeholders into the academic activities of their classrooms.

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)

Cleveland High School coordinates its parent involvement program for all parents. We presently have about 1% of our students whose native language is something other than English, (currently all Spanish). Many of the parents of these students are actively involved in our parenting activities. Cleveland High School is served by an on-site English as a Second Language (EL) teacher on a half-time basis, plus continuous access to an EL consulting teacher, a Spanish translator, and a parent liaison. In addition to the general education staff of the school, these individuals work collaboratively to meet the training needs of the parents of our homeless, migrant, and non-native English speaking students. Parent Involvement funds for Cleveland High School are combined with the parent involvement funds from other schools within the Blount County School System to employ a full-time parent liaison. In addition to the parent liaison's salary and fringe benefits, the schools also jointly fund expenses for postage, copy machines, printing & binding, parent instructional supplies, travel expenses, and expenses related to professional development.

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)

Newsletters and other written communication is used to relay specific information to families. Teachers schedule parent conferences at the convenience of parents in order to reach a mutual agreement between parents and teachers on ways to help children become more successful students. With the help of the EL teacher and each student's Home Language survey, the teachers are informed of which students need correspondence in a language other than English. When this is appropriate it is provided with assistance from the school system's Migrant ELL/Home-School Liaison, the parental liaison, and with software services such as Transact. Recognizing the need to assist in bridging the gap of the linguistic diversity of students at school, communication handouts, signs, and directions are often translated into native languages spoken in the school.

Cleveland High School makes every effort to provide support to promote parental involvement. Opportunities to request additional support is available through the CHS Advisory Team, Parent Involvement Coordinator and through requests made to school administrators. The media center and computer labs are available for parent use on request. Parent groups use school facilities for a variety of events including class reunions, youth recreation league events, parent group meetings, etc

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))

Translators and sign-language interpreters are on staff with the Blount County Board of Education to ensure that all parents are able to understand the information being presented. All schools and facilities are handicap accessible including Cleveland High School. Reports and information, including student progress notes and report cards, are available in Spanish, or other languages (as needed). Special accommodations are continuously made to communicate with parents by phone and home visits as needed. A Migrant Liaison is on staff at the Blount County Resource Center, with a direct phone line (Spanish speaking voicemail), offering a wide variety of supports which also include the following:

- Translating and support at all events including I.E.P. meetings and school functions
- Translation of all written materials including Parent compacts, student handbook, newsletters, home-to-school connections, progress notes, report cards, etc.
- Home visits to encourage school attendance and respond to needs that may not be expressed at the local school (tutoring needs, clothing, hygiene, food, medical, immunizations, dental, vision, financial aide, school supplies, etc.)
- Pre-K support and enrollment through KidCrafters (support for parents of Pre-K students at the Blount County Resource Center), Headstart programs (multiple locations), Pre-K and RISE.
- Outreach and identification of migrant families (posters, flyers, school notifications, dedicated direct phone line, booths at local events to inform parents of EL and migrant students of support services, etc.)
- Professional Development for teachers to better serve students
- Grade monitoring for all migrant and EL students with support provided for at-risk (drop out, failing, poverty) students
- Information provided to parents about student options for College and Career Readiness (Career Tech, AP, ACT testing support, ASPIRE testing support, dual enrollment, WorkKeys, Industry Credentials, military enlistment, etc.)
- Family Literacy activities