ACIP

Southeastern School

Blount County Board of Education

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Remlap, AL 35133

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Executive Summary

Introduction

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

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

Description of the School

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

Southeastern is a Unit school. Southeastern graduated it's first senior class in the Spring of 2015. The student body has grown to approximately 767 students. The greatest growth being between the years of 2011 -2015 with the addition of a grade each year as the school moved from a K-8 school to a Unit School. The school currently has one principal, one and a half assistant principals, and a faculty and staff of approximately 82.

Southeastern campus is located adjacent to highway 75 and sits on approximately forty-four acres in Remlap, AL. Remlap is a rural, but rapidly growing community. The name Southeastern was chosen due to the fact that it is located in the southeastern portion of Blount County.

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.

Our mission at Southeastern School is to provide all students with a challenging curriculum while providing a safe, supportive, and structured environment producing college and career ready citizens.

WE BELIEVE THAT......

1. All students can learn
2. Student learning will be the main focus of Southeastern School.
3. Curriculum and instructional practices should incorporate diverse learning strategies.
4. A safe and nurturing environment promotes student learning.
5. Students learn best when they are actively engaged in the learning process.

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.

All teachers at Southeastern are highly qualified in their subject area. Classrooms are equipped with current technological devices including projectors, document cameras, a variety of interactive tablets, chrome and smart-boards. Teachers have received professional development on integrating technology as an instructional tool. We have wireless capability throughout the school to enhance our technological capabilities. Southeastern teachers received Alabama Math Science and Technology Initiative training.

Southeastern teachers will continue to pursue professional development to aid in continued implementation of College and Career Ready standards and the one-to-one initiative. Southeastern has also recently constructed a 100 foot greenhouse that has enabled us to implement a career tech horticulture unit.

Additional Information

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

Southeastern's enrollment has increased to approximately 767 this year.   We have 1 computer lab and 5 chrome carts containing 30 chrome books on each allowing advanced and remedial educational opportunities. Blount County Board of Education is purchasing Chrome books for all of our third grade students. In addition, our budget committee has agreed to use our technology money to purchase chrome books for all students in grades 4-9. Grades K-1 are one to one with nooks and second grade has almost one to one ratio with iPads. There are various clubs offered to students, including a newly added drum line, that address student interests and needs. There is currently a part-time instructional aide on staff that speaks Spanish and English fluently. Southeastern has added a Business Education Lab with a full-time teacher. Students are also allowed to take AP classes through ACCESS.

Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

The local school administration appointed members to serve on the school's leadership team. The team consist of administrators, teachers, community members and parents. The teachers serving on the team have the responsibility of relaying and gathering information from teachers. Meetings were scheduled before and after school hours to accommodate differing schedules of stakeholders.

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

The teachers serving on the Leadership team met with their area teachers and reviewed spring assessment data. The data was used to set goals, action steps, and strategies for the upcoming school year. All stakeholders are given opportunity to review, make comments, suggestions, and voice concerns before the plan is finalized.

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

The plan was drafted and reviewed by stakeholders including teachers, parents, and community members for approval or revisions before the plan was finalized. The final plan is available in the front office of the school. Revisions to the plan are made throughout the school year as needed for academic or budget needs.

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	See Attached File.	Data Document to date

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?

3rd-10th grade math,

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

According to nationally normed data, special education, ACT, pre-ACT, attendance, graduation rate are all show positive trends.

Which area(s) indicate the overall highest performance?

Based on nationally normed data 5th / 8th grade math and 3rd / 7th grade reading are scoring higher than other sub groups.

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

Special Education Students continue to show a trend in increasing performance according to national normed data.

Between which subgroups is the achievement gap closing?

Special Education and All students

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

Everything is consistent with other forms of collected data throughout the school.

Areas in Need of Improvement

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

3rd grade math and 5th grade reading. The LEP population appears to be performing below expected levels in math.

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

 All subgroups are showing a positive trajectory in Reading and math according to national data.

Which area(s) indicate the overall lowest performance?

3rd grade math and 5th grade reading according to national norms.

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

Between which subgroups is the achievement gap becoming greater?

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

Reading and Math

Report Summary

Scores By Section

Section Score

	1	2	3	4

Evaluative Criteria and Rubrics

4
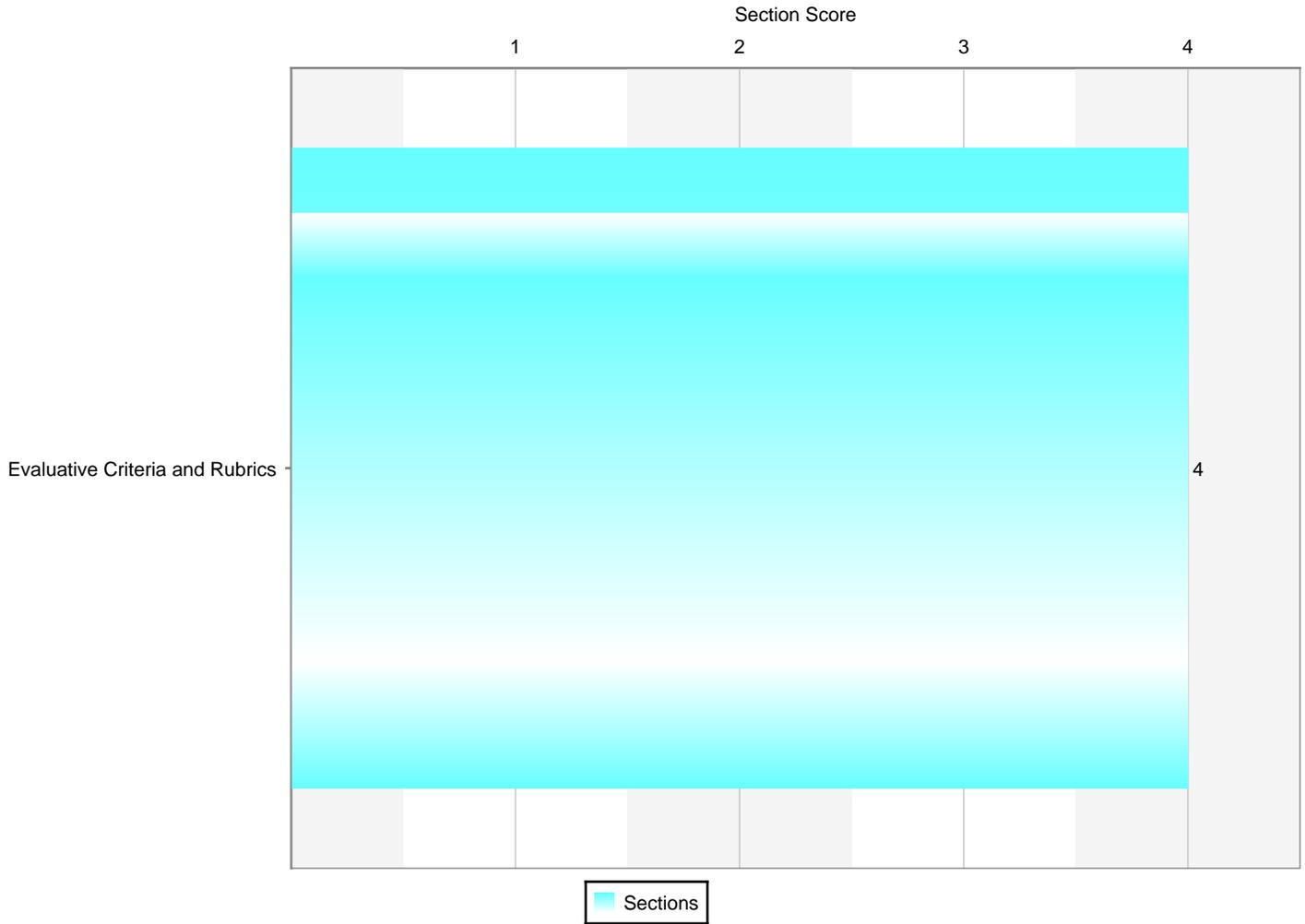
Sections

ACIP Assurances

Introduction

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

ACIP Assurances

Label	Assurance	Response	Comment	Attachment
1.	The Instructional Leadership Team members that should be present include the principal, guidance counselor, district school improvement specialist (or other designee), appropriate content-area teachers, parent representatives, and student representatives (as appropriate). Depending on the data, additional members may include special population representatives (Technology Coordinator, Special Education, 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		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		BCS Discrimination 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		Admin 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		BCS 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		parent compact

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 enrolled in Southeastern School will achieve Language proficiency UPDATE: 2017-2020	Objectives: 1 Strategies: 1 Activities: 3	Academic	$38982
2	ADVOCACY: Teachers and leadership will use create opportunities to make additional connections with students through arts and sciences.	Objectives: 1 Strategies: 1 Activities: 5	Organizational	$10825
3	All faculty and staff at Southeastern School will collaborate to improve parental involvement in partnership with District level support.	Objectives: 1 Strategies: 1 Activities: 6	Organizational	$34928
4	Academic Goal	Objectives: 1 Strategies: 2 Activities: 4	Organizational	$34325

Goal 1: All English Learners enrolled in Southeastern School will achieve Language proficiency UPDATE: 2017-2020

Measurable Objective 1:

55% of English Learners students will demonstrate a proficiency of at least 4.8 in English Language Arts by 05/31/2019 as measured by ACCESS.

Strategy 1:

Classroom Instruction - 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 and writing.

UPDate 2017-2020 To continue with this strategy.

Category: Other - Reading

Research Cited: Effective Instruction for English Learners

M. Calderon, R. Slavin, M. Sanchez (2011). "Effective Instruction for English Learners," The Future of Children, Spring 2011.

EL Policy and Procedures Manual

State EL Policy and Procedures Manual English Language Learners Equity and Excellence in Education Alabama State Department of Education (2012). Retrieved from http://alex.state.al.us/ell/?q=node/27.

Activity - Collaboration of EL and Regular Ed staff	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school administrator will facilitate planning and collaboration opportunities for: • The EL teacher and part time aide to collaborate with all teachers to integrate language objectives with content objectives. • The EL and classroom teachers to collaborate in data meetings to provide insight into individual EL student instructional needs. • The EL and classroom teachers to collaborate in the development of lessons that integrate language objectives along with course content objectives.	Academic Support Program	08/18/2016	05/18/2020	$38982	Title I Part A, Title I Part A	Administrators, El teachers and classroom teachers

Activity - EL Resource	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The El Teacher will provide resource room support based on IELP needs.	Academic Support Program	08/18/2016	05/20/2020	$0	No Funding Required	EL Teacher and EL Aide

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

Teachers will support the District Migrant Parent Liaison through identification of students with needs including, but not limited to, tutoring, drop out prevention, family literacy, health and nutrition. Parents of EL and Migrant students will be provided with student progress notes and report cards in their home language, to the extent possible, as outlined in the District EL plan.	Parent Involvement, Policy and Process	08/10/2016	05/18/2020	$0	No Funding Required	District Migrant Parent Liaison, Administration, Teachers

Goal 2: ADVOCACY: Teachers and leadership will use create opportunities to make additional connections with students through arts and sciences.

Measurable Objective 1:

collaborate to advocate for all students during 'survey of electives' (7th period) by 05/31/2018 as measured by increased opportunities in the arts.

Strategy 1:

Full STEAM Ahead - Southeastern faculty will collaborate to increase student access to arts and science educational experiences based on the importance of creating College and Career ready students through a well rounded education as is outlined in STEM-to-STEAM (Science, Technology, Engineering, Arts and Math) http://stemtosteam.org/resources/. All students will benefit through one or more of the following activities: (a) a rotating schedule of arts and science mini-courses courses for 4-6 grade, (b) additional exposure to science outside of the core curriculum for grades 10-12, (c) Art and Music Clubs, (d) a Cultural Arts Showcase night for all students.

Category: Develop/Implement Student and School Culture Program

Research Cited: U.S. Department of Education, No Child Left Behind Web site, http://www.nochildleftbehind.gov.

Education Commission of the States (2005), State Policies Regarding Arts in Education. Denver, CO: ECS.

Deasy, Richard J. (editor) (2002), Critical Links: Learning in the Arts and Student Achievement and Social Development, Washington, DC: AEP.

Activity - Mini-Courses	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Fourth through sixth grade students will rotate through a wide variety of arts and science electives with their homeroom on 3-week basis. Offerings will include but are not limited to: art, chorus, drums and music.	Academic Support Program	08/08/2016	05/31/2019	$0	No Funding Required	Teachers and Administration

Activity - Science Extension	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grades 10-12 will have additional opportunities in the sciences including, but not limited to, robotics, and a green house as part of Botany.	Academic Support Program	08/10/2018	05/31/2019	$0	No Funding Required	Teachers and Administrators

Activity - Art and Music Clubs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Art and Music Club opportunities will be offered to all 7-12 students. after school.	Academic Support Program	10/01/2016	05/25/2017	$10825	Title I Part A, Title I Part A	Teachers and Administrators

Activity - Guest Performaces	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Southeastern School will partner with the Alabama Cultural Arts Center to provide two performances for grade k-12.	Community Engagement	10/01/2016	05/31/2019	$0	No Funding Required	Administration with BCEF Support

Activity - Showcase	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Southeastern School will host a Cultural Arts Showcase night to give students an opportunity to share their learning through our 'Full STEAM Ahead' initiative.	Community Engagement, Academic Support Program	10/01/2016	05/31/2018	$0	No Funding Required	Administration and teachers

Goal 3: All faculty and staff at Southeastern School will collaborate to improve parental involvement in partnership with District level support.

Measurable Objective 1:

collaborate to improve parental involvement in grades k-12 by 05/25/2017 as measured by parental involvement data..

Strategy 1:

Parent Involvement - All faculty and staff will work in collaboration with the District, 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. Activities will include but not be limited to:

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	Resource Assigned	Source Of Funding	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 | 05/31/2019 | $0 | No Funding Required | District Level Parent Liaison, Administrator |

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. The school employs a parent liaison to increase parental involvement.	Parent Involvement	08/08/2016	05/31/2019	$0	Title I Part A	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	05/31/2019	$0	No Funding Required	District Level Parent Liaison, Administrator

Activity - KID CRAFTERS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parent with Preschoolers will provide parents and preschoolers with the materials and resources that will that will prepare future students with skills needed for Kindergarten.	Academic Support Program, Parent Involvement	08/08/2016	05/31/2019	$0	No Funding Required	District Level Parent Liaison, Administrator

Activity - Medical Services	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A school nurse will be employed to partner with parents and staff to maximize instructional time for each student. Supplies will be provided.	Academic Support Program, Parent Involvement	08/08/2016	05/31/2019	$13230	Title I Part A	Administrator, school nurse, all faculty

Activity - LOCAL: Parent Liaison	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school employees a parental involvement specialist to communicate with and encourage parents to be involved with their child's education. This includes notifications and memos through various means including mailing documents such as report cards. The employee salary was entered on action step 2. Funds provided for parent mail outs.	Parent Involvement	08/08/2016	05/31/2019	$21698	Title I Part A, Title I Part A	Local Parent Liaison, Administrator

Goal 4: Academic Goal

Measurable Objective 1:

collaborate to support a 2% growth on all assessments by 05/17/2019 as measured by students scoring 'average" and 'above average' on appropriate scantron assessments.

Strategy 1:

Tier I core instruction - Students will grow in proficiency of CCRS in all areas as measured by Scantron Series

Category: Develop/Implement College and Career Ready Standards

Research Cited: (1) College and Career Ready Standards (2) Knight, J. (2011). Unmistakable Impact: A Partnership approach to dramatically improving instruction.

Thousand Oaks, CA: Corwin Press.

Activity - Quality Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
To support student learning, teachers will continue their focus on standards-based planning and formative assessments using the Educator Effectiveness rubrics as a guideline. Quality Questioning through Benchmark and in 7th and 8th grade will be an additional focus. Technologies will be used to enhance this effort (see the technology Action Step). The eleot 2.0 tool will be used towards reflection of these efforts.	Technology, Academic Support Program, Professional Learning	08/10/2017	05/17/2019	$6321	Title I Part A, Title I Part A, Title I Part A, Title I Part A	teachers

Activity - Instructional Support and Coaching	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will utilize the resources provided by ARI (Reading Coach), AMSTI and by the BCS (LDC / MDC). In addition, the school will provide an Aide to provide support to teachers, support operations of the schools' infrastructure, and other duties as needed to support student learning. The Reading Coach job description is outlined by the BCS in conjunction with ARI. This year the focus will be on intervention, data meetings, and implementing Benchmark in Kindergarten to 2nd grade. The district level coaches will support first year teachers and will enter into coaching round with veteran teachers as requested and schedules permit.	Academic Support Program	08/10/2018	05/17/2019	$10604	Title I Part A	Instructional Coaches and teachers

Activity - Increased Technology and Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Southeastern School will purchase additional technology (Chromebooks and Science Lab Equipment) in its efforts toward becoming a one-to-one school to support student engagement (measured by eleot 2.0). Grades 3, 4, 5, 6 and 9 will have one-to-one Chromebooks; grades k-2 has individual devices (Nooks, etc.), and Chromebook carts exist for other students with additional plans for 2019-2020. An aide is available for technical support.	Academic Support Program	08/09/2018	05/31/2019	$16000	Title I Part A, Title I Part A, Title I Part A	Administration, teachers and tech support aide

Strategy 2:

Tier II and III instruction - Southeastern will determine academic needs through data meetings, PST, and the RTI process.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Berckemeyer, J. Taming The Team.

Activity - Data Meetings and targeted intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Southeastern will hold monthly PST, data meetings and grade level meeting and quarterly vertical team meetings. These meeting are used to determine intervention and extension strategies / services.Intervention includes but not limited to Moby Max, Small groups, Minplay, SPROUT, Dreambox, SPIRE, etc. Afterschool tutoring will also be provided.	Academic Support Program, Behavioral Support Program	08/10/2018	05/24/2019	$1400	Title I Part A, Title I Part A	Teachers, PST team, Administration

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Art and Music Clubs	Art and Music Club opportunities will be offered to all 7-12 students. after school.	Academic Support Program	10/01/2016	05/25/2017	$5118	Teachers and Administrators
Increased Technology and Support	Southeastern School will purchase additional technology (Chromebooks and Science Lab Equipment) in its efforts toward becoming a one-to-one school to support student engagement (measured by eleot 2.0). Grades 3, 4, 5, 6 and 9 will have one-to-one Chromebooks; grades k-2 has individual devices (Nooks, etc.), and Chromebook carts exist for other students with additional plans for 2019-2020. An aide is available for technical support.	Academic Support Program	08/09/2018	05/31/2019	$7500	Administration, teachers and tech support aide
Instructional Support and Coaching	The school will utilize the resources provided by ARI (Reading Coach), AMSTI and by the BCS (LDC / MDC). In addition, the school will provide an Aide to provide support to teachers, support operations of the schools' infrastructure, and other duties as needed to support student learning. The Reading Coach job description is outlined by the BCS in conjunction with ARI. This year the focus will be on intervention, data meetings, and implementing Benchmark in Kindergarten to 2nd grade. The district level coaches will support first year teachers and will enter into coaching round with veteran teachers as requested and schedules permit.	Academic Support Program	08/10/2018	05/17/2019	$10604	Instructional Coaches and teachers
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. The school employs a parent liaison to increase parental involvement.	Parent Involvement	08/08/2016	05/31/2019	$0	District Level Parent Liaison, Administrator
Collaboration of EL and Regular Ed staff	The school administrator will facilitate planning and collaboration opportunities for: • The EL teacher and part time aide to collaborate with all teachers to integrate language objectives with content objectives. • The EL and classroom teachers to collaborate in data meetings to provide insight into individual EL student instructional needs. • The EL and classroom teachers to collaborate in the development of lessons that integrate language objectives along with course content objectives.	Academic Support Program	08/18/2016	05/18/2020	$6901	Administrators, EI teachers and classroom teachers

Medical Services	A school nurse will be employed to partner with parents and staff to maximize instructional time for each student. Supplies will be provided.	Academic Support Program, Parent Involvement	08/08/2016	05/31/2019	$13230	Administrator, school nurse, all faculty
Quality Instruction	To support student learning, teachers will continue their focus on standards-based planning and formative assessments using the Educator Effectiveness rubrics as a guideline. Quality Questioning through Benchmark and in 7th and 8th grade will be an additional focus. Technologies will be used to enhance this effort (see the technology Action Step). The eleot 2.0 tool will be used towards reflection of these efforts.	Technology, Academic Support Program, Professional Learning	08/10/2017	05/17/2019	$340	teachers
Quality Instruction	To support student learning, teachers will continue their focus on standards-based planning and formative assessments using the Educator Effectiveness rubrics as a guideline. Quality Questioning through Benchmark and in 7th and 8th grade will be an additional focus. Technologies will be used to enhance this effort (see the technology Action Step). The eleot 2.0 tool will be used towards reflection of these efforts.	Technology, Academic Support Program, Professional Learning	08/10/2017	05/17/2019	$581	teachers
Increased Technology and Support	Southeastern School will purchase additional technology (Chromebooks and Science Lab Equipment) in its efforts toward becoming a one-to-one school to support student engagement (measured by eleot 2.0). Grades 3, 4, 5, 6 and 9 will have one-to-one Chromebooks; grades k-2 has individual devices (Nooks, etc.), and Chromebook carts exist for other students with additional plans for 2019-2020. An aide is available for technical support.	Academic Support Program	08/09/2018	05/31/2019	$1000	Administration, teachers and tech support aide
Increased Technology and Support	Southeastern School will purchase additional technology (Chromebooks and Science Lab Equipment) in its efforts toward becoming a one-to-one school to support student engagement (measured by eleot 2.0). Grades 3, 4, 5, 6 and 9 will have one-to-one Chromebooks; grades k-2 has individual devices (Nooks, etc.), and Chromebook carts exist for other students with additional plans for 2019-2020. An aide is available for technical support.	Academic Support Program	08/09/2018	05/31/2019	$7500	Administration, teachers and tech support aide
Quality Instruction	To support student learning, teachers will continue their focus on standards-based planning and formative assessments using the Educator Effectiveness rubrics as a guideline. Quality Questioning through Benchmark and in 7th and 8th grade will be an additional focus. Technologies will be used to enhance this effort (see the technology Action Step). The eleot 2.0 tool will be used towards reflection of these efforts.	Technology, Academic Support Program, Professional Learning	08/10/2017	05/17/2019	$2700	teachers

Collaboration of EL and Regular Ed staff	The school administrator will facilitate planning and collaboration opportunities for: • The EL teacher and part time aide to collaborate with all teachers to integrate language objectives with content objectives. • The EL and classroom teachers to collaborate in data meetings to provide insight into individual EL student instructional needs. • The EL and classroom teachers to collaborate in the development of lessons that integrate language objectives along with course content objectives.	Academic Support Program	08/18/2016	05/18/2020	$32081	Administrators, El teachers and classroom teachers
Art and Music Clubs	Art and Music Club opportunities will be offered to all 7-12 students. after school.	Academic Support Program	10/01/2016	05/25/2017	$5707	Teachers and Administrators
LOCAL: Parent Liaison	The school employees a parental involvement specialist to communicate with and encourage parents to be involved with their child's education. This includes notifications and memos through various means including mailing documents such as report cards. The employee salary was entered on action step 2. Funds provided for parent mail outs.	Parent Involvement	08/08/2016	05/31/2019	$490	Local Parent Liaison, Administrator
LOCAL: Parent Liaison	The school employees a parental involvement specialist to communicate with and encourage parents to be involved with their child's education. This includes notifications and memos through various means including mailing documents such as report cards. The employee salary was entered on action step 2. Funds provided for parent mail outs.	Parent Involvement	08/08/2016	05/31/2019	$21208	Local Parent Liaison, Administrator
Data Meetings and targeted intervention	Southeastern will hold monthly PST, data meetings and grade level meeting and quarterly vertical team meetings. These meeting are used to determine intervention and extension strategies / services.Intervention includes but not limited to Moby Max, Small groups, Minplay, SPROUT, Dreambox, SPIRE, etc. Afterschool tutoring will also be provided.	Academic Support Program, Behavioral Support Program	08/10/2018	05/24/2019	$0	Teachers, PST team, Administration
Data Meetings and targeted intervention	Southeastern will hold monthly PST, data meetings and grade level meeting and quarterly vertical team meetings. These meeting are used to determine intervention and extension strategies / services.Intervention includes but not limited to Moby Max, Small groups, Minplay, SPROUT, Dreambox, SPIRE, etc. Afterschool tutoring will also be provided.	Academic Support Program, Behavioral Support Program	08/10/2018	05/24/2019	$1400	Teachers, PST team, Administration
Quality Instruction	To support student learning, teachers will continue their focus on standards-based planning and formative assessments using the Educator Effectiveness rubrics as a guideline. Quality Questioning through Benchmark and in 7th and 8th grade will be an additional focus. Technologies will be used to enhance this effort (see the technology Action Step). The eleot 2.0 tool will be used towards reflection of these efforts.	Technology, Academic Support Program, Professional Learning	08/10/2017	05/17/2019	$2700	teachers
				Total	$119060	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Mini-Courses	Fourth through sixth grade students will rotate through a wide variety of arts and science electives with their homeroom on 3-week basis. Offerings will include but are not limited to: art, chorus, drums and music.	Academic Support Program	08/08/2016	05/31/2019	$0	Teachers and Administration
EL Resource	The El Teacher will provide resource room support based on IELP needs.	Academic Support Program	08/18/2016	05/20/2020	$0	EL Teacher and EL Aide
Guest Performaces	Southeastern School will partner with the Alabama Cultural Arts Center to provide two performances for grade k-12.	Community Engagement	10/01/2016	05/31/2019	$0	Administration with BCEF Support
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	05/31/2019	$0	District Level Parent Liaison, Administrator
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	05/31/2019	$0	District Level Parent Liaison, Administrator
Science Extension	Grades 10-12 will have additional opportunities in the sciences including, but not limited to, robotics, and a green house as part of Botany.	Academic Support Program	08/10/2018	05/31/2019	$0	Teachers and Administrators
Migrant Support	Teachers will support the District Migrant Parent Liaison through identification of students with needs including, but not limited to, tutoring, drop out prevention, family literacy, health and nutrition. Parents of EL and Migrant students will be provided with student progress notes and report cards in their home language, to the extent possible, as outlined in the District EL plan.	Parent Involvement, Policy and Process	08/10/2016	05/18/2020	$0	District Migrant Parent Liaison, Administration, Teachers
Showcase	Southeastern School will host a Cultural Arts Showcase night to give students an opportunity to share their learning through our 'Full STEAM Ahead' initiative.	Community Engagement, Academic Support Program	10/01/2016	05/31/2018	$0	Administration and teachers
KID CRAFTERS	Parent with Preschoolers will provide parents and preschoolers with the materials and resources that will that will prepare future students with skills needed for Kindergarten.	Academic Support Program, Parent Involvement	08/08/2016	05/31/2019	$0	District Level Parent Liaison, Administrator
				Total	$0	

Stakeholder Feedback Diagnostic

Introduction

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

Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes	We have uploaded the Stakeholder Feedback Data.	

Evaluative Criteria and Rubrics

Overall Rating: 3.0

	Statement or Question	Response	Rating
1.	Questionnaire Administration	Most required AdvancED questionnaires were used by the institution to receive stakeholder feedback. The minimum response rate for each population was met (parent questionnaire: equal to or greater than 20%, student questionnaire(s): equal to or greater than 40%, staff questionnaire: equal to or greater than 60%). Questionnaires were administered with reasonable fidelity to the administrative procedures appropriate for each assessment. In most instances, the stakeholders to whom these questionnaires were administered mostly represented the populations served by the institution. Appropriate accommodations were provided for most participants.	Level 3

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

Areas of Notable Achievement

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

One hundred sixty-three Southeastern parents completed the Title 1 Parent Survey. Southeastern scored ninety-two percent were satisfaction on feeling welcome at the school. Ninety-two percent say they can easily reach their child's classroom teacher. Ninety-six percent understand their students report card. And, ninety-one percent say they are encouraged to be involved in their student's education.

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

Last year, one of our highest area of stakeholder satisfaction was parents feel welcome in our school. This is in line with this year's responses about teacher availability and being encouraged to be involved.

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

During Open House, community events, assemblies, pageants, athletic events, and parent teacher conferences, parents reiterate the fact that they feel welcome when they are on Southeastern's campus.

Areas in Need of Improvement

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

On the Title 1 Parent Survey, Southeastern School scored the lowest (49%) on knowing about the school's referral program to outside agencies.

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

None. Last year's (2017) lowest score was 48% of the responding parents. Spring 2018 survey's lowest score was 49% of responding parents (163). The question was asking parents if they were aware of the school's referral program to community services outside of the school. 49%, of the the 163 who responded, indicated they were not aware.

What are the implications for these stakeholder perceptions?

Our school should continue to increase family engagement practices.

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

Findings of the survey are consistent with what we hear in the community.

Report Summary

Scores By Section

Section Score

	1	2	3	4

Evaluative Criteria and Rubrics

3
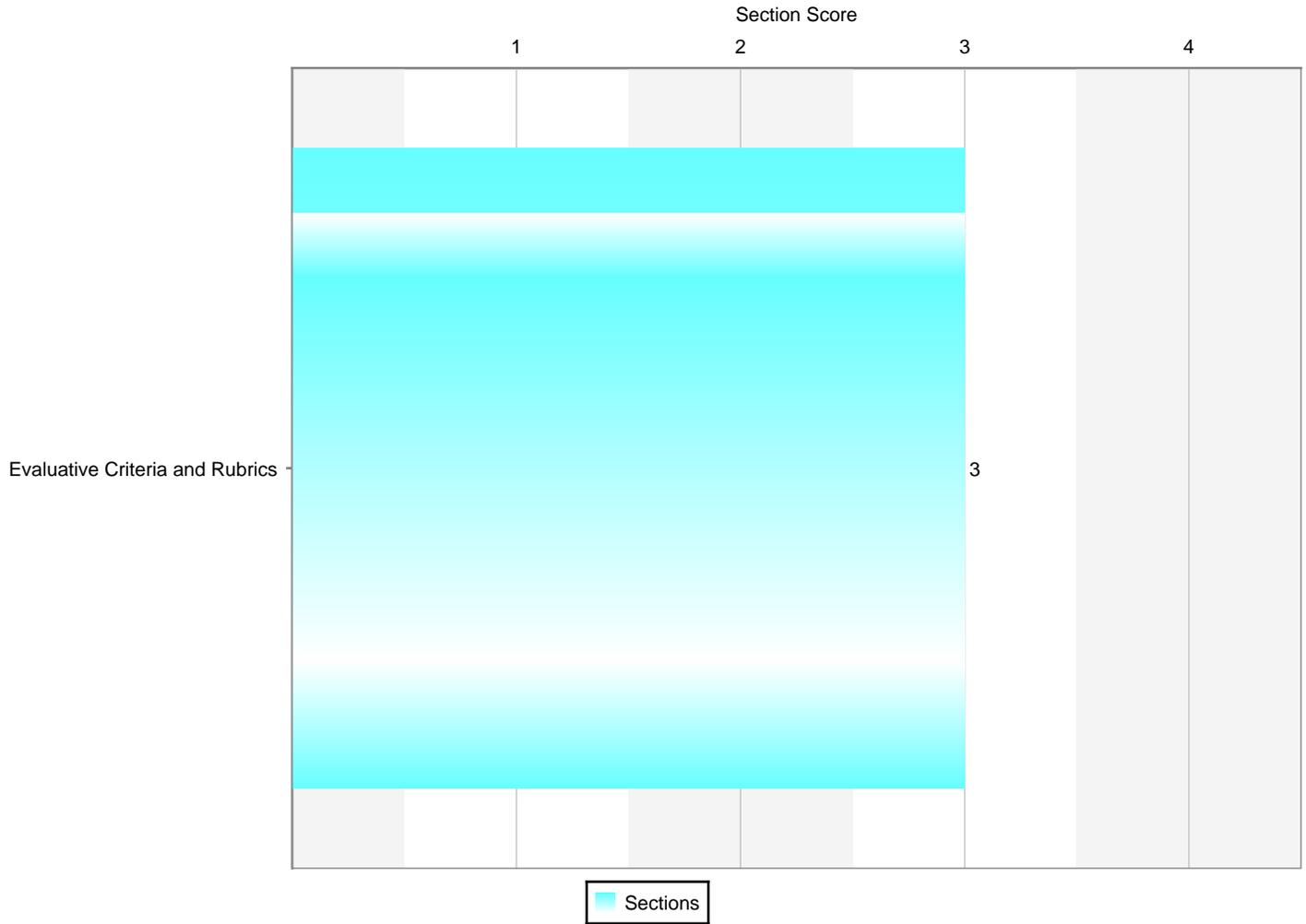
Sections

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?

Southeastern School conducts monthly data meetings for grades K-12. Data is reviewed each month. When available PAR, Scantron, and ACT results are also discussed. The school also reviews behavioral data such as attendance and office referrals. Data for subgroups is also analyzed (Special Education, Migrant, EL, etc.). Teachers are encouraged to use the information gained from these meetings to adjust their instructional pacing, strategies and standards being covered, their approach to the presentation of material, and use of formative assessments to gauge student understanding. When state assessments become available staff analyzes this information to determine weaknesses that need to be addressed and strengths that need to be continued.

What were the results of the comprehensive needs assessment?

The data that was reviewed showed that a significant number of students at Southeastern School are not College and Career Ready.

What conclusions were drawn from the results?

Southeastern School has made gains in math and language arts scores on various assessments over the past several years. The gains that have been made show that students are progressing toward becoming College and Career Ready, but there is room for growth. Overall, students scored higher in math readiness than they did in language arts.

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

After reviewing our school data, we determined that the students and staff at Southeastern School need to continue to focus on improving the rigor of Core instruction. Our emphases will be on math, language-arts, and writing. Teachers in all core content areas will continue to look for ways to increase the level and quality of instruction. While striving to improve the quality and rigor of core instruction, we will also work to provide intervention services for students in math and language-arts. Teachers will continue to focus on areas or gaps that students struggle with as they move toward mastery of content standards.

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

The data shows that there is a need for remediation and reteaching of various language arts and math standards so that students can become College and Career Ready. We provide Tier I instruction in both math and language arts, and students that struggle with comprehension at that level are offered various forms of intervention. To meet the needs of struggling students, Tier II and III intervention programs have been established, EL services are offered to students that struggle with comprehension because of language barriers, and

Title I Schoolwide Diagnostic Southeastern School Page the school has hired a Parent-Liaison to inform parents of student performances.

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

The results of the various formative assessments and our state assessments shows that there is a need for an increase in the overall rigor of instruction in math and language arts instruction and a need to continue to improve our plan of instruction and intervention.

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

Students will be presented with Tier I instruction that is designed to provide the rigor that is needed to ensure that students will become College and Career Ready. Students that cannot or do not demonstrate mastery of the College and Career Readiness standards are provided with Tier II and III intervention and instruction. Migrant students are monitored for progress throughout the year by the District Migrant Home-School Liaison; support is provided to students on an as-needed basis to include tutoring, health, graduation, and other support.

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:

Academic Goal

Measurable Objective 1:

collaborate to support a 2% growth on all assessments by 05/17/2019 as measured by students scoring 'average" and 'above average' on appropriate scantron assessments.

Strategy1:

Tier I core instruction - Students will grow in proficiency of CCRS in all areas as measured by Scantron Series

Category: Develop/Implement College and Career Ready Standards

Research Cited: (1) College and Career Ready Standards (2) Knight, J. (2011). Unmistakable Impact: A Partnership approach to dramatically improving instruction. Thousand Oaks, CA: Corwin Press.

Activity - Instructional Support and Coaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will utilize the resources provided by ARI (Reading Coach), AMSTI and by the BCS (LDC / MDC). In addition, the school will provide an Aide to provide support to teachers, support operations of the schools' infrastructure, and other duties as needed to support student learning. The Reading Coach job description is outlined by the BCS in conjunction with ARI. This year the focus will be on intervention, data meetings, and implementing Benchmark in Kindergarten to 2nd grade. The district level coaches will support first year teachers and will enter into coaching round with veteran teachers as requested and schedules permit.	Academic Support Program	08/10/2018	05/17/2019	$10604 - Title I Part A	Instructional Coaches and teachers

Activity - Increased Technology and Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Southeastern School will purchase additional technology (Chromebooks and Science Lab Equipment) in its efforts toward becoming a one-to-one school to support student engagement (measured by eleot 2.0). Grades 3, 4, 5, 6 and 9 will have one-to-one Chromebooks; grades k-2 has individual devices (Nooks, etc.), and Chromebook carts exist for other students with additional plans for 2019-2020. An aide is available for technical support.	Academic Support Program	08/09/2018	05/31/2019	$1000 - Title I Part A $7500 - Title I Part A $7500 - Title I Part A	Administration, teachers and tech support aide

Activity - Quality Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
To support student learning, teachers will continue their focus on standards-based planning and formative assessments using the Educator Effectiveness rubrics as a guideline. Quality Questioning through Benchmark and in 7th and 8th grade will be an additional focus. Technologies will be used to enhance this effort (see the technology Action Step). The eleot 2.0 tool will be used towards reflection of these efforts.	Technology Academic Support Program Professional Learning	08/10/2017	05/17/2019	$340 - Title I Part A $581 - Title I Part A $2700 - Title I Part A $2700 - Title I Part A	teachers

Strategy2:

Tier II and III instruction - Southeastern will determine academic needs through data meetings, PST, and the RTI process.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Berckemeyer, J. Taming The Team.

Activity - Data Meetings and targeted intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Southeastern will hold monthly PST, data meetings and grade level meeting and quarterly vertical team meetings. These meeting are used to determine intervention and extension strategies / services.Intervention includes but not limited to Moby Max, Small groups, Minplay, SPROUT, Dreambox, SPIRE, etc. Afterschool tutoring will also be provided.	Academic Support Program Behavioral Support Program	08/10/2018	05/24/2019	$1400 - Title I Part A $0 - Title I Part A	Teachers, PST team, Administration

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:

ADVOCACY: Teachers and leadership will use create opportunities to make additional connections with students through arts and sciences.

Measurable Objective 1:

collaborate to advocate for all students during 'survey of electives' (7th period) by 05/31/2018 as measured by increased opportunities in the

arts.

Strategy1:

Full STEAM Ahead - Southeastern faculty will collaborate to increase student access to arts and science educational experiences based on the importance of creating College and Career ready students through a well rounded education as is outlined in STEM-to-STEAM (Science, Technology, Engineering, Arts and Math) http://stemtosteam.org/resources/. All students will benefit through one or more of the following activities: (a) a rotating schedule of arts and science mini-courses courses for 4-6 grade, (b) additional exposure to science outside of the core curriculum for grades 10-12, (c) Art and Music Clubs, (d) a Cultural Arts Showcase night for all students.

Category: Develop/Implement Student and School Culture Program

Research Cited: U.S. Department of Education, No Child Left Behind Web site, http://www.nochildleftbehind.gov.

Education Commission of the States (2005), State Policies Regarding Arts in Education. Denver, CO: ECS.

Deasy, Richard J. (editor) (2002), Critical Links: Learning in the Arts and Student Achievement and Social Development, Washington, DC: AEP.

Activity - Guest Performaces	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Southeastern School will partner with the Alabama Cultural Arts Center to provide two performances for grade k-12.	Community Engagement	10/01/2016	05/31/2019	$0 - No Funding Required	Administration with BCEF Support

Activity - Mini-Courses	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Fourth through sixth grade students will rotate through a wide variety of arts and science electives with their homeroom on 3-week basis. Offerings will include but are not limited to: art, chorus, drums and music.	Academic Support Program	08/08/2016	05/31/2019	$0 - No Funding Required	Teachers and Administration

Activity - Art and Music Clubs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Art and Music Club opportunities will be offered to all 7-12 students. after school.	Academic Support Program	10/01/2016	05/25/2017	$5118 - Title I Part A $5707 - Title I Part A	Teachers and Administrators

Activity - Showcase	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Southeastern School will host a Cultural Arts Showcase night to give students an opportunity to share their learning through our 'Full STEAM Ahead' initiative.	Community Engagement Academic Support Program	10/01/2016	05/31/2018	$0 - No Funding Required	Administration and teachers

Activity - Science Extension	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grades 10-12 will have additional opportunities in the sciences including, but not limited to, robotics, and a green house as part of Botany.	Academic Support Program	08/10/2018	05/31/2019	$0 - No Funding Required	Teachers and Administrators

Goal 2:

Academic Goal

Measurable Objective 1:

collaborate to support a 2% growth on all assessments by 05/17/2019 as measured by students scoring 'average" and 'above average' on

appropriate scantron assessments.

Strategy1:

Tier II and III instruction - Southeastern will determine academic needs through data meetings, PST, and the RTI process.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Berckemeyer, J. Taming The Team.

Activity - Data Meetings and targeted intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Southeastern will hold monthly PST, data meetings and grade level meeting and quarterly vertical team meetings. These meeting are used to determine intervention and extension strategies / services.Intervention includes but not limited to Moby Max, Small groups, Minplay, SPROUT, Dreambox, SPIRE, etc. Afterschool tutoring will also be provided.	Behavioral Support Program Academic Support Program	08/10/2018	05/24/2019	$0 - Title I Part A $1400 - Title I Part A	Teachers, PST team, Administration

Strategy2:

Tier I core instruction - Students will grow in proficiency of CCRS in all areas as measured by Scantron Series

Category: Develop/Implement College and Career Ready Standards

Research Cited: (1) College and Career Ready Standards (2) Knight, J. (2011). Unmistakable Impact: A Partnership approach to

dramatically improving instruction. Thousand Oaks, CA: Corwin Press.

Activity - Increased Technology and Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Southeastern School will purchase additional technology (Chromebooks and Science Lab Equipment) in its efforts toward becoming a one-to-one school to support student engagement (measured by eleot 2.0). Grades 3, 4, 5, 6 and 9 will have one-to-one Chromebooks; grades k-2 has individual devices (Nooks, etc.), and Chromebook carts exist for other students with additional plans for 2019-2020. An aide is available for technical support.	Academic Support Program	08/09/2018	05/31/2019	$7500 - Title I Part A $7500 - Title I Part A $1000 - Title I Part A	Administration, teachers and tech support aide

Activity - Instructional Support and Coaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will utilize the resources provided by ARI (Reading Coach), AMSTI and by the BCS (LDC / MDC). In addition, the school will provide an Aide to provide support to teachers, support operations of the schools' infrastructure, and other duties as needed to support student learning. The Reading Coach job description is outlined by the BCS in conjunction with ARI. This year the focus will be on intervention, data meetings, and implementing Benchmark in Kindergarten to 2nd grade. The district level coaches will support first year teachers and will enter into coaching round with veteran teachers as requested and schedules permit.	Academic Support Program	08/10/2018	05/17/2019	$10604 - Title I Part A	Instructional Coaches and teachers

Activity - Quality Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
To support student learning, teachers will continue their focus on standards-based planning and formative assessments using the Educator Effectiveness rubrics as a guideline. Quality Questioning through Benchmark and in 7th and 8th grade will be an additional focus. Technologies will be used to enhance this effort (see the technology Action Step). The eleot 2.0 tool will be used towards reflection of these efforts.	Technology Academic Support Program Professional Learning	08/10/2017	05/17/2019	$340 - Title I Part A $2700 - Title I Part A $2700 - Title I Part A $581 - Title I Part A	teachers

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

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

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

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

Goal 1:

Academic Goal

Measurable Objective 1:

collaborate to support a 2% growth on all assessments by 05/17/2019 as measured by students scoring 'average" and 'above average' on

appropriate scantron assessments.

Strategy1:

Tier I core instruction - Students will grow in proficiency of CCRS in all areas as measured by Scantron Series

Category: Develop/Implement College and Career Ready Standards

Research Cited: (1) College and Career Ready Standards (2) Knight, J. (2011). Unmistakable Impact: A Partnership approach to dramatically improving instruction. Thousand Oaks, CA: Corwin Press.

Activity - Instructional Support and Coaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will utilize the resources provided by ARI (Reading Coach), AMSTI and by the BCS (LDC / MDC). In addition, the school will provide an Aide to provide support to teachers, support operations of the schools' infrastructure, and other duties as needed to support student learning. The Reading Coach job description is outlined by the BCS in conjunction with ARI. This year the focus will be on intervention, data meetings, and implementing Benchmark in Kindergarten to 2nd grade. The district level coaches will support first year teachers and will enter into coaching round with veteran teachers as requested and schedules permit.	Academic Support Program	08/10/2018	05/17/2019	$10604 - Title I Part A	Instructional Coaches and teachers

Activity - Increased Technology and Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Southeastern School will purchase additional technology (Chromebooks and Science Lab Equipment) in its efforts toward becoming a one-to-one school to support student engagement (measured by eleot 2.0). Grades 3, 4, 5, 6 and 9 will have one-to-one Chromebooks; grades k-2 has individual devices (Nooks, etc.), and Chromebook carts exist for other students with additional plans for 2019-2020. An aide is available for technical support.	Academic Support Program	08/09/2018	05/31/2019	$7500 - Title I Part A $1000 - Title I Part A $7500 - Title I Part A	Administration, teachers and tech support aide

Activity - Quality Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
To support student learning, teachers will continue their focus on standards-based planning and formative assessments using the Educator Effectiveness rubrics as a guideline. Quality Questioning through Benchmark and in 7th and 8th grade will be an additional focus. Technologies will be used to enhance this effort (see the technology Action Step). The eleot 2.0 tool will be used towards reflection of these efforts.	Academic Support Program Technology Professional Learning	08/10/2017	05/17/2019	$2700 - Title I Part A $581 - Title I Part A $340 - Title I Part A $2700 - Title I Part A	teachers

Strategy2:

Tier II and III instruction - Southeastern will determine academic needs through data meetings, PST, and the RTI process.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Berckemeyer, J. Taming The Team.

Activity - Data Meetings and targeted intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Southeastern will hold monthly PST, data meetings and grade level meeting and quarterly vertical team meetings. These meeting are used to determine intervention and extension strategies / services.Intervention includes but not limited to Moby Max, Small groups, Minplay, SPROUT, Dreambox, SPIRE, etc. Afterschool tutoring will also be provided.	Behavioral Support Program Academic Support Program	08/10/2018	05/24/2019	$1400 - Title I Part A $0 - Title I Part A	Teachers, PST team, Administration

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

Goal 1:

Academic Goal

Measurable Objective 1:

collaborate to support a 2% growth on all assessments by 05/17/2019 as measured by students scoring 'average" and 'above average' on appropriate scantron assessments.

Strategy1:

Tier II and III instruction - Southeastern will determine academic needs through data meetings, PST, and the RTI process.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Berckemeyer, J. Taming The Team.

Activity - Data Meetings and targeted intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Southeastern will hold monthly PST, data meetings and grade level meeting and quarterly vertical team meetings. These meeting are used to determine intervention and extension strategies / services.Intervention includes but not limited to Moby Max, Small groups, Minplay, SPROUT, Dreambox, SPIRE, etc. Afterschool tutoring will also be provided.	Academic Support Program Behavioral Support Program	08/10/2018	05/24/2019	$1400 - Title I Part A $0 - Title I Part A	Teachers, PST team, Administration

Strategy2:

Tier I core instruction - Students will grow in proficiency of CCRS in all areas as measured by Scantron Series

Category: Develop/Implement College and Career Ready Standards

Research Cited: (1) College and Career Ready Standards (2) Knight, J. (2011). Unmistakable Impact: A Partnership approach to dramatically improving instruction. Thousand Oaks, CA: Corwin Press.

Activity - Quality Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
To support student learning, teachers will continue their focus on standards-based planning and formative assessments using the Educator Effectiveness rubrics as a guideline. Quality Questioning through Benchmark and in 7th and 8th grade will be an additional focus. Technologies will be used to enhance this effort (see the technology Action Step). The eleot 2.0 tool will be used towards reflection of these efforts.	Technology Academic Support Program Professional Learning	08/10/2017	05/17/2019	$340 - Title I Part A $2700 - Title I Part A $581 - Title I Part A $2700 - Title I Part A	teachers

Activity - Instructional Support and Coaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will utilize the resources provided by ARI (Reading Coach), AMSTI and by the BCS (LDC / MDC). In addition, the school will provide an Aide to provide support to teachers, support operations of the schools' infrastructure, and other duties as needed to support student learning. The Reading Coach job description is outlined by the BCS in conjunction with ARI. This year the focus will be on intervention, data meetings, and implementing Benchmark in Kindergarten to 2nd grade. The district level coaches will support first year teachers and will enter into coaching round with veteran teachers as requested and schedules permit.	Academic Support Program	08/10/2018	05/17/2019	$10604 - Title I Part A	Instructional Coaches and teachers

Activity - Increased Technology and Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Southeastern School will purchase additional technology (Chromebooks and Science Lab Equipment) in its efforts toward becoming a one-to-one school to support student engagement (measured by eleot 2.0). Grades 3, 4, 5, 6 and 9 will have one-to-one Chromebooks; grades k-2 has individual devices (Nooks, etc.), and Chromebook carts exist for other students with additional plans for 2019-2020. An aide is available for technical support.	Academic Support Program	08/09/2018	05/31/2019	$1000 - Title I Part A $7500 - Title I Part A $7500 - Title I Part A	Administration, teachers and tech support aide

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.

We hold monthly data meetings and PST meetings.

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.

Teachers collaborate through grade level, academic subject area (across grade levels), and PST / Data meetings to identify gaps and plan for standards to be met across grade levels.

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?

Our turn over rate was about 7% last year.   Those were due to retirement and moving to other areas of the state and out of state.

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

34% of Southeastern faculty have less than 3 years teaching experience, 42% have 4-10 years teaching experience, 19% have 11-20 years teaching experience, and 5% have 21-25 years teaching experience.

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

Southeastern faculty has a low turnover rate.

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.

Southeastern incorporates the Educator Effectiveness rubric to determine professional development needs.

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

Professional development opportunities are based on individual teachers' needs as outlined in Educator Effectiveness self-assessment.

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

Mentors are assigned throughout the building to new teachers as well as teachers assigned to new teaching positions. Southeastern utilizes coaches (Reading, MDC, and LDC).

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

Contracts with MDC, LDC and ARI are sustained through instructional coaching and ongoing. Teachers also refer to their Educator Effectiveness Rubrics

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:

Southeastern students will have an adult advocate.

Measurable Objective 1:

collaborate to increase parental involvement in grades k-12. by 05/18/2020 as measured by parental involvement data..

Strategy1:

Parental Involvement - Southeastern School will utilize a variety of methods to increase parent involvement. This past year we have had several activities with 5th and 6th graders to build self esteem, building friendship, and teaching respect for others. It was a great success. Plan on repeating this program for the next few years.

Category: Other - Student awareness

Research Cited: Parent and Community Partnerships

Epstein, J. (2001). School, family, and community partnerships. Boulder: Westview Press.

Activity - Transition Info for High School	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Counselors will provide an orientation session for incoming freshman in the spring of the year to provide parents and students with information about graduation requirements.	Parent Involvement	08/01/2017	05/01/2020	$0 - No Funding Required	Counselors

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?

Ongoing Data meetings.

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?

Students are brought before the PST.

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?

Tier II and Tier III interventions.

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.

Teachers provide after school and before school tutoring. Students can also access Moby Max away from the school

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

Southeastern is a Title I school and all students receive services that address their individual needs.

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.

Southeastern is a Title I school and all students receive services that address their individual needs.

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.

AMSTI, ARI, MDC, LDC.

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)?

Determination of our goals, action steps, and need 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

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

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

School stakeholders are presented with a survey each spring that allows for input in the effectiveness of the CIP in achieving the goals that it was designed to address. Once stakeholder feedback data is obtained, it is evaluated and suggestions are made to the CIP team about possible changes for the next school year.

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?

Our initial evaluations are based on the spring fall Scantron data and then ongoing throughout the year with benchmark assessments.

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?

While we struggle to become more proficient, currently we use summative assessments, Scantron, and PAR to measure improvement.

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 Problem Solving Team meets monthly with teachers to evaluate progress and modify plans / intervention program when needed.

Coordination of Resources - Comprehensive Budget

Introduction

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

FTE Teacher Units

Label	Question	Value
1.	Provide the number of Teachers assigned units.	43.78

Provide the number of classroom teachers.

44.59

Label	Question	Value
3.	Provide the total of all salaries for the FTE Teacher Units.	2184919.0

Total

2,184,919.00

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.	96861.0

Total   96,861.00

Assistant Principal

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

Provide the number of Assistant Principals.

1.5

Label	Question	Value
3.	Provide the total of all salaries for the Assistant Principal.	104347.0

Total   104,347.00

Counselor

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

Provide the number of Counselors.

2

Label	Question	Value
3.	Provide the total of all salaries for the Counselor.	125426.0

Total   125,426.00

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.	55759.0

Total   55,759.00

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 Adminstrators.

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.	15000.0

Total   15,000.00

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.	4500.0

Total   4,500.00

EL Teachers

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

Provide the number of EL Teachers.

.11

Label	Question	Value
3.	Provide the total of all funding for EL Teachers.	3471.09

Total   3,471.09

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.	26803.0

Total   26,803.00

Library Enhancement

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

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

0

Label	Question	Value
3.	Provide the total of all funding for Library Enhancement.	4806.5

Total   4,806.50

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	119056.0

Provide a brief explanation and breakdown of expenses.

38982 - EL Teacher and Tutor

10825 - Advocacy / Art / Music

34928 - Parent Involvement Specialist

34325 - Academics, Copies, Classroom Supplies, Technology

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 twice per year to review a needs assessment, Title I plan, and set-asides for the upcoming year. The committee voted to continue to combine school parental involvement allocations to provide a district Parental Involvement Specialist. The Parental Involvement Specialist will provide services to all Title I schools to increase parent involvement through Title I annual meeting of parents, parent communications, and parent sessions 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 October 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))

Southeastern School will hold an annual meeting in the fall of 2018 addressing the Title I programs, the curriculum, and forms of academic assessment used. PTO leadership and faculty of Southeastern School strongly believe in the importance of parental involvement and therefore offer monthly parent meetings, in an open forum. In addition to PTO meetings, parents are encouraged to volunteer during the school day, and are asked to serve on a variety of sub-committees. Parents are encouraged to schedule parent-teacher conferences by scheduling appointments during the teacher's prep time during the school year. Southeastern hosts a "Meet the Teacher Day" for all parents, prior to the beginning of school.

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))

Southeastern School has formed a CIP Team which consists of the principal, teachers, community stakeholders, and parents. The team meets as needed to formulate, edit, review and revise the CIP. Sub-committees are formed to address independent sections of the CIP and each section is discussed and reviewed by the full committee before the plan is finalized. An annual parent survey is conducted by the LEA

Parent Involvement Specialist. The results of this survey are summarized, including all parent comments, and provided to the principal for review and consideration by the CIP committee before the CIP is finalized. Parents also have the opportunity to make comments, suggestions, and voice complaints in writing to the school's principal for consideration during the planning of the CIP. A copy of the CIP is available in the school's office and on the school's link on the system's website.

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))

Southeastern School has developed a School-Parent Compact with guidance from the district level and input from parents and school officials. The School-Parent Compact is made up of three sections, one section each for the school, parent, and student because each of these shares the responsibility for educating Southeastern School students. The first section contains a statement from the school regarding its responsibility to optimize learning for each child. The second section addresses responsibilities of the parent or guardian of each student. Parents are encouraged to participate in as many of the activities as time and opportunity allows. The third section is the student section and details the responsibilities of the students. Teachers and parents are encouraged to revisit the compacts during parent/teacher conferences, IEP meetings, and disciplinary hearings. School-Parent Compacts are stored in the student's homeroom and made available to all teachers serving the student. The School-Parent Compact is available in English and Spanish.

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

If a parent of participating children is not satisfied with the plan, this parent may submit to the principal of Southeastern any comments about such plan. In addition, the Blount County Board of Education will provide the availability to each child a parent survey in the Spring of 2019 to evaluate programs and communications available to families. An annual parent survey is conducted by the LEA Parent Involvement Specialist. The results of this survey are summarized, including all parent comments, and provided to the principal for review and consideration by the CIP committee before the CIP is finalized. The survey is available in both English and Spanish. The parent survey, Parent Information Brochure, numerous educational website links, and email links are available on the Parent Involvement link on the district's website. Parents may submit comments of dissatisfaction to the LEA Parent Involvement Specialist who will in turn advise the principal.

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)

Southeastern offers a Meet the Teacher time wherein parents will be given the opportunity to meet their child's teachers and learn about individual class requirements and what their role will be in helping their child to succeed. A part-time parent liaison is employed to communicate with parents regarding school and student information.

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)

Southeastern School will work with its teachers through in-services, faculty meetings, and PTO in understanding the importance of parental involvement and that parents are our partners. Parent volunteers help with work days at school, with Fall Festival (our yearly fundraiser), PTO membership drives, as well as building based committees. The principal meets with the LEA Parent Involvement Specialist in the fall of 2018 to review Title I requirements of parent involvement. The Principal then implements suggested strategies and events and utilizes available material to meet the requirements, if necessary, to accomplish those goals.

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)

Southeastern School encourages involvement for all parents. Some of the parents of our EL students are involved in our parenting activities. They are encouraged to consult with our teachers as needed and use the available resources to supplement their child's mastery of required subjects.

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)

Information on school meetings, parent notices, etc., is sent to parents of our EL children in Spanish. Southeastern staffs a part-time bilingual instructional aide and may access a bilingual home-school liaison who assist in verbally communicating with these parents as needed.

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)

Southeastern makes every effort to work with parents in meeting their requests as related to their involvement in their children's education. Parent conferences are scheduled in conjunction with the distribution of progress reports and 9 weeks grade report. Grades, as well as, PAR and ScanTron scores may be explained at this time. Southeastern also conducts an annual Fall Festival in which many parents and community members are involved.

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 Southeastern 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), and Headstart programs (multiple locations)
- 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,
   dual enrollment, WorkKeys, Industry Credentials, military enlistment, etc.)
- Family Literacy activities