



## **ACIP**

**West Blocton Middle School**

**Bibb County Board of Education**

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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?**

This area is located on Alabama Highway 5 in the north end of Bibb County. WBMS has students from West Blocton, Woodstock, and surrounding areas. At the 2010 census the population of West Blocton was 1,240 and the population of Woodstock was 1,428. As of the census of 2000, West Blocton was 80% white and Woodstock was 98% white. In West Blocton, the median income for a household in the town was \$30,417, and the median income for a family was \$38,854. About 14.6% of families and 17.8% of the population were below the poverty line, including 27.7% of those under age 18. In Woodstock, the median income for a household in the town was \$42,727, and the median income for a family was \$46,477. About 9.3% of families and 11.9% of the population were below the poverty line, including 17.6% of those under age 18. Out of West Blocton's households, 28.9% had children under the age of 18 living with them, 53.8% were married couples living together, 14.3% had a female householder with no husband present, and 26.7% were non-families. Out of Woodstock's households, 42.5% had children under the age of 18 living with them, 69.0% were married couples living together, 9.0% had a female householder with no husband present, and 18.3% were non-families. West Blocton's educational levels for adults over 25 were as follows: 20.16% with less than a high school diploma, 32.01% with a high school diploma, 37.97% with some college, 3.89% with a Bachelor's, and 5.97% with a professional degree. Woodstock's educational levels for adults over 25 were as follows: 15.72% with less than a high school diploma, 46.52% with a high school diploma, 24.84% with some college, 10.57% with a Bachelor's, and 2.35% with a professional degree. WBMS itself has a student population that is 90% white and a percent poverty as determined by free and reduced lunch of 62. The faculty at WBMS is predominately white. One teacher unit was lost due to a decrease in enrollment. One teacher unit was changed from a reading to a physical education position. Two teacher positions have had turnover this year due to a teacher taking a leave of absence and a teacher resigning. The library media specialist position has had turnover due to retirement. The assistant principal position has had turnover due to the former assistant principal changing position and location. All staffing decisions are based on state definitions of highly qualified. If possible, only highly qualified teachers are hired. At WBMS, 100% of faculty is highly qualified. Special Education students are included in the regular classroom under Highly Qualified teachers. Overall enrollment has dropped from a high of 559 in 2011-2012 to our current enrollment of around 440. Enrollment fluctuates throughout the year partly due to students coming from the two group homes in our district. Local private schools and home school options have also caused fluctuations in enrollment. As evidenced by the statistics, our challenges include little diversity; poverty; and children living in non-traditional households, including living with relatives or friends rather than parents; and attitudes toward education resulting from low educational backgrounds of adults in the community. These challenges are demonstrated by voters' choices not to adequately fund public education.

## 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.**

Mission Statement: The mission of West Blocton Middle School is to ensure that all students leave 8th grade with the knowledge and skills to be successful without remediation in a college preparatory curriculum.

Vision Statement: All stakeholders in the lives of West Blocton Middle School students are committed to the best learning environment possible in order to prepare our students for a complex and changing society.

When funding has been available, WBMS has participated in SREB training and initiatives including Making Middle Grades Work. Some of MMGW's key practices are as follows:

In mathematics, all students complete Algebra I or demonstrate proficiency in pre-algebra and use algebra concepts to solve problems.

In science, all students use laboratory and technology experiences to learn fundamental concepts in the physical, life, and earth and space sciences.

Reading instruction is incorporated into all academic core curriculum courses through grade eight.

The language arts curriculum requires students to use language correctly and effectively; to find, organize and communicate information; to write a short paper weekly; and to write at least one major research paper in all classes.

The social studies curriculum engages students to learn about their heritage, government, world and economic principles through key issues of the past, present and future.

High expectations and a system of extra help and time.

Teachers working together.

At WBMS we offer pre-algebra in the 7th grade and Algebra I in the 8th grade. Students must pass pre-algebra to be promoted to the 9th grade unless otherwise stated in special education documentation. Most of our science teachers have been trained in AMSTI and some use the AMSTI kits to provide laboratory experiences in their classroom. Most teachers have attended ARI training, and most have participated in continuing training on strategic teaching. Language arts teachers are teaching standards in their course of study that are based on and include all standards in the 2010 Common Core State Standards for English Language Arts. The social studies teachers are teaching the 2010 Course of Study. Our schedule includes "Tiger Time" in addition to normal class time so that teachers can provide extra help to students who are not mastering specific standards. Teachers from each team are given common planning time. Some teams of teachers meet after school to discuss students' strengths and challenges. All teachers have received training in the 2010 Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects.

## 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.**

Achievements/Areas of Improvement:

Since testing in 2013-2014, the percentage of students testing Ready in 6th grade math has increased by 27%, in 5th grade science by 8%, and in 7th grade science by 4%.

In the past, we have implemented the PROSPER program. Through the Cooperative Extension System, PROSPER gives community teams access to the latest university research. These teams work with schools to introduce programs that support the positive development of middle school aged youth and their families. Through PROSPER, we participated in The Strengthening Families Program: For Parents and Youth 10-14 (SFP 10-14). It was delivered in seven parent, youth, and family sessions using narrated videos portraying typical youth and parent situations with diverse families. The program was taught to 13 6th graders and their families over seven weeks in the evenings. It is recommended that the group size be smaller when dealing with families where parents have begun to have concerns over the problematic behavior of their youth.

We have had a GEMS team to actively engage girls to better prepare them for the 21st Century workforce.

Teachers have been trained and are attempting to incorporate 2010 Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects in all subject areas.

We have established a much stronger ELL program due to teacher training and ensuing awareness.

Future Areas of Improvement:

We want to make gains on state assessments.

We also want to resume PROSPER and GEMS.

We need further training on the interpretation and implementation of data gained through the Scantron assessments.

We need to establish a strong ELL committee consisting of an English language arts teacher, ELL site coordinator, guidance counselor, and an administrator. One of these people will serve on the PST committee at all times.

## **Additional Information**

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

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# **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 administration chooses a committee comprised of administrators, the guidance counselor, one teacher representing each grade (including a special education teacher), and the library media specialist. Faculty are made aware of their roles through publication of committee assignments and through a faculty meeting. Substitutes are provided for the committee to meet during the school year as needed. Stipends are provided to committee members to meet over the summer as needed.

All teachers are involved in decisions regarding the use of state assessments and other data sources in order to provide information on and to improve the achievement of individual students and the overall instructional program. They are surveyed at their convenience using online survey data retrieval and analysis. Data meetings are held and current data received is implemented into goals and objectives for the school year. Longitudinal data over time in the form of created charts is reviewed by the committee which then reports their findings - the strengths and weaknesses for each area that will be identified and recorded in the ACIP document - to the entire faculty. A follow up is completed when new data is received from standardized testing. All new data and the ACIP plan is presented at a faculty meeting toward the beginning of the school year.

Parents and students are also surveyed at their convenience using online survey data retrieval and analysis. Also, before school is in session, West Blocton Middle School holds its annual Title I meeting for all parents of participating children. Parents are notified of the meeting through the school sign, the school's website, and/or One Call Now phone announcements. To assist in providing the opportunity for all parents to attend, the meeting is offered in the evening after work hours. Topics to be discussed are:

- Title I participation, its services, and parents' rights
- An explanation of the school's curriculum and the state's content standards
- The CIP plan
- The school-parental involvement plan
- School-parent compacts

During Parent Days, as always, the plan is available in the guidance counselor's office. During the Fall Parent Day, a session is held to inform parents as to how the ACIP is created (examining academic data and surveys, determining next steps - goals, objectives, strategies, activities, etc.); to provide them with a "cheat sheet" handout; and to offer time for a Q & A session. Parents are encouraged to get involved in the ACIP process. Communication strategies between the school and parents are also discussed. During the Spring Parent Day, a team and administration will host a "State of the School" session where topics include the upcoming testing and surveys (significance of both to plan, in particular).

We have parent representatives on our school-wide advisory committee who are involved in the plan. Those parents are given the opportunity to review the plan and offer their input before the plan is finally approved. In August of each year, West Blocton Middle School brings in its School-wide Advisory Council to review, evaluate, and revise the plan. There are parents on the Council who represent all the parents of the school.

During the review process, all parents are notified of the review through notices sent home or notice is given by the use of the One Call Now phone tree. The notices make parents aware that the plan is under review, that a copy of the plan is available for review, and that parents  
SY 2017-2018

have the right to give input regarding the revision of the plan. The notice also states that after the plan is finalized and approved, if a parent finds the plan to be unsatisfactory, he/she the right to submit his/her concerns in writing to the school, and the school will submit the concerns to the central office at the same time that the plan is submitted.

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

The administration chooses a committee comprised of administrators, the guidance counselor, one teacher representing each grade (including a special education teacher), and the library media specialist. The committee meets during the school year and over the summer as needed. Longitudinal data over time in the form of created charts is reviewed by the committee which then reports their findings - the strengths and weaknesses for each area that will be identified and recorded in the ACIP document - to the entire faculty. They meet to follow up when new data is received from standardized testing, and, once again, report their findings to the entire faculty.

All teachers make decisions regarding the use of state assessments and other data sources in order to provide information on and to improve the achievement of individual students and the overall instructional program. They participate in surveys using online survey data retrieval and analysis. They attend data meetings where current data received is implemented into goals and objectives for the school year. They attend a faculty meeting toward the beginning of the school year where all new data and the ACIP plan is presented

Parents and students participate in surveys using online survey data retrieval and analysis. Parents may choose to attend the Title I Annual Meeting and Parent Days where the ACIP is discussed and is available.

We have parent representatives on our school-wide advisory committee who are involved in the plan. These parents are given the opportunity to review the plan and offer their input before the plan is finally approved. In August of each year, West Blocton Middle School brings in its School-wide Advisory Council to review, evaluate, and revise the plan. There are parents on the Council who represent all the parents of the school.

During the review process, all parents are notified of the review through notices sent home or notice is given by the use of the One Call Now phone tree. The notices make parents aware that the plan is under review, that a copy of the plan is available for review and that parents have the right to give input regarding the revision of the plan. The notice also states that after the plan is finalized and approved, if a parent finds the plan to be unsatisfactory, he/she has the right to submit his/her concerns in writing to the school, and the school will submit the concerns to the central office at the same time that the plan is submitted.

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

A summary of the final plan is composed and distributed to the faculty and staff. Q and A sessions are held at faculty meetings to ensure the understanding and implementation of the plan. PD is developed to address areas of concern. Walk-throughs are done throughout the year. Suggestions for revision are made throughout the year..

Parents are notified of access during the Title I Annual Meeting and Parent Days. At the Fall Parent Day, parents are informed as to how the CIP is created (examining academic data and surveys, determining next steps - goals, objectives, strategies, activities, etc.); are provided with a "cheat sheet" handout; and are offered time for a Q & A session. Parents are encouraged to get involved in the ACIP process.

Communication strategies between the school and parents are also discussed. During the Spring Parent Day, a team and administration host a "State of the School" session where topics include the upcoming ACT ASPIRE and surveys (significance of both to plan, in particular). On both Parent Days, parents are given a chance to provide input both verbally and in writing.

# **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**

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
1.	Did you complete the Student Performance Data document offline and upload below?	Yes		Student Performance Data Document

## Evaluative Criteria and Rubrics

Overall Rating: 3.0

	Statement or Question	Response	Rating
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the 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 that minimal or no change has occurred in these achievement gaps.	Level 1

## Areas of Notable Achievement

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

ASPIRE Interim testing for the 2016-17 school year:

5th grade - There was a 13% increase in the average score for Reading between Interim I and Interim II.

6th grade - There was a 12% increase in the average score for Reading between Interim I and Interim II.

7th grade - There was a 16% increase in the average score for Reading between Interim I and Interim II.

8th grade - There was a 7% increase in the average score for Reading between Interim I and Interim II.

6th grade - There was a 4% increase in the average score for Math between Interim I and Interim II.

7th grade - There was a 6% increase in the average score for Math between Interim I and Interim II.

8th grade - There was a 2% increase in the average score for Math between Interim I and Interim II.

5th grade - There was a 13% increase in the average score for Science between Interim I and Interim II.

6th grade - There was a 11% increase in the average score for Science between Interim I and Interim II.

7th grade - There was a 11% increase in the average score for Science between Interim I and Interim II.

ACT ASPIRE Summative testing for the 2016-2017 school year:

2013 - 2014: 29% of our students reached benchmark in 6th grade Math.

2014 - 2015: 43% of our students reached benchmark in 6th grade Math.

2015 - 2016: 54% of our students reached benchmark in 6th grade Math.

2016 - 2017: 56% of our students reached benchmark in 6th grade Math (increase of 27%).

2014 - 2015: 29% of our students reached benchmark in 7th grade Math.

2015 - 2016: 36% of our students reached benchmark in 7th grade Math.

2016 - 2017: 40% of our students reached benchmark in 7th grade Math (increase of 11%).

2014 - 2015: 28% of our students reached benchmark in 5th grade Science.

2015 - 2016: 32% of our students reached benchmark in 5th grade Science.

2016 - 2017: 36% of our students reached benchmark in 5th grade Science (increase of 8%).

2014 - 2015: 25% of our students reached benchmark in 7th grade Science.

2015 - 2016: 28% of our students reached benchmark in 7th grade Science.

2016 - 2017: 29% of our students reached benchmark in 7th grade Science (increase of 4%).

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

See previous

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

2016-2017 ACT ASPIRE:

7th grade had a 4% gain in Math compared to 2015-2016 7th graders.

5th grade had a 4% gain in Science compared to 2015-2016 5th graders.

8th grade Reading showed an increase in the number of students reaching benchmark (compared to the previous year's performance of the same students). Those students had a 12% gain from one year to the next.

7th grade students made a 6% gain in Math between Interim I and Interim II 2016-2017 (see previous).

7th grade students made a 16% gain in Reading between Interim I and Interim II 2016-2017 (see previous).

5th grade students made a 13% gain in Science between Interim I and Interim II 2016-2017 (see previous).

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

In 5th grade, the performance of Males increased on the Reading section and the performance of Females, Males and White students increased on the Science section of the ACT ASPIRE.

**Males**

2013 - 2014: 14% of our students reached benchmark in Reading.

2014 - 2015: 22% of our students reached benchmark in Reading.

2015 - 2016: 26% of our students reached benchmark in Reading.

2016 - 2017: 27% of our students reached benchmark in Reading (increase of 13%).

**Females**

2014 - 2015: 32% of our students reached benchmark in Science.

2015 - 2016: 37% of our students reached benchmark in Science.

2016 - 2017: 42% of our students reached benchmark in Science (increase of 10%).

**Males**

2014 - 2015: 25% of our students reached benchmark in Science.

2015 - 2016: 28% of our students reached benchmark in Science.

2016 - 2017: 33% of our students reached benchmark in Science (increase of 8%).

**White students**

2014 - 2015: 30% of our students reached benchmark in Science.

2015 - 2016: 34% of our students reached benchmark in Science.

2016 - 2017: 39% of our students reached benchmark in Science (increase of 9%).

In 6th grade, the performance of Females and White students increased on the Math section of the ACT ASPIRE.

**Females**

2013 - 2014: 33% of our students reached benchmark in Math.

2014 - 2015: 47% of our students reached benchmark in Math.

2015 - 2016: 55% of our students reached benchmark in Math.

2016 - 2017: 68% of our students reached benchmark in Math (increase of 35%).

**White students**

2013 - 2014: 29% of our students reached benchmark in Math.

2014 - 2015: 46% of our students reached benchmark in Math.

2015 - 2016: 55% of our students reached benchmark in Math.

2016 - 2017: 56% of our students reached benchmark in Math (increase of 27%).

In 8th grade, the performance of Females increased on the Math, Reading, and Science sections of the ACT ASPIRE.

**Females**

2014 - 2015: 23% of our students reached benchmark in Math.

2015 - 2016: 29% of our students reached benchmark in Math.

2016 - 2017: 36% of our students reached benchmark in Math (increase of 13%).

**Females**

2014 - 2015: 35% of our students reached benchmark in Reading.

2015 - 2016: 44% of our students reached benchmark in Reading.

2016 - 2017: 53% of our students reached benchmark in Reading (increase of 18%).

**Females**

2014 - 2015: 20% of our students reached benchmark in Science.

2015 - 2016: 33% of our students reached benchmark in Science.

2016 - 2017: 35% of our students reached benchmark in Science (increase of 15%).

The performance of Black students that were 2016-2017 8th Graders increased in Reading over time.

**Black students**

2013 - 2014: 0% of our students reached benchmark in Reading.

2014 - 2015: 10% of our students reached benchmark in Reading.

2015 - 2016: 18% of our students reached benchmark in Reading.

2016 - 2017: 40% of our students reached benchmark in Reading (increase of 40%).

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

The only trend (occurring three years or more in a row) is that the achievement gap is closing between Black students and White students who were 2016-2017 8th graders in Reading over time.

**Black students**

2014 - 2015: 10% of our students reached benchmark in Reading.

**White students**

2014 - 2015: 34% of our students reached benchmark in Reading (24% difference).

**Black students**

2015 - 2016: 18% of our students reached benchmark in Reading.

**White students**

2015 - 2016: 30% of our students reached benchmark in Reading (12% difference/decreased by 12%).

**Black students**

2016 - 2017: 40% of our students reached benchmark in Reading.

**White students**

2016 - 2017: 41% of our students reached benchmark in Reading (1% difference/decreased by 11%).

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

We used GlobalScholar for demographic data 2016-2017 but only gave that assessment in May.

## Areas in Need of Improvement

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

ASPIRE Interim testing for the 2016-17 school year:

5th grade - There was a 4% decrease in the average score for Math between Interim I and Interim II.

8th grade - There was a 1% decrease in the average score for Science between Interim I and Interim II.

ASPIRE Summative testing for the 2016-17 school year:

There was a one-year decrease in all areas school-wide.

2015 - 2016: 41% of our students reached benchmark in Math.

2016 - 2017: 35% of our students reached benchmark in Math (decrease of 6%).

2015 - 2016: 33% of our students reached benchmark in Reading.

2016 - 2017: 32% of our students reached benchmark in Reading (decrease of 1%).

2015 - 2016: 32% of our students reached benchmark in Science.

2016 - 2017: 30% of our students reached benchmark in Science (decrease of 2%).

Areas for which there has been continual decline follow:

2014 - 2015: 39% of our students reached benchmark in 6th grade Science.

2015 - 2016: 39% of our students reached benchmark in 6th grade Science.

2016 - 2017: 30% of our students reached benchmark in 6th grade Science (decrease of 9%).

8th grade Math showed a decrease in the number of students reaching benchmark (compared to the previous years' performance of the same students).

2014 - 2015 as 6th graders: 43% reached benchmark.

2015 - 2016 as 7th graders: 36% reached benchmark.

2016 - 2017 as 8th graders: 30% reached benchmark (decrease of 13%).

8th grade Science showed a decrease in the number of students reaching benchmark (compared to the previous years' performance of the same students).

2014 - 2015 as 6th graders: 39% reached benchmark.

2015 - 2016 as 7th graders: 28% reached benchmark.

2016 - 2017 as 8th graders: 26% reached benchmark (decrease of 13%).

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

See previous.

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

2016-2017 ACT ASPIRE:

Schoolwide there was a 6% decrease in Math compared to the previous year.

6th grade had a 9% decrease in Science compared to 2015-2016 6th graders.

8th grade Math and Science showed a decrease in the number of students reaching benchmark (compared to the previous years' performance of the same students. These students showed a 13% decrease over the course of three years.

5th grade students showed a 4% decrease in Math between Interim I and Interim II 2016-2017 (see previous).

8th grade students showed a 1% decrease in Science between Interim I and Interim II 2016-2017 (see previous).

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

In 5th grade, the performance of White students decreased on the Reading section of the ACT ASPIRE.

White students

2014 - 2015: 33% of our students reached benchmark in Reading.

2015 - 2016: 33% of our students reached benchmark in Reading.

2016 - 2017: 31% of our students reached benchmark in Reading (decrease of 2%).

In 6th grade, the performance of Males and White students decreased on the Reading section, and the performance of White students decreased on the Science section of the ACT ASPIRE.

Males

2014 - 2015: 27% of our students reached benchmark in Reading.

2015 - 2016: 26% of our students reached benchmark in Reading.

2016 - 2017: 25% of our students reached benchmark in Reading (decrease of 2%).

White students

2013 - 2014: 42% of our students reached benchmark in Reading.

2014 - 2015: 34% of our students reached benchmark in Reading.

2015 - 2016: 29% of our students reached benchmark in Reading.

2016 - 2017: 28% of our students reached benchmark in Reading (decrease of 14%).

White students

2014 - 2015: 42% of our students reached benchmark in Science.

2015 - 2016: 39% of our students reached benchmark in Science.

2016 - 2017: 28% of our students reached benchmark in Science (decrease of 14%).

The performance of Females and Males and White students that were 2016-2017 8th Graders decreased in Math and Science over time.

Females

2014 - 2015: 47% of our students reached benchmark in Math.

2015 - 2016: 46% of our students reached benchmark in Math.

2016 - 2017: 36% of our students reached benchmark in Math (decrease of 11%).

Males

2014 - 2015: 39% of our students reached benchmark in Math.

2015 - 2016: 25% of our students reached benchmark in Math.

2016 - 2017: 21% of our students reached benchmark in Math (decrease of 18%).

White students

2014 - 2015: 46% of our students reached benchmark in Math.

2015 - 2016: 40% of our students reached benchmark in Math.

2016 - 2017: 32% of our students reached benchmark in Math (decrease of 14%).

Females

2014 - 2015: 44% of our students reached benchmark in Science.

2015 - 2016: 35% of our students reached benchmark in Science.

2016 - 2017: 35% of our students reached benchmark in Science (decrease of 9%).

Males

2014 - 2015: 35% of our students reached benchmark in Science.

2015 - 2016: 20% of our students reached benchmark in Science.

2016 - 2017: 16% of our students reached benchmark in Science (decrease of 19%).

White students

2014 - 2015: 42% of our students reached benchmark in Science.

2015 - 2016: 30% of our students reached benchmark in Science.

2016 - 2017: 29% of our students reached benchmark in Science (decrease of 13%).

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

Trends (occurring three years or more in a row):

Females and Males in 5th Grade Science

Females

2014 - 2015: 32% of our students reached benchmark in Science.

Males

2014 - 2015: 25% of our students reached benchmark in Science (7% difference).

Females

2015 - 2016: 37% of our students reached benchmark in Science.

Males

2015 - 2016: 28% of our students reached benchmark in Science (9% difference/increased by 2%).

Females

2016 - 2017: 42% of our students reached benchmark in Science.

Males

2016 - 2017: 33% of our students reached benchmark in Science (9% difference).

Females and Males in 6th Grade Reading

Females

2013 - 2014: 38% of our students reached benchmark in Reading.

Males

2013 - 2014: 46% of our students reached benchmark in Reading (8% difference).

Females

2014 - 2015: 37% of our students reached benchmark in Reading.

Males

2014 - 2015: 27% of our students reached benchmark in Reading (10% difference/increased by 2%).

Females

2015 - 2016: 36% of our students reached benchmark in Reading.

Males

2015 - 2016: 26% of our students reached benchmark in Reading (10% difference).

Females

2016 - 2017: 38% of our students reached benchmark in Reading.

Males

2016 - 2017: 25% of our students reached benchmark in Reading (13% difference/increased by 3%).

Females and Males in 8th Grade Math and Black students and White students in 8th Grade Math.

Females

2013 - 2014: 29% of our students reached benchmark in Math.

Males

2013 - 2014: 27% of our students reached benchmark in Math (2% difference).

Females

2014 - 2015: 23% of our students reached benchmark in Math.

Males

2014 - 2015: 21% of our students reached benchmark in Math (2% difference).

Females

2015 - 2016: 29% of our students reached benchmark in Math.

Males

2015 - 2016: 35% of our students reached benchmark in Math (6% difference/increased by 4%).

Females

2016 - 2017: 36% of our students reached benchmark in Math.

Males

2016 - 2017: 21% of our students reached benchmark in Math (15% difference/increased by 9%).

Black students

2014 - 2015: 8% of our students reached benchmark in Math.

White students

2014 - 2015: 23% of our students reached benchmark in Math (15% difference).

Black students

2015 - 2016: 18% of our students reached benchmark in Math.

White students

2015 - 2016: 34% of our students reached benchmark in Math (16% difference/increased by 1%).

Black students

2016 - 2017: 10% of our students reached benchmark in Math.

White students

2016 - 2017: 32% of our students reached benchmark in Math (22% difference/increased by 6%).

Females and Males that were 2016-2017 8th Graders in Reading and Science over time

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Females

2013 - 2014: 23% of our students reached benchmark in Reading.

Males

2013 - 2014: 14% of our students reached benchmark in Reading (9% difference).

Females

2014 - 2015: 37% of our students reached benchmark in Reading.

Males

2014 - 2015: 27% of our students reached benchmark in Reading (10% difference/increased by 1%).

Females

2015 - 2016: 36% of our students reached benchmark in Reading.

Males

2015 - 2016: 19% of our students reached benchmark in Reading (17% difference/increased by 7%).

Females

2016 - 2017: 53% of our students reached benchmark in Reading.

Males

2016 - 2017: 25% of our students reached benchmark in Reading (28% difference/increased by 11%).

Females

2014 - 2015: 44% of our students reached benchmark in Science.

Males

2014 - 2015: 35% of our students reached benchmark in Science (9% difference).

Females

2015 - 2016: 35% of our students reached benchmark in Science.

Males

2015 - 2016: 20% of our students reached benchmark in Science (15% difference/increased by 6%).

Females

2016 - 2017: 35% of our students reached benchmark in Science.

Males

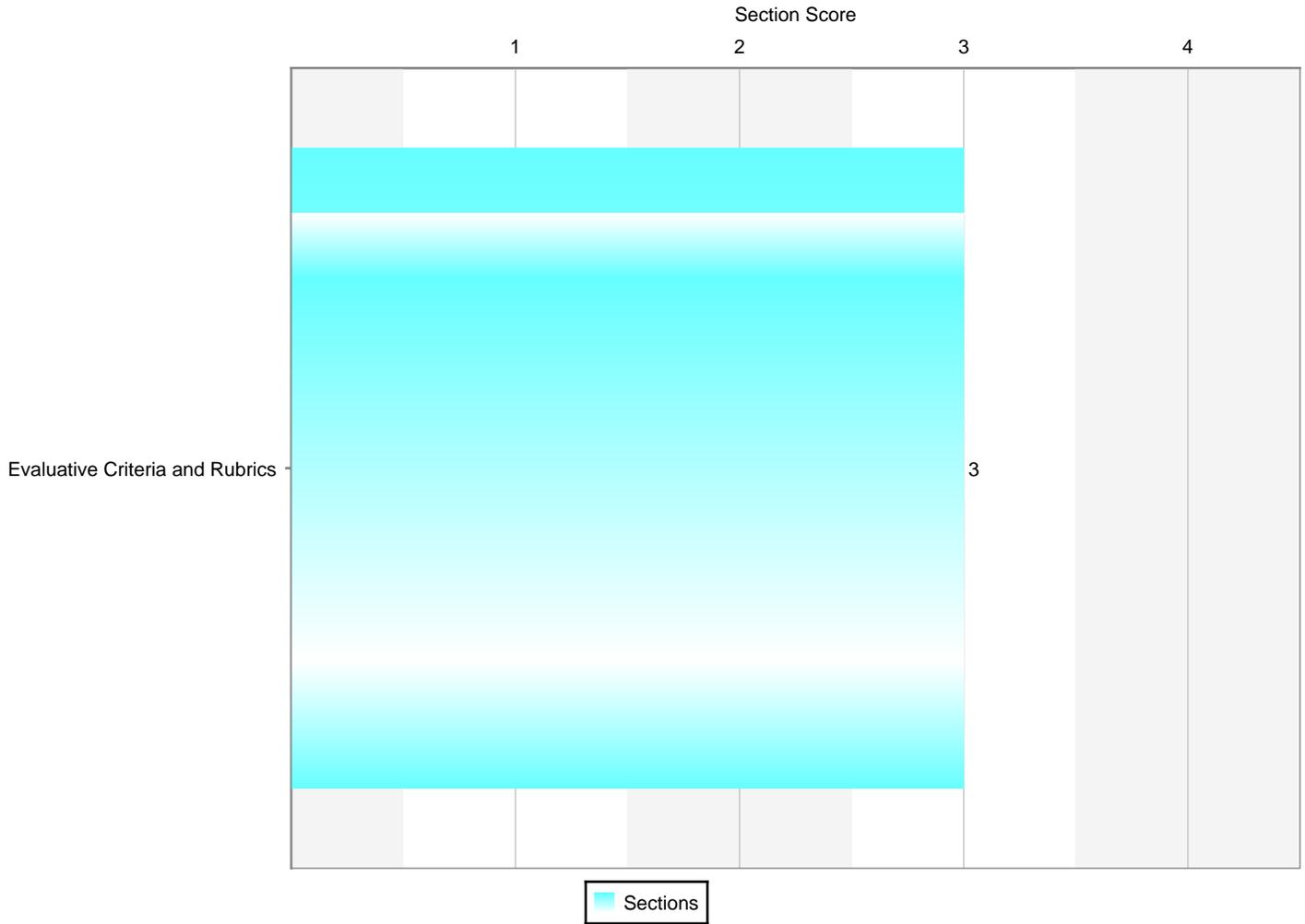
2016 - 2017: 16% of our students reached benchmark in Science (19% difference/increased by 4%).

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

We used GlobalScholar for demographic data 2016-2017 but only gave that assessment in May.

## Report Summary

### Scores By Section



# **2017-2018 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 Signature Sheet.	Signature Sheet 2017-2018

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 district non-discriminatory letter attached.	Non-Descri17-18

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	See attached district non-discriminatory letter signed by employee, Dr. James Gray, who coordinates efforts to comply with and carry out non-discrimination responsibilities.	Non-Descr17-18

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 School Parent Involvement Policy.	Parent Involvement Policy 2017-2018

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<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
5.	The institution has a School-Parent Compact. If a Title I school, the School-Parent Compact contains the required components (ESSA Section 1116 (d) and was jointly developed with parents of participating students.	Yes	See attached School-Parent Compact.	School Parent Compact 2017-2018

# Professional Development Plan Goals 2017-2018

## **Overview**

### **Plan Name**

Professional Development Plan Goals 2017-2018

### **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 ELL students' AMAO's will increase by 0.5 (2017-2018).	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$0
2	Teacher Mentoring 2017-18	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$0
3	Students will become proficient in mathematics and reading 2017-2018	Objectives: 1 Strategies: 2 Activities: 7	Academic	\$5400

## Goal 1: All ELL students' AMAO's will increase by 0.5 (2017-2018).

### Measurable Objective 1:

100% of English Learners students will collaborate to express academic skills with peers in English Language Arts by 05/26/2017 as measured by ACCESS.

### Strategy 1:

Faculty Training - At least one faculty member will participate in training throughout the year to better learn ways to assist EL student with academic concerns across the curriculum. This faculty member/these faculty members will provide turnaround training for the faculty.

Category: Develop/Implement Learning Supports

Research Cited: Echevarria, Jana, MaryEllen Vogt, and Deborah Short. Making Content Comprehensible for English Language Learners: The Siop Model. Boston, MA: Allyn and Bacon, 2000. Print.

Activity - Initial Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
At least one faculty member will participate in training throughout the year to better learn ways to assist EL students with academic concerns across the curriculum. The school system will provide information on training available and allow the teacher to participate in training sessions.	Professional Learning	08/10/2016	05/26/2017	\$0	District Funding	EL committee member(s)
Activity - Turnaround Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Once faculty member(s) participate(s) in training throughout the year to better learn ways to assist EL students with academic concerns across the curriculum, he/she/they will provide turnaround training for faculty.	Professional Learning	08/10/2016	05/26/2017	\$0	No Funding Required	EL committee member(s) train all teachers

## Goal 2: Teacher Mentoring 2017-18

### Measurable Objective 1:

collaborate to provide support for newly hired teachers throughout the 2017-18 School Year by 05/31/2018 as measured by successful completion of the school year by the new teacher(s).

### Strategy 1:

Newly Hired Teacher Support and Training - Administrators will provide formal, official support when warranted. The experienced peer will offer advice, guidance and emotional support when needed. The new teacher will attend professional development in areas of need.

Category: Develop/Implement Teacher Effectiveness Plan

Research Cited: Research supports the implementation of a teacher mentoring program for newly hired teachers.

Activity - Administrative Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators will meet with new teachers to determine areas of needed support.	Recruitment and Retention	08/09/2017	05/31/2018	\$0	No Funding Required	Administrator s/new teachers

Activity - Experienced Peer Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Experienced peers will meet with new teachers to determine needed advice, guidance, and emotional support in order to make the transition into their new position a positive experience.	Recruitment and Retention	08/09/2017	05/31/2018	\$0	No Funding Required	Experienced peers/new teachers

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
New teachers will attend offered professional development to meet CIP goals as well as to enhance knowledge of subject area,	Academic Support Program	08/09/2017	05/31/2018	\$0	No Funding Required	Attendance by new teachers

### Goal 3: Students will become proficient in mathematics and reading 2017-2018

#### Measurable Objective 1:

A 10% increase of All Students will demonstrate a proficiency on Scantron's Performance Series in Reading and in Mathematics by 05/25/2018 as measured by assessment results from the spring administration.

#### Strategy 1:

Data Analysis - Teachers will collaborate to use data to make decisions.

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

Research Cited: U.S. Department of Education - Use of Education Data at the Local Level from Accountability to Instructional Improvement

Activity - Summer Meeting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will compare the previous year's students' final averages in their classes with those same students 2016-2017 ACT Aspire scores in their subject areas. Teachers will discuss reasons for discrepancies including instructional strategies, grading, etc.	Academic Support Program, Professional Learning	07/10/2017	07/28/2017	\$1500	Other	All teachers

Activity - Scantron Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will receive training on how to access their students' scores on Scantron's Performance Series tests as well as the Class Standard Student Detail reports for each class.	Academic Support Program, Professional Learning	08/03/2017	08/08/2017	\$0	No Funding Required	All teachers
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Activity - Monthly Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet at the end of each 4 1/2 weeks. They will bring with them to the meetings class grades for each class period and Scantron results for each class period if Scantron has been administered. Teachers will analyze (pyramids) and reflect on the data before the meeting. During the meeting, each teacher will have an allocated time to vocalize his/her thoughts concerning the data and discuss goals (2 standards to work on and 2 students he/she will try to move). These decisions will be documented on a form that will be turned in to administrators along with a copy of meeting minutes. Teachers will collaborate concerning strategies that will help them meet their goals.	Academic Support Program, Professional Learning	09/04/2017	05/25/2018	\$2500	Other	All teachers

Activity - Conferencing and Goal Setting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be provided professional development on interpreting Scantron's Performance Series scores. Teachers will also be provided with goal-setting forms and a script for discussing results and facilitating goal-setting by students. Teachers will conference with students after each test administration as determined by grade level. An activity should be provided for all students so teachers have the opportunity to do one-on-one conferences. Teachers will also determine by grade level a system of incentives to encourage students to improve on each administration of the tests. Incentives should be offered for high scores and improvement.	Academic Support Program, Behavioral Support Program, Professional Learning	09/05/2017	05/25/2018	\$0	No Funding Required	All teachers except physical education teachers

**Strategy 2:**

Tiger Time - Tiger Time will be a time set aside for teachers to work with small groups based on areas of need.

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

Research Cited: Research on small groups and RTI

Activity - Initial Leadership Team Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Leadership Team (also the Tiger Team) will meet to assign teachers and students to appropriate groups (enrichment, standards-based remediation, and intense remediation). The team will make use of a teacher questionnaire and professional judgment to assign teachers and 2016-2017 ACT results and professional judgment to assign students.	Academic Support Program, Behavioral Support Program, Professional Learning	07/10/2017	08/14/2017	\$600	Other	Leadership Team

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Activity - Nine Weeks Team Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Leadership Team (Tiger Team) will meet before the beginning on each new nine weeks to determine teacher and student assignments to groups. The same methodology will be used as in the first meeting; however, Scantron's Performance Series scores will be used when available.	Academic Support Program, Behavioral Support Program, Professional Learning	10/02/2017	03/12/2018	\$800	Other	Leadership Team
Activity - Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet with assigned students every day from 8:03-8:35 unless instructed otherwise by administration. Each teacher will use strategies appropriate for the group assigned to him/her. Teachers will informally and formally share strategies used.	Academic Support Program, Behavioral Support Program	08/09/2017	05/25/2018	\$0	No Funding Required	All teachers

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Summer Meeting	Teachers will compare the previous year's students' final averages in their classes with those same students 2016-2017 ACT Aspire scores in their subject areas. Teachers will discuss reasons for discrepancies including instructional strategies, grading, etc.	Academic Support Program, Professional Learning	07/10/2017	07/28/2017	\$1500	All teachers
Monthly Meetings	Teachers will meet at the end of each 4 1/2 weeks. They will bring with them to the meetings class grades for each class period and Scantron results for each class period if Scantron has been administered. Teachers will analyze (pyramids) and reflect on the data before the meeting. During the meeting, each teacher will have an allocated time to vocalize his/her thoughts concerning the data and discuss goals (2 standards to work on and 2 students he/she will try to move). These decisions will be documented on a form that will be turned in to administrators along with a copy of meeting minutes. Teachers will collaborate concerning strategies that will help them meet their goals.	Academic Support Program, Professional Learning	09/04/2017	05/25/2018	\$2500	All teachers
Nine Weeks Team Meetings	The Leadership Team (Tiger Team) will meet before the beginning on each new nine weeks to determine teacher and student assignments to groups. The same methodology will be used as in the first meeting; however, Scantron's Performance Series scores will be used when available.	Academic Support Program, Behavioral Support Program, Professional Learning	10/02/2017	03/12/2018	\$800	Leadership Team
Initial Leadership Team Meetings	The Leadership Team (also the Tiger Team) will meet to assign teachers and students to appropriate groups (enrichment, standards-based remediation, and intense remediation). The team will make use of a teacher questionnaire and professional judgment to assign teachers and 2016-2017 ACT results and professional judgment to assign students.	Academic Support Program, Behavioral Support Program, Professional Learning	07/10/2017	08/14/2017	\$600	Leadership Team
<b>Total</b>					<b>\$5400</b>	

**No Funding Required**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Experienced Peer Meetings	Experienced peers will meet with new teachers to determine needed advice, guidance, and emotional support in order to make the transition into their new position a positive experience.	Recruitment and Retention	08/09/2017	05/31/2018	\$0	Experienced peers/new teachers
Turnaround Training	Once faculty member(s) participate(s) in training throughout the year to better learn ways to assist EL students with academic concerns across the curriculum, he/she/they will provide turnaround training for faculty.	Professional Learning	08/10/2016	05/26/2017	\$0	EL committee member(s) train all teachers
Scantron Training	Teachers will receive training on how to access their students' scores on Scantron's Performance Series tests as well as the Class Standard Student Detail reports for each class.	Academic Support Program, Professional Learning	08/03/2017	08/08/2017	\$0	All teachers
Conferencing and Goal Setting	Teachers will be provided professional development on interpreting Scantron's Performance Series scores. Teachers will also be provided with goal-setting forms and a script for discussing results and facilitating goal-setting by students. Teachers will conference with students after each test administration as determined by grade level. An activity should be provided for all students so teachers have the opportunity to do one-on-one conferences. Teachers will also determine by grade level a system of incentives to encourage students to improve on each administration of the tests. Incentives should be offered for high scores and improvement.	Academic Support Program, Behavioral Support Program, Professional Learning	09/05/2017	05/25/2018	\$0	All teachers except physical education teachers
Professional Development	New teachers will attend offered professional development to meet CIP goals as well as to enhance knowledge of subject area,	Academic Support Program	08/09/2017	05/31/2018	\$0	Attendance by new teachers
Administrative Meetings	Administrators will meet with new teachers to determine areas of needed support.	Recruitment and Retention	08/09/2017	05/31/2018	\$0	Administrator s/new teachers
Implementation	Teachers will meet with assigned students every day from 8:03-8:35 unless instructed otherwise by administration. Each teacher will use strategies appropriate for the group assigned to him/her. Teachers will informally and formally share strategies used.	Academic Support Program, Behavioral Support Program	08/09/2017	05/25/2018	\$0	All teachers
<b>Total</b>					\$0	

**District Funding**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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Initial Training	At least one faculty member will participate in training throughout the year to better learn ways to assist EL students with academic concerns across the curriculum. The school system will provide information on training available and allow the teacher to participate in training sessions.	Professional Learning	08/10/2016	05/26/2017	\$0	EL committee member(s)
<b>Total</b>					\$0	

# **ACIP Goals 2017-2018**

## **Overview**

### **Plan Name**

ACIP Goals 2017-2018

### **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 ELL students' AMAO's will increase by 0.5 (2017-2018).	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$0
2	WBMS will increase awareness of current methods of communication with parents and offer additional communication opportunities.	Objectives: 1 Strategies: 2 Activities: 4	Organizational	\$0
3	Students will become proficient in mathematics and reading 2017-2018	Objectives: 1 Strategies: 2 Activities: 7	Academic	\$5400

## Goal 1: All ELL students' AMAO's will increase by 0.5 (2017-2018).

### Measurable Objective 1:

100% of English Learners students will collaborate to express academic skills with peers in English Language Arts by 05/25/2018 as measured by ACCESS.

### Strategy 1:

Faculty Training - At least one faculty member will participate in training throughout the year to better learn ways to assist EL student with academic concerns across the curriculum. This faculty member/these faculty members will provide turnaround training for the faculty.

Category: Develop/Implement Learning Supports

Research Cited: Echevarria, Jana, MaryEllen Vogt, and Deborah Short. Making Content Comprehensible for English Language Learners: The Siop Model. Boston, MA: Allyn and Bacon, 2000. Print.

Activity - Initial Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
At least one faculty member will participate in training throughout the year to better learn ways to assist EL students with academic concerns across the curriculum. The school system will provide information on training available and allow the teacher to participate in training sessions.	Professional Learning	08/09/2017	05/25/2018	\$0	District Funding	EL committee member(s)
Activity - Turnaround Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Once faculty member(s) participate(s) in training throughout the year to better learn ways to assist EL students with academic concerns across the curriculum, he/she/they will provide turnaround training for faculty.	Professional Learning	08/09/2017	05/25/2018	\$0	No Funding Required	EL committee member(s) train all teachers

## Goal 2: WBMS will increase awareness of current methods of communication with parents and offer additional communication opportunities.

### Measurable Objective 1:

collaborate to increase awareness of current methods of communication with parents and offer additional communication opportunities by 05/31/2018 as measured by parent surveys.

### Strategy 1:

Flyer - The CIP committee will develop a flyer to be distributed to parents at Open House and on the first days of school informing parents of current communication methods used by WBMS/teachers to communicate with parents and informing parents of ways they can contact WBMS/teachers.

Category: Other - Parent Communication

Research Cited: parent involvement research

Activity - Flyer development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The CIP committee will develop a flyer informing parents of current communication methods used by WBMS/teachers to communicate with parents and informing parents of ways they can contact WBMS/teachers.	Academic Support Program, Behavioral Support Program, Parent Involvement	05/22/2017	08/08/2017	\$0	No Funding Required	CIP committee

Activity - Flyer distribution	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade level teachers will distribute the flyer to parents at Open House and on the first days of school.	Academic Support Program, Parent Involvement, Behavioral Support Program	08/03/2017	08/11/2017	\$0	No Funding Required	Grade level teachers

### Strategy 2:

Parent Day Sessions - Parent Day Sessions - At the Fall Parent Day, a team will present a session on the CIP - the reason for the session (access to the CIP as a form of parent communication), an explanation of how the document is created, and the Goals/Strategies/Activities in the CIP. The team will solicit input through a Question and Answer session. In March/April, a team and administration will host a "State of the School" session where topics include upcoming standardized testing and surveys (significance of both to plan, in particular).

Category: Other - Parent Communication

Research Cited: parent involvement research

Activity - Fall Session	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
At the Fall Parent Day a team will present the reason for the session, an explanation of how the document is created, and the Goals/Strategies/Activities in the CIP, and the team will solicit input through a Question and Answer session.	Academic Support Program, Behavioral Support Program, Parent Involvement	10/02/2017	10/31/2017	\$0	No Funding Required	Parent Involvement Committee/CIP Committee

Activity - Spring Session	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In March/April, a team and administration will host a "State of the School" session where topics include upcoming standardized testing and surveys (significance of both to plan, in particular).	Academic Support Program, Behavioral Support Program, Parent Involvement	03/05/2018	04/27/2018	\$0	No Funding Required	Parent Involvement Committee/CIP Committee

### Goal 3: Students will become proficient in mathematics and reading 2017-2018

#### Measurable Objective 1:

A 10% increase of All Students will demonstrate a proficiency on Scantron's Performance Series in Reading and in Mathematics by 05/25/2018 as measured by assessment results from the spring administration.

#### Strategy 1:

Data Analysis - Teachers will collaborate to use data to make decisions.

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

Research Cited: U.S. Department of Education - Use of Education Data at the Local Level from Accountability to Instructional Improvement

Activity - Summer Meeting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will compare the previous year's students' final averages in their classes with those same students 2016-2017 ACT Aspire scores in their subject areas. Teachers will discuss reasons for discrepancies including instructional strategies, grading, etc.	Academic Support Program, Professional Learning	07/10/2017	07/28/2017	\$1500	Other	All teachers

Activity - Scantron Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive training on how to access their students' scores on Scantron's Performance Series tests as well as the Class Standard Student Detail reports for each class.	Academic Support Program, Professional Learning	08/03/2017	08/08/2017	\$0	No Funding Required	All teachers

Activity - Monthly Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will meet at the end of each 4 1/2 weeks. They will bring with them to the meetings class grades for each class period and Scantron results for each class period if Scantron has been administered. Teachers will analyze (pyramids) and reflect on the data before the meeting. During the meeting, each teacher will have an allocated time to vocalize his/her thoughts concerning the data and discuss goals (2 standards to work on and 2 students he/she will try to move). These decisions will be documented on a form that will be turned in to administrators along with a copy of meeting minutes. Teachers will collaborate concerning strategies that will help them meet their goals.	Academic Support Program, Professional Learning	09/04/2017	05/25/2018	\$2500	Other	All teachers
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Activity - Conferencing and Goal Setting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be provided professional development on interpreting Scantron's Performance Series scores. Teachers will also be provided with goal-setting forms and a script for discussing results and facilitating goal-setting by students. Teachers will conference with students after each test administration as determined by grade level. An activity should be provided for all students so teachers have the opportunity to do one-on-one conferences. Teachers will also determine by grade level a system of incentives to encourage students to improve on each administration of the tests. Incentives should be offered for high scores and improvement.	Academic Support Program, Behavioral Support Program, Professional Learning	09/05/2017	05/25/2018	\$0	No Funding Required	All teachers except physical education teachers

**Strategy 2:**

Tiger Time - Tiger Time will be a time set aside for teachers to work with small groups based on areas of need.

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

Research Cited: Research on small groups and RTI

Activity - Initial Leadership Team Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Leadership Team (also the Tiger Team) will meet to assign teachers and students to appropriate groups (enrichment, standards-based remediation, and intense remediation). The team will make use of a teacher questionnaire and professional judgment to assign teachers and 2016-2017 ACT results and professional judgment to assign students.	Academic Support Program, Behavioral Support Program, Professional Learning	07/10/2017	08/14/2017	\$600	Other	Leadership Team

Activity - Nine Weeks Team Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**ACIP**

West Blocton Middle School

The Leadership Team (Tiger Team) will meet before the beginning on each new nine weeks to determine teacher and student assignments to groups. The same methodology will be used as in the first meeting; however, Scantron's Performance Series scores will be used when available.	Academic Support Program, Behavioral Support Program, Professional Learning	10/02/2017	03/12/2018	\$800	Other	Leadership Team
<b>Activity - Implementation</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Teachers will meet with assigned students every day from 8:03-8:35 unless instructed otherwise by administration. Each teacher will use strategies appropriate for the group assigned to him/her. Teachers will informally and formally share strategies used.	Academic Support Program, Behavioral Support Program	08/09/2017	05/25/2018	\$0	No Funding Required	All teachers

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Summer Meeting	Teachers will compare the previous year's students' final averages in their classes with those same students 2016-2017 ACT Aspire scores in their subject areas. Teachers will discuss reasons for discrepancies including instructional strategies, grading, etc.	Academic Support Program, Professional Learning	07/10/2017	07/28/2017	\$1500	All teachers
Initial Leadership Team Meetings	The Leadership Team (also the Tiger Team) will meet to assign teachers and students to appropriate groups (enrichment, standards-based remediation, and intense remediation). The team will make use of a teacher questionnaire and professional judgment to assign teachers and 2016-2017 ACT results and professional judgment to assign students.	Academic Support Program, Behavioral Support Program, Professional Learning	07/10/2017	08/14/2017	\$600	Leadership Team
Nine Weeks Team Meetings	The Leadership Team (Tiger Team) will meet before the beginning on each new nine weeks to determine teacher and student assignments to groups. The same methodology will be used as in the first meeting; however, Scantron's Performance Series scores will be used when available.	Academic Support Program, Behavioral Support Program, Professional Learning	10/02/2017	03/12/2018	\$800	Leadership Team
Monthly Meetings	Teachers will meet at the end of each 4 1/2 weeks. They will bring with them to the meetings class grades for each class period and Scantron results for each class period if Scantron has been administered. Teachers will analyze (pyramids) and reflect on the data before the meeting. During the meeting, each teacher will have an allocated time to vocalize his/her thoughts concerning the data and discuss goals (2 standards to work on and 2 students he/she will try to move). These decisions will be documented on a form that will be turned in to administrators along with a copy of meeting minutes. Teachers will collaborate concerning strategies that will help them meet their goals.	Academic Support Program, Professional Learning	09/04/2017	05/25/2018	\$2500	All teachers
<b>Total</b>					<b>\$5400</b>	

**No Funding Required**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Spring Session	In March/April, a team and administration will host a "State of the School" session where topics include upcoming standardized testing and surveys (significance of both to plan, in particular).	Academic Support Program, Behavioral Support Program, Parent Involvement	03/05/2018	04/27/2018	\$0	Parent Involvement Committee/CIP Committee
Scantron Training	Teachers will receive training on how to access their students' scores on Scantron's Performance Series tests as well as the Class Standard Student Detail reports for each class.	Academic Support Program, Professional Learning	08/03/2017	08/08/2017	\$0	All teachers
Flyer development	The CIP committee will develop a flyer informing parents of current communication methods used by WBMS/teachers to communicate with parents and informing parents of ways they can contact WBMS/teachers.	Academic Support Program, Behavioral Support Program, Parent Involvement	05/22/2017	08/08/2017	\$0	CIP committee
Fall Session	At the Fall Parent Day a team will present the reason for the session, an explanation of how the document is created, and the Goals/Strategies/Activities in the CIP, and the team will solicit input through a Question and Answer session.	Academic Support Program, Behavioral Support Program, Parent Involvement	10/02/2017	10/31/2017	\$0	Parent Involvement Committee/CIP Committee
Conferencing and Goal Setting	Teachers will be provided professional development on interpreting Scantron's Performance Series scores. Teachers will also be provided with goal-setting forms and a script for discussing results and facilitating goal-setting by students. Teachers will conference with students after each test administration as determined by grade level. An activity should be provided for all students so teachers have the opportunity to do one-on-one conferences. Teachers will also determine by grade level a system of incentives to encourage students to improve on each administration of the tests. Incentives should be offered for high scores and improvement.	Academic Support Program, Behavioral Support Program, Professional Learning	09/05/2017	05/25/2018	\$0	All teachers except physical education teachers
Turnaround Training	Once faculty member(s) participate(s) in training throughout the year to better learn ways to assist EL students with academic concerns across the curriculum, he/she/they will provide turnaround training for faculty.	Professional Learning	08/09/2017	05/25/2018	\$0	EL committee member(s) train all teachers

**ACIP**

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Flyer distribution	Grade level teachers will distribute the flyer to parents at Open House and on the first days of school.	Academic Support Program, Parent Involvement, Behavioral Support Program	08/03/2017	08/11/2017	\$0	Grade level teachers
Implementation	Teachers will meet with assigned students every day from 8:03-8:35 unless instructed otherwise by administration. Each teacher will use strategies appropriate for the group assigned to him/her. Teachers will informally and formally share strategies used.	Academic Support Program, Behavioral Support Program	08/09/2017	05/25/2018	\$0	All teachers
<b>Total</b>					\$0	

**District Funding**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Initial Training	At least one faculty member will participate in training throughout the year to better learn ways to assist EL students with academic concerns across the curriculum. The school system will provide information on training available and allow the teacher to participate in training sessions.	Professional Learning	08/09/2017	05/25/2018	\$0	EL committee member(s)
<b>Total</b>					\$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**

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes	See attached. The Elementary Students survey was converted to a scale of 1-5.	Stakeholder Feedback

## 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?

The average staff rating of 2.2 was an average score of 4.58. The average staff rating of 1.3 was an average score of 4.48.

The average "Middle and High Students" rating of 3.2 was an average score of 4.04. The average "Middle and High Students" rating of 1.3 was an average score of 4.03.

The average "Elementary Students" rating of both 1.1 and 5.4 was an average score of 4.88.

The average parent rating of 4.3 was an average score of 4.24. The average parent rating of 3.6 was an average score of 4.14.

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

Indicators 1.2, 2.1, and 2.6 show the most marked trend toward increasing stakeholder satisfaction or approval with the respective increases: .25, .24, and .23. While Indicator 3.8 is one of our lower scores, this indicator showed the greatest increase in stakeholder satisfaction or approval among the indicators present on EVERY survey with a .22 increase.

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

Staff rated 2.2 and 1.3 the highest in the 2015-2016 surveys as well.

"Elementary Students" rated 5.4 as the highest in the 2015-2016 surveys as well.

Parents rated 3.6 the second highest in the 2015-2016 surveys as well.

## Areas in Need of Improvement

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

The average staff rating of 3.7 was an average score of 3.8. The average staff rating of 3.8 was an average score of 3.88.

The average "Middle and High Students" rating of 4.3 was an average score of 3.21. The average "Middle and High Students" rating of 5.5 was an average score of 3.42.

The average "Elementary Students" rating of 5.1 was an average score of 3.62. The average "Elementary Students" rating of 3.8 was average score of 4.17.

The average parent rating of 2.3 was an average score of 3.62. The average parent rating of both 3.8 and 3.12 was an average score of 3.8.

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

Indicators 5.2 and 3.7 show the most marked trend toward decreasing stakeholder satisfaction or approval with the respective decreases: -0.17 and -0.01. While Indicator 5.4 is one of our higher scores, this indicator showed the greatest decrease in stakeholder satisfaction or approval among the indicators present on EVERY survey with a -0.01 decrease.

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

Staff, "Elementary" Students, and Parents all rating 3.8 as one of the lowest indicators demonstrates there was a need for WBMS to include in the CIP a goal to increase awareness of current methods of communication with parents and offer additional communication opportunities. The CIP committee developed a flyer that was distributed to parents at Open House and on the first days of school informing parents of current communication methods used by WBMS/teachers to communicate with parents and informing parents of ways they can contact WBMS/teachers. At the Fall Parent Day, a team presented a session on the CIP - the reason for the session (access to the CIP as a form of parent communication), an explanation of how the document is created, and the Goals/Strategies/Activities in the CIP - and the team solicited input through a Question and Answer session. These things have possibly led to the improvement of .22 on the surveys from 2016-2017.

In the spring, a team and administration will host a "State of the School" session where topics will include parents' responses to the surveys and the upcoming ACT ASPIRE (significance of both to the ACIP, in particular).

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

Staff rated 3.8 as one of the lowest in the 2015-2016 surveys as well.

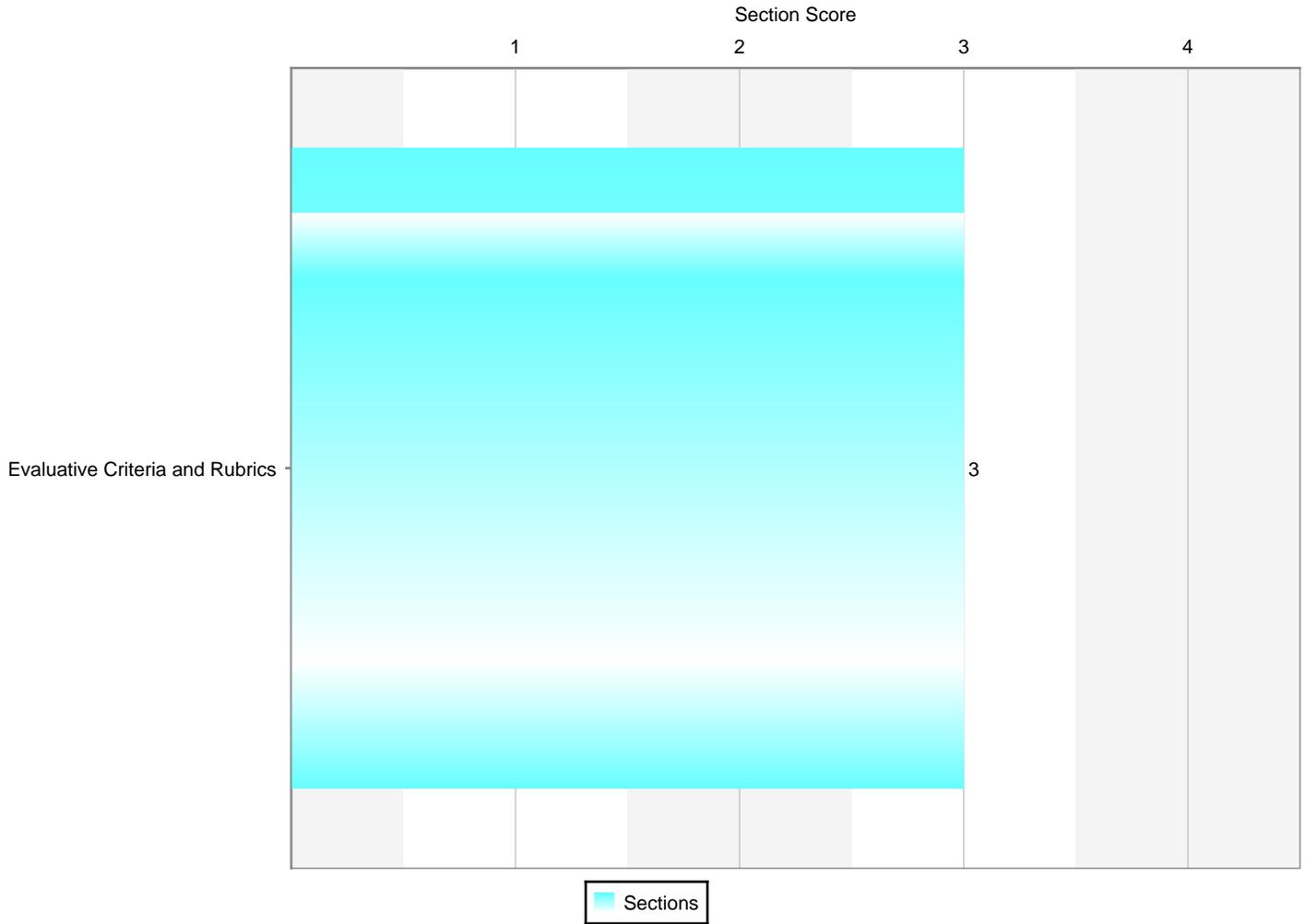
"Middle and High Students" rated 4.3 and 5.5 as the lowest in the 2015-2016 surveys as well.

"Elementary Students" rated 5.1 and 3.8 as the lowest in the 2015-2016 surveys as well.

Parents rated 3.8 and 3.12 as two of the lowest in the 2015-2016 surveys as well.

## Report Summary

### Scores By Section



# 2017-2018 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?

Data addressing academic areas was reviewed and entered into charts by a committee which then reported their findings to the entire faculty. Students, teachers, and parents were surveyed using online survey data retrieval and analysis. After a discussion time, the strengths and weaknesses for each area were identified and recorded in this document.

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

See Student Performance Diagnostic and Data Document and Stakeholder Feedback Diagnostic and Data Document.

### What conclusions were drawn from the results?

Academic strengths and weaknesses were defined by grade level and across grade levels and further defined by subgroup in relation to the ACT ASPIRE. Overall culture strengths and weaknesses were defined in relation to surveys. See Student Performance Diagnostic and Data Document and Stakeholder Feedback Diagnostic and Data Document.

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

See Student Performance Diagnostic and Data Document and Stakeholder Feedback Diagnostic and Data Document.

By analyzing student achievement, we have identified areas of learning that need to be addressed through strategies/activities including professional development. Using the data, we have established that certain programs need to be continued including the following: AMSTI, formative assessments, an advisory/remediation/enrichment time, etc. School process allows for ongoing professional development from internal/external sources and peer support in all subject areas. We plan to continue a positive campaign of parent communication by reminding parents of ways we communicate with them throughout the year in the form of a flyer and continuing to notify parents of children's progress and rewarding success through recognition assemblies and grade-level rewards.

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

The school goals are determined by state testing and feedback from teacher/student/parent surveys. Formative/Summative assessments that test standards also tested by state testing were analyzed to determine strengths and weaknesses. Strategies to improve instruction in areas of need were developed. The courses of study as well as group and individual student data from these assessments drive instruction in the classroom and ongoing professional development.

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

Multiple types of data were used to determine academic goals. ACT Interim testing and ACT ASPIRE (analyzed by grade level and across grade level in terms of student groups, and in terms of demographics) determined academic goals. Teacher observation, other formative assessments (exit slips), summative assessments (end-of-standard tests), etc. ensure an ongoing collection of data that can be utilized to determine if the strategies developed to meet those goals are resulting in an overall healthy program.

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

The goals were developed using grade-level data by student groups and by demographics. The strategies are research-based and ensure the success of ALL students.

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

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

### Goal 1:

Students will become proficient in mathematics and reading 2017-2018

### Measurable Objective 1:

A 10% increase of All Students will demonstrate a proficiency on Scantron's Performance Series in Reading and in Mathematics by 05/25/2018 as measured by assessment results from the spring administration.

### Strategy1:

Data Analysis - Teachers will collaborate to use data to make decisions.

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

Research Cited: U.S. Department of Education - Use of Education Data at the Local Level from Accountability to Instructional Improvement

Activity - Conferencing and Goal Setting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be provided professional development on interpreting Scantron's Performance Series scores. Teachers will also be provided with goal-setting forms and a script for discussing results and facilitating goal-setting by students. Teachers will conference with students after each test administration as determined by grade level. An activity should be provided for all students so teachers have the opportunity to do one-on-one conferences. Teachers will also determine by grade level a system of incentives to encourage students to improve on each administration of the tests. Incentives should be offered for high scores and improvement.	Academic Support Program Behavioral Support Program Professional Learning	09/05/2017	05/25/2018	\$0 - No Funding Required	All teachers except physical education teachers

**ACIP**

West Blocton Middle School

Activity - Monthly Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet at the end of each 4 1/2 weeks. They will bring with them to the meetings class grades for each class period and Scantron results for each class period if Scantron has been administered. Teachers will analyze (pyramids) and reflect on the data before the meeting. During the meeting, each teacher will have an allocated time to vocalize his/her thoughts concerning the data and discuss goals (2 standards to work on and 2 students he/she will try to move). These decisions will be documented on a form that will be turned in to administrators along with a copy of meeting minutes. Teachers will collaborate concerning strategies that will help them meet their goals.	Academic Support Program Professional Learning	09/04/2017	05/25/2018	\$2500 - Other	All teachers

Activity - Scantron Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive training on how to access their students' scores on Scantron's Performance Series tests as well as the Class Standard Student Detail reports for each class.	Academic Support Program Professional Learning	08/03/2017	08/08/2017	\$0 - No Funding Required	All teachers

Activity - Summer Meeting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will compare the previous year's students' final averages in their classes with those same students 2016-2017 ACT Aspire scores in their subject areas. Teachers will discuss reasons for discrepancies including instructional strategies, grading, etc.	Academic Support Program Professional Learning	07/10/2017	07/28/2017	\$1500 - Other	All teachers

**Strategy2:**

Tiger Time - Tiger Time will be a time set aside for teachers to work with small groups based on areas of need.

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

Research Cited: Research on small groups and RTI

Activity - Nine Weeks Team Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Leadership Team (Tiger Team) will meet before the beginning on each new nine weeks to determine teacher and student assignments to groups. The same methodology will be used as in the first meeting; however, Scantron's Performance Series scores will be used when available.	Academic Support Program Behavioral Support Program Professional Learning	10/02/2017	03/12/2018	\$800 - Other	Leadership Team

**ACIP**

West Blocton Middle School

Activity - Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet with assigned students every day from 8:03-8:35 unless instructed otherwise by administration. Each teacher will use strategies appropriate for the group assigned to him/her. Teachers will informally and formally share strategies used.	Academic Support Program Behavioral Support Program	08/09/2017	05/25/2018	\$0 - No Funding Required	All teachers

Activity - Initial Leadership Team Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Leadership Team (also the Tiger Team) will meet to assign teachers and students to appropriate groups (enrichment, standards-based remediation, and intense remediation). The team will make use of a teacher questionnaire and professional judgment to assign teachers and 2016-2017 ACT results and professional judgment to assign students.	Behavioral Support Program Professional Learning Academic Support Program	07/10/2017	08/14/2017	\$600 - Other	Leadership Team

**Identify the instructional strategies and methods used that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.**

**Goal 1:**

All ELL students' AMAO's will increase by 0.5 (2017-2018).

**Measurable Objective 1:**

100% of English Learners students will collaborate to express academic skills with peers in English Language Arts by 05/25/2018 as measured by ACCESS.

**Strategy1:**

Faculty Training - At least one faculty member will participate in training throughout the year to better learn ways to assist EL student with academic concerns across the curriculum. This faculty member/these faculty members will provide turnaround training for the faculty.

Category: Develop/Implement Learning Supports

Research Cited: Echevarria, Jana, MaryEllen Vogt, and Deborah Short. Making Content Comprehensible for English Language Learners: The Siop Model. Boston, MA: Allyn and Bacon, 2000. Print.

Activity - Initial Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
At least one faculty member will participate in training throughout the year to better learn ways to assist EL students with academic concerns across the curriculum. The school system will provide information on training available and allow the teacher to participate in training sessions.	Professional Learning	08/09/2017	05/25/2018	\$0 - District Funding	EL committee member(s)

Activity - Turnaround Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Once faculty member(s) participate(s) in training throughout the year to better learn ways to assist EL students with academic concerns across the curriculum, he/she/they will provide turnaround training for faculty.	Professional Learning	08/09/2017	05/25/2018	\$0 - No Funding Required	EL committee member(s) train all teachers

**Goal 2:**

Students will become proficient in mathematics and reading 2017-2018

**Measurable Objective 1:**

A 10% increase of All Students will demonstrate a proficiency on Scantron's Performance Series in Reading and in Mathematics by 05/25/2018 as measured by assessment results from the spring administration.

**Strategy1:**

Tiger Time - Tiger Time will be a time set aside for teachers to work with small groups based on areas of need.

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

Research Cited: Research on small groups and RTI

Activity - Nine Weeks Team Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Leadership Team (Tiger Team) will meet before the beginning on each new nine weeks to determine teacher and student assignments to groups. The same methodology will be used as in the first meeting; however, Scantron's Performance Series scores will be used when available.	Professional Learning Behavioral Support Program Academic Support Program	10/02/2017	03/12/2018	\$800 - Other	Leadership Team

Activity - Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet with assigned students every day from 8:03-8:35 unless instructed otherwise by administration. Each teacher will use strategies appropriate for the group assigned to him/her. Teachers will informally and formally share strategies used.	Academic Support Program Behavioral Support Program	08/09/2017	05/25/2018	\$0 - No Funding Required	All teachers

**ACIP**

West Blocton Middle School

Activity - Initial Leadership Team Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Leadership Team (also the Tiger Team) will meet to assign teachers and students to appropriate groups (enrichment, standards-based remediation, and intense remediation). The team will make use of a teacher questionnaire and professional judgment to assign teachers and 2016-2017 ACT results and professional judgment to assign students.	Academic Support Program Professional Learning Behavioral Support Program	07/10/2017	08/14/2017	\$600 - Other	Leadership Team

**Strategy2:**

Data Analysis - Teachers will collaborate to use data to make decisions.

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

Research Cited: U.S. Department of Education - Use of Education Data at the Local Level from Accountability to Instructional Improvement

Activity - Monthly Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet at the end of each 4 1/2 weeks. They will bring with them to the meetings class grades for each class period and Scantron results for each class period if Scantron has been administered. Teachers will analyze (pyramids) and reflect on the data before the meeting. During the meeting, each teacher will have an allocated time to vocalize his/her thoughts concerning the data and discuss goals (2 standards to work on and 2 students he/she will try to move). These decisions will be documented on a form that will be turned in to administrators along with a copy of meeting minutes. Teachers will collaborate concerning strategies that will help them meet their goals.	Academic Support Program Professional Learning	09/04/2017	05/25/2018	\$2500 - Other	All teachers

Activity - Scantron Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive training on how to access their students' scores on Scantron's Performance Series tests as well as the Class Standard Student Detail reports for each class.	Professional Learning Academic Support Program	08/03/2017	08/08/2017	\$0 - No Funding Required	All teachers

Activity - Summer Meeting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will compare the previous year's students' final averages in their classes with those same students 2016-2017 ACT Aspire scores in their subject areas. Teachers will discuss reasons for discrepancies including instructional strategies, grading, etc.	Professional Learning Academic Support Program	07/10/2017	07/28/2017	\$1500 - Other	All teachers

Activity - Conferencing and Goal Setting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Teachers will be provided professional development on interpreting Scantron's Performance Series scores. Teachers will also be provided with goal-setting forms and a script for discussing results and facilitating goal-setting by students. Teachers will conference with students after each test administration as determined by grade level. An activity should be provided for all students so teachers have the opportunity to do one-on-one conferences. Teachers will also determine by grade level a system of incentives to encourage students to improve on each administration of the tests. Incentives should be offered for high scores and improvement.</p>	<p>Professional Learning Support Program Academic Support Program</p>	<p>09/05/2017</p>	<p>05/25/2018</p>	<p>\$0 - No Funding Required</p>	<p>All teachers except physical education teachers</p>

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

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

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

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

**Goal 1:**

All ELL students' AMAO's will increase by 0.5 (2017-2018).

**Measurable Objective 1:**

100% of English Learners students will collaborate to express academic skills with peers in English Language Arts by 05/25/2018 as measured by ACCESS.

**Strategy1:**

Faculty Training - At least one faculty member will participate in training throughout the year to better learn ways to assist EL student with academic concerns across the curriculum. This faculty member/these faculty members will provide turnaround training for the faculty.

Category: Develop/Implement Learning Supports

Research Cited: Echevarria, Jana, MaryEllen Vogt, and Deborah Short. Making Content Comprehensible for English Language Learners: The Siop Model. Boston, MA: Allyn and Bacon, 2000. Print.

**ACIP**

West Blocton Middle School

Activity - Initial Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
At least one faculty member will participate in training throughout the year to better learn ways to assist EL students with academic concerns across the curriculum. The school system will provide information on training available and allow the teacher to participate in training sessions.	Professional Learning	08/09/2017	05/25/2018	\$0 - District Funding	EL committee member(s)

Activity - Turnaround Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Once faculty member(s) participate(s) in training throughout the year to better learn ways to assist EL students with academic concerns across the curriculum, he/she/they will provide turnaround training for faculty.	Professional Learning	08/09/2017	05/25/2018	\$0 - No Funding Required	EL committee member(s) train all teachers

**Goal 2:**

WBMS will increase awareness of current methods of communication with parents and offer additional communication opportunities.

**Measurable Objective 1:**

collaborate to increase awareness of current methods of communication with parents and offer additional communication opportunities by 05/31/2018 as measured by parent surveys.

**Strategy1:**

Parent Day Sessions - Parent Day Sessions - At the Fall Parent Day, a team will present a session on the CIP - the reason for the session (access to the CIP as a form of parent communication), an explanation of how the document is created, and the Goals/Strategies/Activities in the CIP. The team will solicit input through a Question and Answer session. In March/April, a team and administration will host a "State of the School" session where topics include upcoming standardized testing and surveys (significance of both to plan, in particular).

Category: Other - Parent Communication

Research Cited: parent involvement research

Activity - Fall Session	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
At the Fall Parent Day a team will present the reason for the session, an explanation of how the document is created, and the Goals/Strategies/Activities in the CIP, and the team will solicit input through a Question and Answer session.	Behavioral Support Program Academic Support Program Parent Involvement	10/02/2017	10/31/2017	\$0 - No Funding Required	Parent Involvement Committee/CIP Committee

**ACIP**

West Blocton Middle School

Activity - Spring Session	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In March/April, a team and administration will host a "State of the School" session where topics include upcoming standardized testing and surveys (significance of both to plan, in particular).	Parent Involvement Academic Support Program Behavioral Support Program	03/05/2018	04/27/2018	\$0 - No Funding Required	Parent Involvement Committee/CIP Committee

**Strategy2:**

Flyer - The CIP committee will develop a flyer to be distributed to parents at Open House and on the first days of school informing parents of current communication methods used by WBMS/teachers to communicate with parents and informing parents of ways they can contact WBMS/teachers.

Category: Other - Parent Communication

Research Cited: parent involvement research

Activity - Flyer distribution	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade level teachers will distribute the flyer to parents at Open House and on the first days of school.	Academic Support Program Behavioral Support Program Parent Involvement	08/03/2017	08/11/2017	\$0 - No Funding Required	Grade level teachers

Activity - Flyer development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The CIP committee will develop a flyer informing parents of current communication methods used by WBMS/teachers to communicate with parents and informing parents of ways they can contact WBMS/teachers.	Academic Support Program Behavioral Support Program Parent Involvement	05/22/2017	08/08/2017	\$0 - No Funding Required	CIP committee

**Goal 3:**

Students will become proficient in mathematics and reading 2017-2018

**Measurable Objective 1:**

A 10% increase of All Students will demonstrate a proficiency on Scantron's Performance Series in Reading and in Mathematics by 05/25/2018 as measured by assessment results from the spring administration.

**Strategy1:**

Tiger Time - Tiger Time will be a time set aside for teachers to work with small groups based on areas of need.

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

Research Cited: Research on small groups and RTI

Activity - Initial Leadership Team Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Leadership Team (also the Tiger Team) will meet to assign teachers and students to appropriate groups (enrichment, standards-based remediation, and intense remediation). The team will make use of a teacher questionnaire and professional judgment to assign teachers and 2016-2017 ACT results and professional judgment to assign students.	Academic Support Program Professional Learning Behavioral Support Program	07/10/2017	08/14/2017	\$600 - Other	Leadership Team

Activity - Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet with assigned students every day from 8:03-8:35 unless instructed otherwise by administration. Each teacher will use strategies appropriate for the group assigned to him/her. Teachers will informally and formally share strategies used.	Behavioral Support Program Academic Support Program	08/09/2017	05/25/2018	\$0 - No Funding Required	All teachers

Activity - Nine Weeks Team Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Leadership Team (Tiger Team) will meet before the beginning on each new nine weeks to determine teacher and student assignments to groups. The same methodology will be used as in the first meeting; however, Scantron's Performance Series scores will be used when available.	Professional Learning Behavioral Support Program Academic Support Program	10/02/2017	03/12/2018	\$800 - Other	Leadership Team

**Strategy2:**

Data Analysis - Teachers will collaborate to use data to make decisions.

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

Research Cited: U.S. Department of Education - Use of Education Data at the Local Level from Accountability to Instructional Improvement

Activity - Conferencing and Goal Setting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be provided professional development on interpreting Scantron's Performance Series scores. Teachers will also be provided with goal-setting forms and a script for discussing results and facilitating goal-setting by students. Teachers will conference with students after each test administration as determined by grade level. An activity should be provided for all students so teachers have the opportunity to do one-on-one conferences. Teachers will also determine by grade level a system of incentives to encourage students to improve on each administration of the tests. Incentives should be offered for high scores and improvement.	Professional Learning Academic Support Program Behavioral Support Program	09/05/2017	05/25/2018	\$0 - No Funding Required	All teachers except physical education teachers

**ACIP**

West Blocton Middle School

Activity - Monthly Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet at the end of each 4 1/2 weeks. They will bring with them to the meetings class grades for each class period and Scantron results for each class period if Scantron has been administered. Teachers will analyze (pyramids) and reflect on the data before the meeting. During the meeting, each teacher will have an allocated time to vocalize his/her thoughts concerning the data and discuss goals (2 standards to work on and 2 students he/she will try to move). These decisions will be documented on a form that will be turned in to administrators along with a copy of meeting minutes. Teachers will collaborate concerning strategies that will help them meet their goals.	Academic Support Program Professional Learning	09/04/2017	05/25/2018	\$2500 - Other	All teachers

Activity - Scantron Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive training on how to access their students' scores on Scantron's Performance Series tests as well as the Class Standard Student Detail reports for each class.	Academic Support Program Professional Learning	08/03/2017	08/08/2017	\$0 - No Funding Required	All teachers

Activity - Summer Meeting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will compare the previous year's students' final averages in their classes with those same students 2016-2017 ACT Aspire scores in their subject areas. Teachers will discuss reasons for discrepancies including instructional strategies, grading, etc.	Professional Learning Academic Support Program	07/10/2017	07/28/2017	\$1500 - Other	All teachers

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

All ELL students' AMAO's will increase by 0.5 (2017-2018).

**Measurable Objective 1:**

100% of English Learners students will collaborate to express academic skills with peers in English Language Arts by 05/25/2018 as measured by ACCESS.

**Strategy1:**

Faculty Training - At least one faculty member will participate in training throughout the year to better learn ways to assist EL student with academic concerns across the curriculum. This faculty member/these faculty members will provide turnaround training for the faculty.

Category: Develop/Implement Learning Supports

Research Cited: Echevarria, Jana, MaryEllen Vogt, and Deborah Short. Making Content Comprehensible for English Language Learners: SY 2017-2018

The Siop Model. Boston, MA: Allyn and Bacon, 2000. Print.

Activity - Initial Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
At least one faculty member will participate in training throughout the year to better learn ways to assist EL students with academic concerns across the curriculum. The school system will provide information on training available and allow the teacher to participate in training sessions.	Professional Learning	08/09/2017	05/25/2018	\$0 - District Funding	EL committee member(s)

Activity - Turnaround Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Once faculty member(s) participate(s) in training throughout the year to better learn ways to assist EL students with academic concerns across the curriculum, he/she/they will provide turnaround training for faculty.	Professional Learning	08/09/2017	05/25/2018	\$0 - No Funding Required	EL committee member(s) train all teachers

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

\*

### 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.**

Staffing decisions are based on state definitions of highly qualified. Before hiring takes place, if possible, only highly qualified teachers are hired. Special Education students are included in the regular classroom under Highly Qualified teachers.

## 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?

One teacher unit was lost due to a decrease in enrollment. One teacher unit was changed from a reading to a physical education position due to retirement and need. Two teacher positions have had turnover this year due to a teacher taking a leave of absence and a teacher resigning. The library media specialist position has had turnover due to retirement. The assistant principal position has had turnover due the former assistant principal changing position and location.

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

1-5 years experience: approximately 4

6-10 years experience: approximately 2

11-15 years experience: approximately 8

16-20 years experience: approximately 5

21-25 years experience: approximately 4

26-30 years experience: approximately 1

### 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).

There is usually not a high turnover rate. The school participates in the district mentoring program in which the district provides mentors for all new teachers. Stipends are given for attendance to new teacher/mentor training.

## **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.**

The school goals are determined by state testing and feedback from teacher/student/parent surveys. Formative assessments that test standards also tested by state testing were also analyzed to determine strengths and weaknesses. Strategies to improve instruction in areas of need were developed. These drive ongoing professional development.

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

At least one faculty member will participate in training throughout the year to better learn ways to assist EL students with academic concerns across the curriculum. The school system will provide information on training available and allow the teacher to participate in training sessions. Once faculty member(s) participate(s) in training throughout the year to better learn ways to assist EL students with academic concerns across the curriculum, he/she/they will provide turnaround training for faculty.

New teachers will attend offered professional development to meet CIP goals as well as to enhance knowledge of subject area,

Teachers will compare the previous year's students' final averages in their classes with those same students 2016-2017 ACT Aspire scores in their subject areas. Teachers will discuss reasons for discrepancies including instructional strategies, grading, etc. Teachers will receive training on how to access their students' scores on Scantron's Performance Series tests as well as the Class Standard Student Detail reports for each class. Teachers will meet at the end of each 4 1/2 weeks. They will bring with them to the meetings class grades for each class period and Scantron results for each class period if Scantron has been administered. Teachers will analyze (pyramids) and reflect on the data before the meeting. During the meeting, each teacher will have an allocated time to vocalize his/her thoughts concerning the data and discuss goals (2 standards to work on and 2 students he/she will try to move). These decisions will be documented on a form that will be turned in to administrators along with a copy of meeting minutes. Teachers will collaborate concerning strategies that will help them meet their goals. Teachers will be provided professional development on interpreting Scantron's Performance Series scores. Teachers will also be provided with goal-setting forms and a script for discussing results and facilitating goalsetting by students.

The Leadership Team (also the Tiger Team) will meet to assign teachers and students to appropriate groups (enrichment, standards-based remediation, and intense remediation). The team will make use of a teacher questionnaire and professional judgment to assign teachers and 2016-2017 ACT results and professional judgment to assign students. The Leadership Team (Tiger Team) will meet before the beginning on each new nine weeks to determine teacher and student assignments to groups.

The same methodology will be used as in the first meeting; however, Scantron's Performance Series scores will be used when available. Teachers will meet with assigned students every day from 8:03-8:35 unless instructed otherwise by administration. Each teacher will use strategies appropriate for the group assigned to him/her. Teachers will informally and formally share strategies used.

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

Administrators will meet with new teachers to determine areas of needed support. Experienced peers will meet with new teachers to determine needed advice, guidance, and emotional support in order to make the transition into their new position a positive experience. New teachers will attend offered professional development to meet CIP goals as well as to enhance knowledge of subject area,

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

At least one faculty member will participate in training throughout the year to better learn ways to assist EL students with academic concerns across the curriculum. He/she/they will provide turnaround training for faculty.

Administrative meetings, experienced peer meetings, and training concerning CIP goals as well as knowledge of subject area will be ongoing as part of mentoring for new teachers.

Teachers will meet at the end of each 4 1/2 weeks for data analysis purposes.

The Leadership Team (Tiger Team) will meet before the beginning on each new nine weeks to determine teacher and student assignments to groups.

## 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:

Students will transition effectively.

### Measurable Objective 1:

demonstrate a behavior of transitioning effectively by 05/25/2018 as measured by participation in transition activities.

### Strategy1:

5th Grade Transition - Incoming 5th grade students visit the school in the spring.

Category: Other - Transition

Research Cited:

Activity - 5th Grade Orientation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Incoming 5th grade students visit the school in the spring.	Academic Support Program Behavioral Support Program	02/05/2018	05/25/2018	\$0 - No Funding Required	All faculty and staff

### Strategy2:

Vertical Meetings - Teachers will meet vertically.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in our school meet across grade levels informally.	Academic Support Program Behavioral Support Program	03/26/2018	05/25/2018	\$0 - No Funding Required	All teachers and paraprofessionals

### Strategy3:

8th Grade Transition - Different activities will assist in making the transition from 8th grade to high school more effective.

Category: Other - Transition

## Research Cited:

Activity - Worlds of Work Expo	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
8th grade students participate in the Worlds of Work Expo.	Community Engagement Career Preparation/ Orientation Academic Support Program Field Trip	08/09/2017	05/25/2018	\$0 - No Funding Required	8th grade teachers, guidance counselors, administrators, other staff as needed

Activity - Kuder Accounts	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students work on Career Portfolios online in Kuder: (1) Career Interest and Skills Surveys, (2) Investigation of Careers, (3) College Exploration. Kuder accounts follow students to the high school.	Academic Support Program Career Preparation/ Orientation	08/09/2017	05/25/2018	\$0 - No Funding Required	Career Preparedness teacher and Guidance Counselor

Activity - Presentations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
8th grade students have presentations from BCCA and WBHS in the spring.	Academic Support Program Behavioral Support Program	01/01/2018	05/25/2018	\$0 - No Funding Required	8th grade teachers supervise and BCCA/WBHS faculty present

## **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?**

Teachers are invited to be members of the CIP team. CIP team members present their findings pertaining to statewide academic assessments to the rest of the faculty. Teachers are able to determine strategies and action steps that need to be put into place based on these findings. Teachers are also involved in analyzing statewide assessment results to determine the needs of the students as far as scheduling and in the individual classrooms.

## **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?**

Teachers learn how to interpret scores and spend time identifying students who have not reached benchmark. This information is used for scheduling purposes, classroom grouping purposes, and instructional purposes. Teachers create end-of-standard assessments. Students who have not attained mastery of a standard are remediated and retested.

### **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?**

Teachers use exit slips to identify students daily. If students still do not demonstrate mastery on end-of-standard assessments, they are remediated and retested. Cooperative learning is used with heterogeneous grouping. Students are flexibly scheduled for a class to aid them in improving reading skills or math skills.

### **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.**

Some teachers offer tutoring. The PROSPER program has been implemented in the past, and we would love to see the return of that program. Some teachers have websites/blogs with links to supportive and reinforcing websites. Some grade levels have handouts that also give tips for homework.

### **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.**

ELL students are assessed and their needs are determined. Resources are identified (resources are limited). Staff members are receiving training from the state and should turn that training around to the rest of the faculty. Teachers are becoming more familiar with the assessment used and WIDA standards. Economically disadvantaged students receive free or reduced meals. The school participates in a canned food drive that goes directly to the needy families in our community. The Student Government Association raises money to help provide Christmas presents for school families in need. We have an on-site counselor that connects families with outside available resources. Teachers are available during Open House to converse with parents concerning the special needs of their children (specific medical, educational, etc). Teachers are provided access to students' IEPs and follow them. Teachers participate in IEP meetings to determine any necessary interventions throughout the year. Teachers have participated in the Mandatory Reporter's Training. The office staff keeps up with attendance issues. In serious cases, the school notifies law enforcement.

**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.**

Teachers are available during Open House to converse with parents concerning the special needs of their children (specific medical, educational, etc). Teachers are provided access to students' IEPs and follow them. Teachers participate in IEP meetings to determine any necessary interventions throughout the year. Economically disadvantaged students receive free or reduced meals. The school participates in a canned food drive that goes directly to the needy families in our community. The Student Government Association raises money to help provide Christmas presents for school families in need. We have an on-site counselor that connects families with outside available resources. WBMS has students from group homes. Meetings are held on these students before they enter the school system. Some of these students have "planners" that they get signed daily. Students are provided differentiated instruction to allow them to pursue areas of interest. Students have "Career Countdown" in 7th grade provided by the county extension office that provides career exploration (salary, education level, etc.). Students in 8th grade use many tools to explore careers and are exposed to the Bibb County Career Academy and the high school. WBMS has offered the PROSPER program that deals with parenting issues. Adults are also offered education classes (some in pursuance of a GED). ELL students are assessed and their needs are determined. Resources are identified (resources are limited). Staff members are receiving training from the state and should turn that training around to the rest of the faculty. Teachers are becoming more familiar with the assessment used and WIDA standards.

## **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.**

Certain years the school is provided "Safe and Drug Free School" money. The money has been used to upgrade security cameras or has been used during Red Ribbon Week for activities. This money can also be used to fund programs that take place outside of the school day. Some of our students are able to attend after-school programs at the elementary schools. Some students are provided free and reduced priced lunches in our nutrition program. Our school district does have a Head Start program. Our school district does provide adult education and our school provides information concerning this program. Our district has a Career Academy where students can go to receive vocational and technical education and job training. Students in the 7th and 8th grades are provided career training through social studies and technology education classes.

Faculty and staff are aware of the schoolwide goals. Professional development is directly linked to the strategies and action steps developed to meet those goals. Money is budgeted accordingly. Money may be spent on additional staff or educational resources like reading resources or EasyTech.

**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)?**

Some students receive free or reduced priced lunches. This meets a basic need before students' educational needs can be met. Our district does offer a Head Start program. Our district does offer adult education, and informational materials are sent home with our students. Our district has a Career Academy that offers vocational and technical education and job training. Students are exposed to this in the 8th grade as they are creating four-years plans. 7th and 8th grade students also receive career training in social studies through "Career Countdown" offered through the country extension office and in technology education class which incorporates many different resources. Our 8th grade students have technology education/career preparedness classes.

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

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

Each year faculty and staff work together to create the Continuous Improvement Plan. This plan is adjusted throughout the year as needed. State assessments are examined in many ways including by special groups' performance.

**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?**

Both the ACT ASPIRE and formative assessments can be examined.

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

The ACT ASPIRE test and the formative tests determine progress and expected future progress. Teachers may pay particular attention to Gains.

**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?**

After walk-throughs or visits, the plan is revised based on feedback.

# **2017-2018 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.	17.61

Provide the number of classroom teachers.

17.61

Label	Question	Value
3.	Provide the total of all salaries for the FTE Teacher Units.	1114318.0

Total

1,114,318.00

### Administrator Units

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

Provide the number of administrators.

1.0

Label	Question	Value
3.	Provide the total of all salaries for the FTE administrator units.	91079.0

Total

91,079.00

**Assistant Principal**

<b>Label</b>	<b>Question</b>	<b>Value</b>
1.	Provide the number of Assistant Principal assigned units.	0.0

**Provide the number of Assistant Principals.**

0

<b>Label</b>	<b>Question</b>	<b>Value</b>
3.	Provide the total of all salaries for the Assistant Principal.	63060.0

Total

63,060.00

### Counselor

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

Provide the number of Counselors.

0.5

Label	Question	Value
3.	Provide the total of all salaries for the Counselor.	52232.0

Total

52,232.00

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**Librarian**

<b>Label</b>	<b>Question</b>	<b>Value</b>
1.	Provide the number of Librarian assigned units.	1.0

**Provide the number of Librarians.**

1.0

<b>Label</b>	<b>Question</b>	<b>Value</b>
3.	Provide the total of all salaries for the Librarian.	55375.0

Total

55,375.00

### Career and Technical Education Administrator

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

Provide the number of Career and Technical Education Administrators.

0

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

Total

0.00

## Career and Technical Education Counselor

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

**Provide the number of Career and Technical Education Counselors.**

0

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

Total

0.00

### Technology

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

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

0

Label	Question	Value
3.	Provide the total of all funding for Technology.	4254.0

Total

4,254.00

### 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.	1560.0

Total

1,560.00

### EL Teachers

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

Provide the number of EL Teachers.

0

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

Total

0.00

### Instructional Supplies

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

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

0

Label	Question	Value
3.	Provide the total of all funding for Instructional Supplies.	8477.0

Total

8,477.00

### 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.	612.0

Total

612.00

**Title I**

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	1.0053576E7

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

WBMS 0075

INSTRUCTION-TEACHER 28,374.00  
 INSTRUCTION-SUBSTITUTES 1,940.00  
 INSTRUCTION-STATE INSURANCE 7,104.00  
 INSTRUCTION-STATE RETIREMENT 3,473.00  
 INSTRUCTION-SOCIAL SECURITY 1,722.00  
 INSTRUCTION-FEDERAL MEDICARE 403.00  
 INSTRUCTION-SOFTWARE MAINT AGREE 7,200.00  
 INSTRUCTION-EQUIP MAINT AGREE 3,925.00  
 INSTRUCTION-STUDENT CLASSRM SUPP 2,000.00  
 OTHER STUDENT SUPP, POSTAGE 300.00  
 OTHER STUDENT SUPP, PARENT INST SUPPLIES 1,277.76  
 INSTRUCTION-STAFF/DEV SERVI-SUBS 1,125.00  
 INSTRUCTION-STAFF/DEV SERVI-STIPENDS 3,000.00  
 INSTRUCTION-STAFF/DEV SERVI-STATE RET 440.00  
 INSTRUCTION-STAFF/DEV SERVI-STATE SOCSEC 293.00  
 INSTRUCTION-STAFF/DEV SERVI-FEDERAL MEDICARE 68.00  
 INSTRUCTION-STAFF/DEV SERVI-OTHER TRAVEL TRAINING 2,739.00  
 INSTRUCTION-STAFF/DEV SERVI-OTHER OTHER PURCHASED SERV 33,587.00  
 INSTRUCTION-STAFF/DEV SERVI-REGISTRATION FEES 1,565.00

**Title II**

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

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

Not applicable.

**Title III**

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

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

Not applicable.

**Title IV**

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

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

Not applicable.

**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.**

Not applicable.

### 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.**

Not applicable.

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## 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.**

Not applicable.

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

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

Not applicable.

**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.**

Not applicable.

### Local Funds

Label	Question	Value
1.	Provide the total	157400.0

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

- EXPENDITURES-ITEMS FOR RESALE
- EXPENDITURES, OTHER GEN SUPPLIES
- OTHER PURCHASED SERV
- GROUNDS SERVICES, ELECTRICITY
- BUILDING SERVICES-JANITORIAL SUPPLIES
- OFFICE OF SCHOOL ADM-OFFICE EQUIPMENT
- OFFICE OF SCHOOL ADM-OFFICE SUPPLIES
- OTHER STUDENT SUPP, OTHER DUES AND FEES
- OTHER STUDENT SUPP-OTHER GEN SUPPLIES
- INSTRUCTION, FURNITURE & FIXTURES
- OTHER PUBLIC REVENUE

# 2017-2018 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))**

Before school is in session, West Blocton Middle School holds its annual meeting for all parents of participating children.

Parents are notified of the meeting through posted notices, the school's website, and/or One Call Now phone announcements. To assist in providing the opportunity for all parents to attend, the meeting is offered in the evening after work hours.

Topics to be discussed are:

- Title I participation, its services, and parents' rights
- An explanation of the school's curriculum and the state's content standards
- The CIP plan
- The school-parental involvement plan
- School-parent compacts

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

1. Other than the Title I Annual Meeting, State Parent Days are offered two times during the year - once during October and again in the spring. These are offered during the school day from 8:00 - 3:00. In addition, an open house is held in the fall, and also Recognition programs are scheduled twice per year. We have a Parent Teacher Organization that holds meetings both in the mornings and evenings. 2. West Blocton Middle School believes in involving parents in all aspects of its programs. We have parent representatives on our school-wide advisory committee who are involved in the plan. Those parents are given the opportunity to review the plan and offer their input before the plan is finally approved. For the Parental Involvement Plan, all parents were given surveys at the beginning of the school year seeking their input on activities, training, and materials that the school should offer to parents the upcoming school year. Each year, the school-wide plan, including the parental involvement plan, is reviewed and evaluated. Results of parent surveys are reviewed by the parent representatives and entire school-wide advisory council in determining needed changes. All parents have the opportunity to get involved in the decision-making process for Title I and other parent/school activities by becoming involved in the PTO. Our school promotes involvement in these activities through One Call Now phone announcements. 3.

**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))**

is presented about its Title I Programs, the curriculum, and forms of academic assessment used. Parents will learn about the school-wide program and the following subjects taught: reading, math, language, science, social studies, physical education, band, and computer/career preparedness. They will also learn about how to schedule parent-teacher conferences and how they can participate in decisions related to the education of their children. Before the general meeting, parents will be invited to visit their child's classrooms and meet the teachers. At this time, teachers will provide additional information on the subjects they teach and how students are individually assessed. Many teachers provide this information, as well as achievement expectations, in the form of syllabi during the first days of school. Also, on the first day of school, students will be given a copy of the student handbook to give to parents. The student handbook will include more detailed information on these topics as well.

**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))**

West Blocton Middle School revised its school-parent compact in May of 2017. The new compact was developed through a coordinated effort by school staff members, our school's Parent Advisory Committee, and students. All parents are given a copy of the compact at the beginning of the school year. The compact is explained to the parents, and they are asked to sign the compacts signifying their commitment to working in partnership with the school and their child in ensuring that their child is successful in school. Each teacher is given the responsibility to explain the compact to the students who also sign signifying their commitment to working in partnership with the school and their parents. The teachers house the compacts in their classrooms for use during parent-teacher and/or student-teacher conferences.

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

In August of each year, West Blocton Middle School brings in its School-wide Advisory Council to review, evaluate, and revise its CIP plan. There are parents on the Council who represent all the parents of the school. During the review process, all parents are notified of the review through notices sent home or notice is given by the use of the One Call Now phone tree. The notices make parents aware that the plan is under review, that a copy of the plan is available for review and that parents have the right to give input regarding the revision of the plan. The notice also states that after the plan is finalized and approved, if a parent finds the plan to be unsatisfactory, they have the right to submit their concerns in writing to the school, and the school will submit their concerns to the central office at the same time that the plan is submitted.

**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)**

Throughout the year at the State Parent Days, parenting classes will be held on various topics including reading with your child, creating a home learning environment, working as a partner with your child's teacher, and health and safety tips. Several forms of technology are used to foster parental involvement including One Call Now, the school and district website, email, INOW/Chalkable, the PTO facebook page, and Remind101 (certain teachers).

**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)**

Our school continues to work with its faculty and staff through in-services, faculty meetings, and grade level meetings in understanding the importance of parental involvement and parents as partners. All staff members are expected to welcome parents to the school and to work with them in meeting needs of children. Faculty and staff are encouraged to communicate through technology resources as well as notes, newsletters (certain teachers), contributions to the Centreville Press, etc.

**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)**

West Blocton Middle School coordinates State Parent days and student recognition activities to encourage participation.

**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)**

Various formats are used to deliver information to parents about programs/meetings/activities. These formats are documented in a flyer given to parents at the beginning of the school year and include technology and written resources.

**Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See ESSA Sec. 1116, requirements for building capacity in parental involvement.)**

**To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:**

**Shall provide such other reasonable support for parental involvement activities as parents may request. (Describe)**

Our school makes every effort to work with parents in meeting their requests as related to their involvement in their children's education.

**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))**

Our system presently is working to secure interpreters to meet with non-native English-speaking parents and to provide materials for parents in their native language. Every effort is made to accommodate parents with disabilities. West Blocton Middle School is a handicapped-accessible building.