ACIP

Cullman County Child Development Center

Cullman County Board of Education

Mr. Christopher Chambers, Principal
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Cullman, AL 35058-403

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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?

The Cullman County Child Development Center is located in South Vinemont, in Cullman County.

The Cullman County Child Development serves students with various exceptionalities, from all schools in the Cullman County School district. There are currently 240 students enrolled, from pre-kindergarten to age 21. Seventy-three percent of students receive free or reduced lunch.

The Cullman County Child Development Center's faculty and staff is composed of 1 principal, 1 guidance counselor, 17 teachers, 29 paraprofessional, onsite OT/PT/VI service providers, and a speech language pathologist. The Special Education Coordinator and her staff are also housed on our campus. There is ongoing collaboration with outside agencies and student advocacy services, such as Cullman Area Mental Health, DHR, Encore, Vocational Rehabilitation Services, and Children's Rehabilitation Services. The school also works with two BCBA's from Milestones on ABA therapy. In addition, the Child Development Center provides transition services and job skills training through collaboration and partnership with local businesses and industries. The school has 14 buses that provide transportation to students from all areas of Cullman County. These bus routes employ 14 bus drivers and 14 bus aides.

The Child Development Center is creating a more diversified atmosphere to enhance services provided by networking throughout the local community. Our goal is to gain valuable resources that we can use to better serve our students and their educational needs, while publicly recognizing those that contribute to our school.

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.

It is our mission to prepare each student to participate successfully in our local, as well as the global, community. We direct students to achieve academic skills, social, emotional, and physical/motor skills development. The Child Development Center's goal is for each student to become lifelong learners while reaching their individual potential. Our students are educated in a school community where everyone belongs and is accepted. Every attempt is made to educate students with special education needs in the least restrictive environment, wherever that may be. Our primary goal is to integrate them into general education classes, when possible, or provide opportunity for participation with their typical peers.

While identification of disabilities may be necessary to ensure students receive appropriate services, we will not allow a "label" to limit our students nor the opportunities we provide.

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.

In the last 5 years, we have expanded the services provided to our students. We have more full-time related service providers (PT, OT, Speech, Mental Health, etc...). There have been additional bus routes added to accommodate an increase in student numbers and to shorten route times. Technology has been improved but is still an ongoing need. The aesthetics of our school have been improved through cosmetic changes (construction to make the school more accessible to needs of our students and paint, decor, etc...to make our school more inviting), interactive fine motor and sensory areas built in throughout, faculty/staff, and community involvement. We received a grant and that will allow us to continue our Art and Music programs. These programs include part-time music and art instructors. All forms of communication have improved and continues to be an ongoing process. We have increased our community involvement by offering community based instruction at local churches and businesses.

During the next three years, the Child Development Center hopes to continue decreasing faculty and student absences, increasing parent and community involvement, and improving technology.

Additional Information

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

The Child Development Center collaborates with onsite PT's and OT' on a regular basis. Most therapy is inclusive in the classroom, but some students are taken to the therapy room or other locations at school. There are activities that provide the students who need it with pressure (weighted blanket, "Pea Pods," swing, etc...). The main purpose of the activities/ techniques are to provide the student with the appropriate sensory stimuli that they require for their specific sensory processing disorder. It helps facilitate more appropriate reactions to sensory input and facilitates more appropriate behaviors through the use of sensory integration techniques and activities.

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 Cullman County Child Development Center's CIP team is composed of administrator, counselor, and 4 teachers that represent grade levels across the board. Additional team members include parents, students, and community representatives.

Several meetings were held to compile data for goals and plans. Peoples Bank is our Adopt A School Sponsor and community stakeholder. Representatives from the bank are aware of some needs/improvements. The team hopes to address these needs during the 2018-2019 school year. Peoples Bank will continue to be the Child Development Center's Adopt A School Sponsor during the 2018-2019 school year and will continue to represent during stakeholder meetings.

A group of selected parent stakeholders are active members of the team. This group is aware of what the team hopes to accomplish, and what their role, as a team member would be. These parents will remain on the team for the 2018-2019 school year.

During the 2018-2019 school year, members of the CIP Leadership Team will continue to work diligently to establish and maintain new relationships with parents and additional community stakeholders. Data collection is ongoing, and the team will conduct surveys to determine areas of strength and those of weakness that are in need of improvement.

The leadership team is constantly trying to establish and build relationships with new stakeholders.

Follow up meetings with community and parent stakeholders will be scheduled as needed.

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

Members of the CIP Leadership Team worked diligently to establish and maintain new stakeholder relationships. Once we established multiple stakeholder relationships, we were able to conduct surveys and used the data we collected to complete the 2018-2019 ACIP. The team compares data from year to year, to see if there is a trend, and modify the plan as the team feels it is necessary.

The leadership team is composed of school administration, a guidance counselors and teachers.   It is their responsibility to conduct data analysis (IEP Goals, formalized testing data, State Assessments, etc...), plan for instruction, assess, and report on progress, and revise if needed.

Parent stakeholder input is continually being sought to determine what areas they feel need addressed for improvement. We currently have a group of parent stakeholders on the CIP Team. One of the team's goals, for 2018-2019 is to increase the number of parents who are actively involved.

Robin Cummings, from Peoples' Bank, is the Child Development Center's representative for community stakeholder involvement. Peoples' Bank is the Child Development Center's Adopt A School Sponsor. Mr. Cummings is always eager to help the school in raising funds to meet its needs and make improvements. During the course of the last few years, the Child Development Center has established relationships with several community businesses, individuals, and service organizations. During the 2018-2019 school year, the CIP Team will make great strides in getting these groups more involved in the CIP process and meetings.

Selected students will continue to give input with the development of the plan during the 2018-2019 school year.

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

Once complete, the finalized ACIP will be communicated to the faculty and staff during a scheduled faculty meeting. Parents will receive notification that the plan will be available on the school's website via a formal letter home and a call out. Parent Stakeholders and Community Stakeholders will be given a finalized copy of the completed ACIP during a scheduled stakeholders' meeting.

Progress will be communicated to faculty and staff during grade-level Professional Learning Communities and faculty meetings will be scheduled periodically throughout the year. Parents will be notified through daily communications, progress reports, and report cards. Community stakeholders will come together once per semester to review progress and make suggestions for revisions.

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 Student Performance Data	Test Data

Evaluative Criteria and Rubrics

Overall Rating: 3.5

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

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

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

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

Areas of Notable Achievement

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

The Scantron Math mean score increased from 2050 to 2059 from the 2016-2017 to the 2017-2018 school year. The AAA mean score for reading increased by 5.1 points. The AAA mean score for math increased by 4.5 points.

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

From fall to spring of 2017-2018, Scantron Reading Foundations score increased by 58 points. Scantron Reading score increased by 20 points. Scantron math score increased by 79 points. AAA mean scores increased by 5.1 points in reading and 4.5 points in math.

Which area(s) indicate the overall highest performance?

For Scantron, Reading had the highest score. For AAA, Reading also had the highest score.

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

The student population, at the Cullman County Child Development Center, is composed of students with moderate to severe cognitive and emotional disabilities. The majority of the student population has an Intelligent Quotient of 55 or below, so it is difficult to determine a trend in performance.

Between which subgroups is the achievement gap closing?

Due to the population of students who attend the Child Development Center, it is difficult to determine which subgroups achievement gaps are closing. Most students are significantly below grade level, academically, and have an Intelligence Quotient below 55.

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

The student population, at the Cullman County Child Development Center, is composed of students with moderate to severe cognitive disabilities. The majority of the student population has an Intelligent Quotient of 55 or below, so it is difficult to determine a trend in

performance.

Areas in Need of Improvement

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

For Scantron testing, of the 6 students tested, 1 scored below benchmark in reading foundations. Of the 69 students tested, 53 scored below benchmark in reading. Of the 79 students tested, 64 scored below benchmark in math.

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

From the 2016-2017 school year to the 2017-2018, there was a decrease in mean score in the areas of reading and reading fluency.

Which area(s) indicate the overall lowest performance?

The mean score for Scantron is lowest in the area of reading foundations. The lowest score for AAA was in math.

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

The student population, at the Cullman County Child Development Center, is composed of students with moderate to severe cognitive disabilities. The majority of the student population has an Intelligent Quotient of 55 or below, so it is difficult to determine a trend in performance using subgroups.

Between which subgroups is the achievement gap becoming greater?

Due to the diverse population of student disabilities and varying cognitive levels, data does not reflect gaps becoming greater between subgroups.

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

Due to the diverse population of student disabilities and cognitive levels, there is no conclusive way to compare findings from multiple data sources.

Report Summary

Scores By Section

Section Score

| 1 | 2 | 3 | 4 |

Evaluative Criteria and Rubrics — 3.5
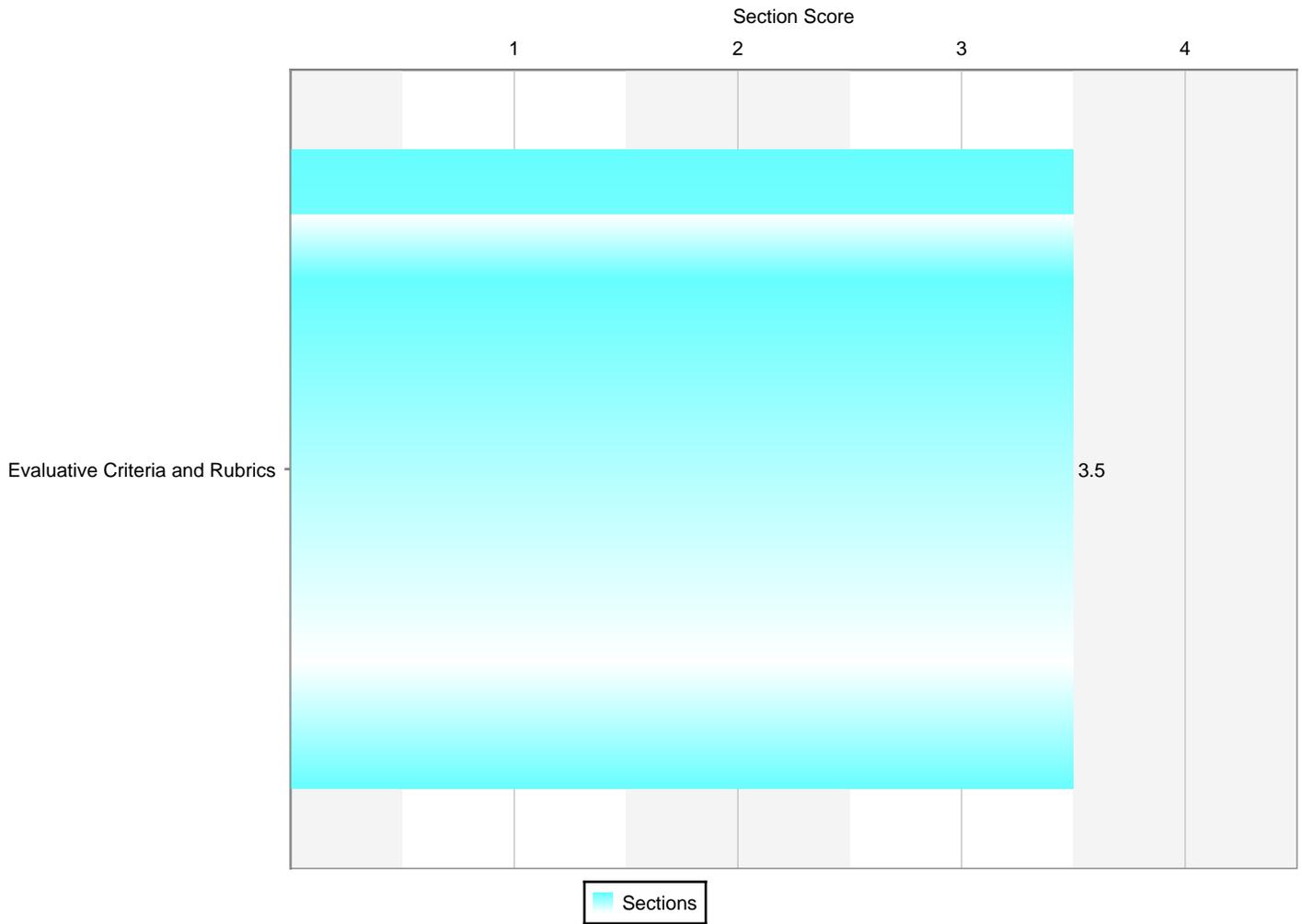
Sections

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	See attached leadership team signatures.	Leadership Team Signatures

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

Label	Assurance	Response	Comment	Attachment
3.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Chris Chambers - Principal 17600 US Highway 31 Cullman, Alabama 35058 256-739-0486 See contact information and signature on attached Non Discrimination Contact	Non Discrimination Contact

Label	Assurance	Response	Comment	Attachment
4.	The institution has a Parent and Family Engagement policy and plan as required in ESSA Section 1116, and ensures that all requirements in Section 1116 and 1112(e)(1)(A)(i)-(ii), Parents' Right-to-Know, are implemented systematically.	Yes	See attached Parental Involvement Plan and signature and Parent Communication One Page	Parent Communication One Page Parent Involvement Plan and Signature

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.	No	Not a Title 1 school	

2018-2019 CDC ACIP

Overview

Plan Name

2018-2019 CDC ACIP

Plan Description

2018-2019 CDC ACIP

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	EL Goal: Progression of EL students toward language acquisition	Objectives: 1 Strategies: 1 Activities: 3	Organizational	$0
2	Learning Supports and Culture Goal	Objectives: 2 Strategies: 2 Activities: 9	Organizational	$0
3	Instruction Goal: Engage learners through high quality instruction aligned to college and career ready standards and assessments in all content areas. 2018-19	Objectives: 1 Strategies: 1 Activities: 3	Organizational	$0
4	Management Goal: Effectively use our teachers , leaders, and staff to increase student achievement, stakeholder involvement and satisfaction 2018-19	Objectives: 1 Strategies: 1 Activities: 4	Organizational	$0

Goal 1: EL Goal: Progression of EL students toward language acquisition

Measurable Objective 1:

demonstrate a proficiency of all EL students making some progress toward their target cumulative growth by 05/24/2019 as measured by ACCESS for ELLs 2.0.

Strategy 1:

Core EL instruction - English as a Second Language (ESL) is the core program taught by regular education teachers. EL teachers collaborate with regular education teachers to use SDAIE (Specially Designed Academic Instruction in English) strategies, SI (Sheltered Instruction) model strategies, and ARI strategies to assure attainment of reading and math goals and English proficiency.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Markos & Himmel. Using sheltered instruction to support English learners. March 2016. Washington, DC.

Willner & Monroe. The WIDA Accessibility and Accommodations Framework. 2015. WIDA Consortium. Madison, WI.

Activity - Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
At the beginning of the school year, the EL teachers will review and analyze ACCESS reports showing comprehensive student data to monitor student language proficiency growth and to align I-ELPs to meet each student's needs. Each school EL committee will meet to discuss EL students' needs and accommodations to enhance student language proficiency growth.	Academic Support Program	08/08/2018	05/24/2019	$0	No Funding Required	Administrator, EL and Classroom Teachers

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
EL team will provide professional development for regular education teachers in the use of effective instructional strategies that can be used to meet needs of EL students in the classroom. These strategies are based on the SIOP model and are part of the Ellevation program used by Cullman County Schools to maintain EL student records. All teachers will have access to the instructional strategies, which focus on using the domains of speaking, listening, reading, and writing.	Direct Instruction, Academic Support Program, Professional Learning	08/08/2018	05/24/2019	$0	No Funding Required	District support, EL and Classroom Teachers

Activity - Overview of EL Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
An EL Program overview training video will be provided to all Cullman County teachers and administrators. The video will explain major components of the EL program and introduce the EL teachers and staff. Individual English Language Plans (i-ELPs), WIDA standards, green folders for documentation, accommodations, and interpreting ACCESS scores are some of the components to be discussed.	Direct Instruction, Professional Learning, Academic Support Program	08/08/2018	05/24/2019	$0	No Funding Required	District support, Administration, EL and Classroom Teachers

Goal 2: Learning Supports and Culture Goal

Measurable Objective 1:

collaborate to promote a positive culture which ensures administrators, teachers, and counselors are provided the foundational documents, instructional materials, and training to teach academic, personal/social and college and career ready standards by 05/24/2019 as measured by data collected during implementation of specified activities..

Strategy 1:

Professional Learning - Members will attend training and collaborate to increase knowledge and understanding and improve their practice by participating in high

quality learning. Educator Effectiveness promotes and supports the effective preparation, development, and improvement of Alabama's teachers and instructional

leaders to insure that through effective professional practice, all students graduate college and/or career ready. Employees are solicited and retained through

SearchSoft.

Evaluations will be used as a formative assessment to provide information about evaluatee's current level of practice.

Category: Develop/Implement Professional Learning and Support

Research Cited: Effective teaching is essential to student achievement, and appropriate evaluation and coaching can increase teacher effectiveness. Teachers who set

pedagogical growth goals and work to achieve them, either alone or with a coach or administrator, improve their expertise and instructional skill. Marzano

Activity - Professional Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
- K-2 iPad training -School wide See Saw training - e5LT training for school representatives k-12 - These teachers will receive training and support that will be expected to be turned around to their colleagues. These teachers will serve as model classrooms for our district. -Access Distance Learning training for school representatives -MCS training -Special Ed staff training -Glenwood training -Milestones ABA training	Professional Learning	08/08/2018	05/24/2019	$0	No Funding Required	Principal, faculty & staff, service providers

Activity - Principal Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principals meet on a monthly basis to learn together, focusing on improving instructional leadership skills. Learning topics include the development of teacher PLCs, data analysis, standards-based instruction, and instructional leadership for the Alabama College and Career Ready Standards. The learning formats are book studies, group discussions, and research on best practices along with school site visits. Support will also be provided for principals to attend other professional development opportunities outside the district. They will participate in Principally Speaking Leadership Academy. Schools: All Schools	Policy and Process, Behavioral Support Program, Parent Involvement, Professional Learning, Community Engagement, Technology	08/08/2018	05/24/2019	$0	No Funding Required	Principal

Activity - Early Release	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District Support Staff will work with administrators to determine focus for the four early release days. Calendar of topics will be provided to administrators in August. Students will be dismissed at 12:00 on one Wednesday in September, November, February and April for administrators and teachers to participate in professional learning and collaboration in order to implement district/school initiatives and promote continuous improvement. Some trainings offered Specifically at the CDC in addition to the District trainings include : MCS,Mental Health, Glenwood, Milestones ABA	Behavioral Support Program, Academic Support Program, Professional Learning, Technology	08/08/2018	05/24/2019	$0	No Funding Required	Principal, School Staff

Activity - Specialist Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
- - Counselor - The focus of professional development for the CDC counselor for 2018-2019 will be on improving the attendance rate. The CDC will plan and implement lessons and activities to reduce the number of chronic absenteeism.	Policy and Process, Behavioral Support Program, Direct Instruction, Academic Support Program, Professional Learning, Technology	08/08/2018	05/24/2019	$0	No Funding Required	Library Media Specialist, and Counselors

Activity - New Teacher Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers who are new to Cullman County Schools will be provided with additional support throughout their first year with professional learning opportunities, model lessons, co-teaching, and coaching. Each teacher will attend new teacher orientation. In addition, teachers with less than one semester experience will have an Alabama Mentor Teacher guiding through Educator Effectiveness, the Cullman County Instructional Framework, and the Cullman County Strategic Plan.	Policy and Process, Behavioral Support Program, Parent Involvement, Direct Instruction, Technology	08/08/2018	05/24/2019	$0	No Funding Required	Alabama Mentor Teacher Facilitator, Classroom Teachers

Measurable Objective 2:

demonstrate a proficiency of an increase in student attendance by 05/24/2019 as measured by implementing motivational incentives to increase attendance for the overall school year from an average of 87.9% to 90%. .

(shared) Strategy 1:

Culture - District emphasis will be placed on promoting practices that foster district/school cultures. The elements that will be considered are safety, relationships,

teaching and learning, and the institutional environments.

Activities may include:

· Teacher-student interactions

· Students who feel safe, connected and engaged

· Policies promoting social, emotional, ethical, civic and intellectual skills, knowledge, dispositions and engagement, plus a comprehensive system to address

barriers to learning and teaching and reengage students who have become disengaged

· Clear, appropriate, and consistent expectations and consequences to address disruptive student behaviors

· Parental involvement

· Collaborative relationships between the school leader and faculty as well as between faculty members

· Focus on learning and high expectations for student achievement (or "academic press")

· Decreased teacher turnover and increased teacher satisfaction

Category: Develop/Implement Student and School Culture Program

Research Cited: U.S. Department of Education. (2014) Guiding Principles: A Resource Guide for Improving Schools Climate and Discipline, Washington, D.C.

Activity - Adult Advisor Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The CDC will implement teacher advisory groups so that all students feel they are well-known by at least one adult at school. Adult Advisors will utilize the REACH curriculum for lessons and follow the calendar of topics provided to their school. A walk-through checklist is created and used to monitor the implementation of the Teacher Advisor Program by the District Leadership Team once each semester.	Parent Involvement, Direct Instruction, Academic Support Program, Career Preparation/Orientation	08/08/2018	05/24/2019	$0	No Funding Required	District Leadership, Administrators, Classroom Teachers, School Staff

Activity - Parent and Family Engagement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

CDC School plans will reflect efforts to establish clear communication channels between parents and school staff through social media, See saw, Remind, daily communication folders and School website. CDC teachers conduct IEP meetings throughout the year to discuss student progress and areas of weakness. IEP annual goals progress reports are sent home every 9 weeks.	Behavioral Support Program, Parent Involvement, Academic Support Program, Career Preparation/Orientation	08/08/2018	05/24/2019	$0	No Funding Required	District Leadership, Community Stakeholders, Parents, Administrator

Activity - Attendance	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School administrator will monitor student attendance throughout the school year. The School plans will reflect activities to motivate students and promote attendance such as: extended breaks, special break stand privileges, Tech days, Hat days.	Behavioral Support Program, Parent Involvement, Academic Support Program	08/08/2018	05/24/2019	$0	No Funding Required	Administrator, school staff

Activity - Safety	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators, School Resource Officer, Classroom Teachers and aides, are trained on up to date safety guidelines and protocols. The CDC implements these training practices in their local schools. Safety plans and drills will be conducted monthly and documented in Virtual Alabama. In addition to these safety plans and drills, the CDC also has a Restraint Team that is highly trained in keeping staff and students safe using Managing Crisis Safely and de-escalation techniques.	Other - safety plans	08/08/2018	05/24/2019	$0	No Funding Required	Administrators, School Resource Officer, Classroom Teachers and aides

Goal 3: Instruction Goal: Engage learners through high quality instruction aligned to college and career ready standards and assessments in all content areas. 2018-19

Measurable Objective 1:

demonstrate a proficiency of an increase in student achievement by 05/24/2019 as measured by increasing mean Scantron scores by 20 points and mean AAA scores by 5 points.

Strategy 1:

Effective Instruction - The Child Development Center focuses on instruction, assessment, grading, and academic reporting that is based on students demonstrating understanding or mastery of the knowledge and skills they are expected to learn as they progress through their education. Teachers implement the Instructional Framework as they teach the college and career readiness standards and the Alabama Alternate Standards across all content areas

Category: Develop/Implement College and Career Ready Standards

Activity - Implementing the instructional Framework K-12	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher lesson plans are created weekly and submitted to the principal by Friday for the following week. Teachers may create and use their own template for lesson plans as it best fits each classroom environment. Lesson plans will reflect standards-based instruction and implementation of the state standards both general education standards and Alabama alternate standards.	Direct Instruction, Academic Support Program	08/08/2018	05/24/2019	$0	No Funding Required	Principal and Teachers

Activity - Technology Integration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Technology Conference - Cullman County Technology Department has held the CCETC since 2010 as an optional training for teachers and administrators to attend during the summer months. The last three years, CCETC was held on a teacher preservice day for all teachers, administrators, counselors, and staff. This year the conference will be held on January 9, 2019. Over 70 of the presenters at the conference were local classroom teachers which encouraged other teachers in the district to rise to the challenge of student engagement through the use of technology in the classroom. K-2 Grade iPad Initiative - Six iPads were purchased in 2017-18 for all teachers in grades K-2 to use for daily instruction. Technology coaches will support teacher training and the implementation of Seesaw. Seesaw is a student- driven digital portfolio. Seesaw empowers students of any age to create, reflect, collaborate and share. It is also used as a parent communication tool to allow parents to be more involved in their studentslearning. Seesaw for School will be purchased in order to allow teachers to organize activities by standards. Due to the nature of the school and all students having disabilities, the Child Development Center uses SeeSaw school wide as an effective tool for parent-communication and student data collection.	Direct Instruction, Professional Learning, Academic Support Program	08/08/2018	05/24/2019	$0	No Funding Required	Administrator, Classroom Teachers, Library Media Specialist

Activity - Standards-Based Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A. Some teachers grades K-2 will implement standards-based grading and reporting while other teachers may use different scales for grading and reporting based on the multiple needs in each classroom. Training for teachers and communication with parents will be ongoing throughout the year. All teachers will provide progress reports on IEP goals every 9 weeks. B. Scantron Achievement Series Common Assessment C. Alabama Alternate Assessment D. IEP data collection and goal mastery	Direct Instruction, Professional Learning, Academic Support Program	08/08/2018	05/24/2019	$0	No Funding Required	Classroom teachers and adminstrator

Goal 4: Management Goal: Effectively use our teachers , leaders, and staff to increase student achievement, stakeholder involvement and satisfaction 2018-19

Measurable Objective 1:

collaborate to effectively collect, analyze, and use data to continuously improve teaching and learning experiences for all students by 05/24/2019 as measured by improved teaching and learning experiences for all students.

Strategy 1:

Collect and Utilize Data Sources - Cullman County Child Development Center will implement processes to collect, analyze, and apply findings from various data

sources in order to continuously improve student and teacher achievement.

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

Research Cited: 7 Step Cycle for Continuous Improvement, Learning Forward

Activity - Decision ED	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School administrator will be trained on the effective implementation of the Decision Ed dashboards. Dashboards will be created for specific purposes and used throughout the year in data meetings.	Behavioral Support Program, Academic Support Program, Career Preparation/Orientation, Technology	08/08/2018	05/24/2019	$0	No Funding Required	Principal, Faculty, Staff and Service Providers

Activity - Leadership Teams	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| CDC Leadership Team will create a Continuous Improvement Plans will. The Team will analyze the Needs Assessment Data for students performance and stakeholder feedback to begin determining the areas in need of improvement and the areas of notable achievement. Goals and activities will be determined to guide the school in continuously improving student achievement. The Leadership Team will continue to collaborate throughout the year to guide the continuous improvement process.

Staff: Principal & CDC Leadership Team | Behavioral Support Program, Parent Involvement, Direct Instruction, Extra Curricular, Tutoring, Academic Support Program, Professional Learning, Career Preparation/Orientation, Technology | 08/08/2018 | 05/24/2019 | $0 | No Funding Required | Principal & CDC Leadership Team |

Activity - Data Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The CDC administrator will conduct meetings to collaborate and analyze data to improve instruction and student achievement. Discussions will occur during faculty meetings.	Policy and Process, Behavioral Support Program, Direct Instruction, Academic Support Program	08/08/2018	05/24/2019	$0	No Funding Required	Administration & Faculty

Activity - Educator Effectiveness	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

CDC faculty will utilize Educator Effectiveness and Leadership Effectiveness throughout the school year in order to better serve the instructional needs of students andlead to continuous improvement of the school. Self assessments will occur and teachers will receive ongoing feedback with targeted suggestions for personal growth. Results will differentiate performance into four effectiveness groups: exemplary, effective, developing, and ineffective evel of practice. Plans for growth will be developed and implemented throughout the year through their professional learning plans in order to increase performance.	Direct Instruction, Professional Learning, Academic Support Program	08/08/2018	05/24/2019	$0	No Funding Required	Administration and Faculty

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Decision ED	School administrator will be trained on the effective implementation of the Decision Ed dashboards. Dashboards will be created for specific purposes and used throughout the year in data meetings.	Behavioral Support Program, Academic Support Program, Career Preparation/Orientation, Technology	08/08/2018	05/24/2019	$0	Principal, Faculty, Staff and Service Providers
New Teacher Support	Teachers who are new to Cullman County Schools will be provided with additional support throughout their first year with professional learning opportunities, model lessons, co-teaching, and coaching. Each teacher will attend new teacher orientation. In addition, teachers with less than one semester experience will have an Alabama Mentor Teacher guiding through Educator Effectiveness, the Cullman County Instructional Framework, and the Cullman County Strategic Plan.	Policy and Process, Behavioral Support Program, Parent Involvement, Direct Instruction, Technology	08/08/2018	05/24/2019	$0	Alabama Mentor Teacher Facilitator, Classroom Teachers
Early Release	District Support Staff will work with administrators to determine focus for the four early release days. Calendar of topics will be provided to administrators in August. Students will be dismissed at 12:00 on one Wednesday in September, November, February and April for administrators and teachers to participate in professional learning and collaboration in order to implement district/school initiatives and promote continuous improvement. Some trainings offered Specifically at the CDC in addition to the District trainings include : MCS,Mental Health, Glenwood, Milestones ABA	Behavioral Support Program, Academic Support Program, Professional Learning, Technology	08/08/2018	05/24/2019	$0	Principal, School Staff

Safety	Administrators, School Resource Officer, Classroom Teachers and aides, are trained on up to date safety guidelines and protocols. The CDC implements these training practices in their local schools. Safety plans and drills will be conducted monthly and documented in Virtual Alabama. In addition to these safety plans and drills, the CDC also has a Restraint Team that is highly trained in keeping staff and students safe using Managing Crisis Safely and de-escalation techniques.	Other - safety plans	08/08/2018	05/24/2019	$0	Administrators, School Resource Officer, Classroom Teachers and aides
Parent and Family Engagement	CDC School plans will reflect efforts to establish clear communication channels between parents and school staff through social media, See saw, Remind, daily communication folders and School website. CDC teachers conduct IEP meetings throughout the year to discuss student progress and areas of weakness. IEP annual goals progress reports are sent home every 9 weeks.	Behavioral Support Program, Parent Involvement, Academic Support Program, Career Preparation/Orientation	08/08/2018	05/24/2019	$0	District Leadership, Community Stakeholders, Parents, Administrator
Professional Learning	- K-2 iPad training -School wide See Saw training - e5LT training for school representatives k-12 - These teachers will receive training and support that will be expected to be turned around to their colleagues. These teachers will serve as model classrooms for our district. -Access Distance Learning training for school representatives -MCS training -Special Ed staff training -Glenwood training -Milestones ABA training	Professional Learning	08/08/2018	05/24/2019	$0	Principal, faculty & staff, service providers
Data Meetings	The CDC administrator will conduct meetings to collaborate and analyze data to improve instruction and student achievement. Discussions will occur during faculty meetings.	Policy and Process, Behavioral Support Program, Direct Instruction, Academic Support Program	08/08/2018	05/24/2019	$0	Administration & Faculty
Implementing the instructional Framework K-12	Teacher lesson plans are created weekly and submitted to the principal by Friday for the following week. Teachers may create and use their own template for lesson plans as it best fits each classroom environment. Lesson plans will reflect standards-based instruction and implementation of the state standards both general education standards and Alabama alternate standards.	Direct Instruction, Academic Support Program	08/08/2018	05/24/2019	$0	Principal and Teachers

Specialist Training	- - Counselor - The focus of professional development for the CDC counselor for 2018-2019 will be on improving the attendance rate. The CDC will plan and implement lessons and activities to reduce the number of chronic absenteeism.	Policy and Process, Behavioral Support Program, Direct Instruction, Academic Support Program, Professional Learning, Technology	08/08/2018	05/24/2019	$0	Library Media Specialist, and Counselors
Standards-Based Instruction	A. Some teachers grades K-2 will implement standards-based grading and reporting while other teachers may use different scales for grading and reporting based on the multiple needs in each classroom. Training for teachers and communication with parents will be ongoing throughout the year. All teachers will provide progress reports on IEP goals every 9 weeks. B. Scantron Achievement Series Common Assessment C. Alabama Alternate Assessment D. IEP data collection and goal mastery	Direct Instruction, Professional Learning, Academic Support Program	08/08/2018	05/24/2019	$0	Classroom teachers and adminstrator
Educator Effectiveness	CDC faculty will utilize Educator Effectiveness and Leadership Effectiveness throughout the school year in order to better serve the instructional needs of students andlead to continuous improvement of the school. Self assessments will occur and teachers will receive ongoing feedback with targeted suggestions for personal growth. Results will differentiate performance into four effectiveness groups: exemplary, effective, developing, and ineffective evel of practice. Plans for growth will be developed and implemented throughout the year through their professional learning plans in order to increase performance.	Direct Instruction, Professional Learning, Academic Support Program	08/08/2018	05/24/2019	$0	Administration and Faculty
Data Analysis	At the beginning of the school year, the EL teachers will review and analyze ACCESS reports showing comprehensive student data to monitor student language proficiency growth and to align I-ELPs to meet each student's needs. Each school EL committee will meet to discuss EL students' needs and accommodations to enhance student language proficiency growth.	Academic Support Program	08/08/2018	05/24/2019	$0	Administrator, EL and Classroom Teachers

Professional Development	EL team will provide professional development for regular education teachers in the use of effective instructional strategies that can be used to meet needs of EL students in the classroom. These strategies are based on the SIOP model and are part of the Ellevation program used by Cullman County Schools to maintain EL student records. All teachers will have access to the instructional strategies, which focus on using the domains of speaking, listening, reading, and writing.	Direct Instruction, Academic Support Program, Professional Learning	08/08/2018	05/24/2019	$0	District support, EL and Classroom Teachers
Attendance	School administrator will monitor student attendance throughout the school year. The School plans will reflect activities to motivate students and promote attendance such as: extended breaks, special break stand privileges, Tech days, Hat days.	Behavioral Support Program, Parent Involvement, Academic Support Program	08/08/2018	05/24/2019	$0	Administrator, school staff
Principal Support	Principals meet on a monthly basis to learn together, focusing on improving instructional leadership skills. Learning topics include the development of teacher PLCs, data analysis, standards-based instruction, and instructional leadership for the Alabama College and Career Ready Standards. The learning formats are book studies, group discussions, and research on best practices along with school site visits. Support will also be provided for principals to attend other professional development opportunities outside the district. They will participate in Principally Speaking Leadership Academy. Schools: All Schools	Policy and Process, Behavioral Support Program, Parent Involvement, Professional Learning, Community Engagement, Technology	08/08/2018	05/24/2019	$0	Principal

Technology Integration	Technology Conference - Cullman County Technology Department has held the CCETC since 2010 as an optional training for teachers and administrators to attend during the summer months. The last three years, CCETC was held on a teacher preservice day for all teachers, administrators, counselors, and staff. This year the conference will be held on January 9, 2019. Over 70 of the presenters at the conference were local classroom teachers which encouraged other teachers in the district to rise to the challenge of student engagement through the use of technology in the classroom. K-2 Grade iPad Initiative - Six iPads were purchased in 2017-18 for all teachers in grades K-2 to use for daily instruction. Technology coaches will support teacher training and the implementation of Seesaw. Seesaw is a student- driven digital portfolio. Seesaw empowers students of any age to create, reflect, collaborate and share. It is also used as a parent communication tool to allow parents to be more involved in their studentslearning. Seesaw for School will be purchased in order to allow teachers to organize activities by standards. Due to the nature of the school and all students having disabilities, the Child Development Center uses SeeSaw school wide as an effective tool for parent-communication and student data collection.	Direct Instruction, Professional Learning, Academic Support Program	08/08/2018	05/24/2019	$0	Administrator, Classroom Teachers, Library Media Specialist
Overview of EL Program	An EL Program overview training video will be provided to all Cullman County teachers and administrators. The video will explain major components of the EL program and introduce the EL teachers and staff. Individual English Language Plans (i-ELPs), WIDA standards, green folders for documentation, accommodations, and interpreting ACCESS scores are some of the components to be discussed.	Direct Instruction, Professional Learning, Academic Support Program	08/08/2018	05/24/2019	$0	District support, Administration, EL and Classroom Teachers

Leadership Teams	CDC Leadership Team will create a Continuous Improvement Plans will. The Team will analyze the Needs Assessment Data for students performance and stakeholder feedback to begin determining the areas in need of improvement and the areas of notable achievement. Goals and activities will be determined to guide the school in continuously improving student achievement. The Leadership Team will continue to collaborate throughout the year to guide the continuous improvement process. Staff: Principal & CDC Leadership Team	Behavioral Support Program, Parent Involvement, Direct Instruction, Extra Curricular, Tutoring, Academic Support Program, Professional Learning, Career Preparation/Orientation, Technology	08/08/2018	05/24/2019	$0	Principal & CDC Leadership Team
Adult Advisor Program	The CDC will implement teacher advisory groups so that all students feel they are well-known by at least one adult at school. Adult Advisors will utilize the REACH curriculum for lessons and follow the calendar of topics provided to their school. A walk-through checklist is created and used to monitor the implementation of the Teacher Advisor Program by the District Leadership Team once each semester.	Parent Involvement, Direct Instruction, Academic Support Program, Career Preparation/Orientation	08/08/2018	05/24/2019	$0	District Leadership, Administrators, Classroom Teachers, School Staff
				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	See attached Stakeholder Feedback Worksheet.	CDC stakeholder-feedback-worksheet

Evaluative Criteria and Rubrics

Overall Rating: 3.5

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

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

Areas of Notable Achievement

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

The Climate and Culture Survey for parents provided the following data: Parents chose 4 answer choices for 3 questions.

C1 - Things teachers say to students

    67% - You got it right!

    42% - We will be working on...

    42% - You are learning...

    38% - I am interesting in your thinking.

    33% - You took the right approach.

C2 - Things students are most often doing at school

    92% - Listening to teacher

    92% - Working with others

    50% - Thinking

    29% - Completing worksheets

    29% - Completing challenging work

C3 - Interactions with staff

    83% - Supportive

    58% - Trusting

    58% - Respectful

    58% - Helpful

    50% - Comfortable

The Teacher Inventory provided the following teacher data: (by question number)

C4 - 95% My lessons are based on high expectations for students.

C14 - 91% Students in my class have formal opportunities to develop positive relationships with their peer/and or adults.

C3 - 86% I participate in formal professional collaboration with my peers.

C12 - 82% I use formative assessment to monitor student progress.

E4 - 82% I utilize a formal process to determine the individual learning needs of my students.

The Elementary, Middle, and High School Engagement Surveys provided the following data:

C1 - 63% I work as hard as I can

C2 - 51% Do my Very best

C11 - 55% Ask my teacher for help

C12 - 57% Help me think about new ways to do things

C13 - 59% Activities I do connect to what interests me

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

Parent surveys continued to show that they feel their child's teachers are "getting things right" by actively engaging students in a supportive environment.

Teacher surveys show an increase in formal opportunities to develop positive relationships with their peers/and or adults and participate in formal professional collaboration with peers. We will continue to participate in early release days, faculty meetings, the mentor program, and have PLC meetings to allow for additional collaboration opportunities.

Student surveys show that students feel they work as hard as they can to do their very best and ask teachers for help when needed.

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

This is consistent with parent phone calls to the school's principal, where parents have questions or concerns regarding questions or concerns about learning expectations. Most of these questions are answered easily once parents are informed of the teacher's method for teaching student expectations for learning.

Areas in Need of Improvement

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

The Climate and Culture Survey for parents provided the following data: Parents chose 4 answer choices for 3 questions.

C1 - 4% Explain your work

C2 - 4% Completing long projects

C2 - 4% Making presentations

C2 - 4% Giving project demonstrations

C 3 - 4% Distant

C3 - 4% Uncomfortable

The Teacher Inventory provided the following teacher data:

E1 - 18% Rarely plan lessons that increase students' awareness of appreciation for other cultures

E2 - 9% Seldom have/had access to induction, mentoring, and coaching programs designed to meet my individual professional
    learning needs.

E3 - 14% Seldom have ample resources (materials, fiscal and personnel) to assist me in meeting the needs of my students.

E5 - 18% Rarely receive formal training in the interpretation and use of student assessment data.

The Elementary, Middle, and High School Engagement Surveys provided the following data:

C3 - 18% (9/49) School is boring

C8 - 25% (12/49) School does not connect with real life and I don't know why I have to do the activity

C10 - 16% (8/49) I don't study for a test

C15 - 29% (14/49) Wish school days went by faster and count down days until school is over

C18 - 18% (9/49) School is boring, and I am going to fail

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

Teacher surveys continue to show low percentages for providing formal training in the interpretation and use of student assessment data.
Plans will include meetings regarding how to interpret the data for the various assessments used.

Student surveys continue to show low percentages of students who feel school does not connect with real life and I don't know why they
have to do the activity. Plans will include making more real world connections during lessons and provide students with additional hands on
real life opportunities.

What are the implications for these stakeholder perceptions?

Teacher continue to feel that they do not receive adequate formal training in the interpretation and use of student assessment data because of various, and ever changing, assessments used.

Students do not feel that school connects with real life because the connections have not been adequately compared and/or real life applications applied during classroom lessons.

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

This is consistent with most of the school's student populations lack of real life experiences. Once connections between class lessons and real life experiences are established, students show an understanding.

Report Summary

Scores By Section

Section Score

	1	2	3	4

Evaluative Criteria and Rubrics — 3.5

Sections