



ACIP

Bay Minette Middle School

Baldwin County Board of Education

Zachary Wigstrom
1311 West 13th Street
Bay Minette, AL 36507

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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?

Bay Minette Middle School currently serves 479 students in the Bay Minette community, which is located in the northern part of Baldwin County. The student population is comprised of 62% white, 33% African-American, 2% American Indian, and 3% Hispanic. The gender population is made of 252 males and 227 females. Within this population, 62% of the students are on free or reduced lunch. this number qualifies our school for Title I funding.

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.

Bay Minette Middle School's motto is "Building a better tomorrow, one student at a time." Each day our faculty and staff strive to guide our students to become better learners and better decision-makers in an effort to shape our students into individuals who are conscientious about building a better world. Bay Minette Middle is a culturally diverse school, so our students have many opportunities to learn to respect each other's differences and support each other along the way as we prepare our students for the next level of education at Baldwin County High School.

Expectations for our students social, academic, and electronic responsibilities are communicated on a daily basis. We understand that middle school students need constant reminders of expectations in order for them to achieve at high levels. As a part of a Future ready School system, students at Bay Minette Middle School are collaborating on project-based lessons that require research, teamwork, and presentation skills. Students also receive lessons on proper internet etiquette.

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.

Bay Minette Middle School has long been recognized as a leader in the county for participation and success in the Technology Student Association (TSA), art, band, and athletics. Student are offered a variety of options for elective courses that interest them. Our TSA and art programs have had winners one local, state, and national levels. We have experienced some changes in teachers in these programs and are on track for continued success. The one-to-one computer initiative has allowed for an expansion in the area of technology education via Career Technology classes and the focus of jobs of the future.

Professional Development continues to be a vital piece to improving instructional practices in classrooms at Bay Minette Middle School. Our focus has been on effectively using technology in the classroom, but will shift this year to more of instructional strategies and using data to drive instruction.

Some of the strengths noted in our recent AdvancEd surveys show that parents, students, and teachers feel that we are challenging our students through classroom assignments and activities. All three groups also feel that we offer a variety of activities for students. In an effort to continue and improve in these areas, we will continue with professional development that was started last year. We will continue to use Scholastic materials in our classrooms in order to better meet the needs of all of our students. We have also added drama, cub club (students working with our multi-disabled students), and cinema studies as elective classes.

As with all other schools, BMMS has areas that need improvement. This year our main focus will be on building better readers. We were allotted a unit to be used for a guided reading teacher. This teacher will work with students who struggle with reading comprehension. The teacher and students will use the Scholastic reading materials we purchased. The county has also adopted a program called Rewards for students who show dyslexia-like tendencies. These students complete the program and then return to their elective class. The program take about 12 weeks to complete. With the addition of these two programs, we hope to see significant growth from our struggling readers. Our school also has a new position of Instructional Leader. The instructional leader works with teachers to build more effective classroom lessons and to interpret and use data to drive the lessons in the classroom. We are also taking steps to improve the over-all morale of the school (both faculty and students). We have begun implementing certified and classified personnel of the month, students of the quarter, positive behavior referrals, and end of quarter rewards. All rewarded students and employees are announced on our Facebook page.

Additional Information

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

The faculty and staff work extremely hard every day to provide learning opportunities for all students at BMMS. We have set goals for improving reading and math skills, continued with intervention classes, and monthly data meetings. We have added guided reading classes, a curriculum leader, Rewards program, an attendance incentive program, Scantron Analytics, and a large peer helper group. All of these combined are sure to set the stage for a successful year at BMMS.

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.

Stakeholders were given the opportunity to complete surveys by using links that were sent out through Facebook, our school web page, and letters that were sent home with students. All parents were given the opportunity to complete a survey. Students completed the surveys during their study hall classes using a link provided through Moodle. The assistant principal, counselor and two teachers met with parents to discuss our school improvement plan. Parents offered feedback on how we as a school could improve communications with parents and the community. Our leadership team also contributed to the creating of our ACIP plan.

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

Parents met with the assistant principal, counselor, and teachers to discuss needed changes to current communication plans. Parents also offered suggestions for other areas of improvement as well. Teachers and students have been involved in making suggestions for ways to motivate students to do well on Scantron Performance Series tests throughout the year. Teachers worked together to establish meaningful goals and activities for the upcoming school year.

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

Our final improvement plan will be made available to stakeholders by a link shared on Facebook and our school webpage. A copy will also be available in the front office at the school and in the library. We will update parents at our quarterly Parent University meetings as well.

Student Performance Diagnostic

Introduction

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

Student Performance Data

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

Evaluative Criteria and Rubrics

Overall Rating: 3.5

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

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

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

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates achievement gaps exist among subpopulations of students, and these achievement gaps demonstrate a modest decline.	Level 2

Areas of Notable Achievement

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

Neither area of math or reading were above expected levels of performance.

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

Looking at last year's Scantron data, we can determine that our overall math scores showed gains throughout the school year. This is looking at last year's fall, winter, and spring Scantron Performance Series benchmark tests.

Which area(s) indicate the overall highest performance?

In reading our area of highest performance was in vocabulary. In math the area of highest performance was in numbers and operations.

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

In reading our Special Education and white population showed trends toward increasing performance.

Between which subgroups is the achievement gap closing?

Our Special Education group showed signs of closing the achievement gap.

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

The findings from Scantron Performance Series and the ACT Aspire are similar. These trends would also be reflective in classroom assessments as well.

Areas in Need of Improvement

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

Both math and reading scores were below the expected levels of performance.

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

Looking at last year's Scantron data, we can determine that our overall reading scores showed losses throughout the school year. This is looking at last year's fall, winter, and spring Scantron Performance Series benchmark tests.

Which area(s) indicate the overall lowest performance?

In math the area of lowest performance was Data Analysis and Probability. In reading the areas of lowest performance were 7th grade Long Passage and 8th grade Nonfiction.

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

In reading our African-American and Economically Disadvantaged population showed a trend toward decreasing performance. In math, decreasing performance was seen in African-American, Economically Disadvantaged, Special Education and White subgroups.

Between which subgroups is the achievement gap becoming greater?

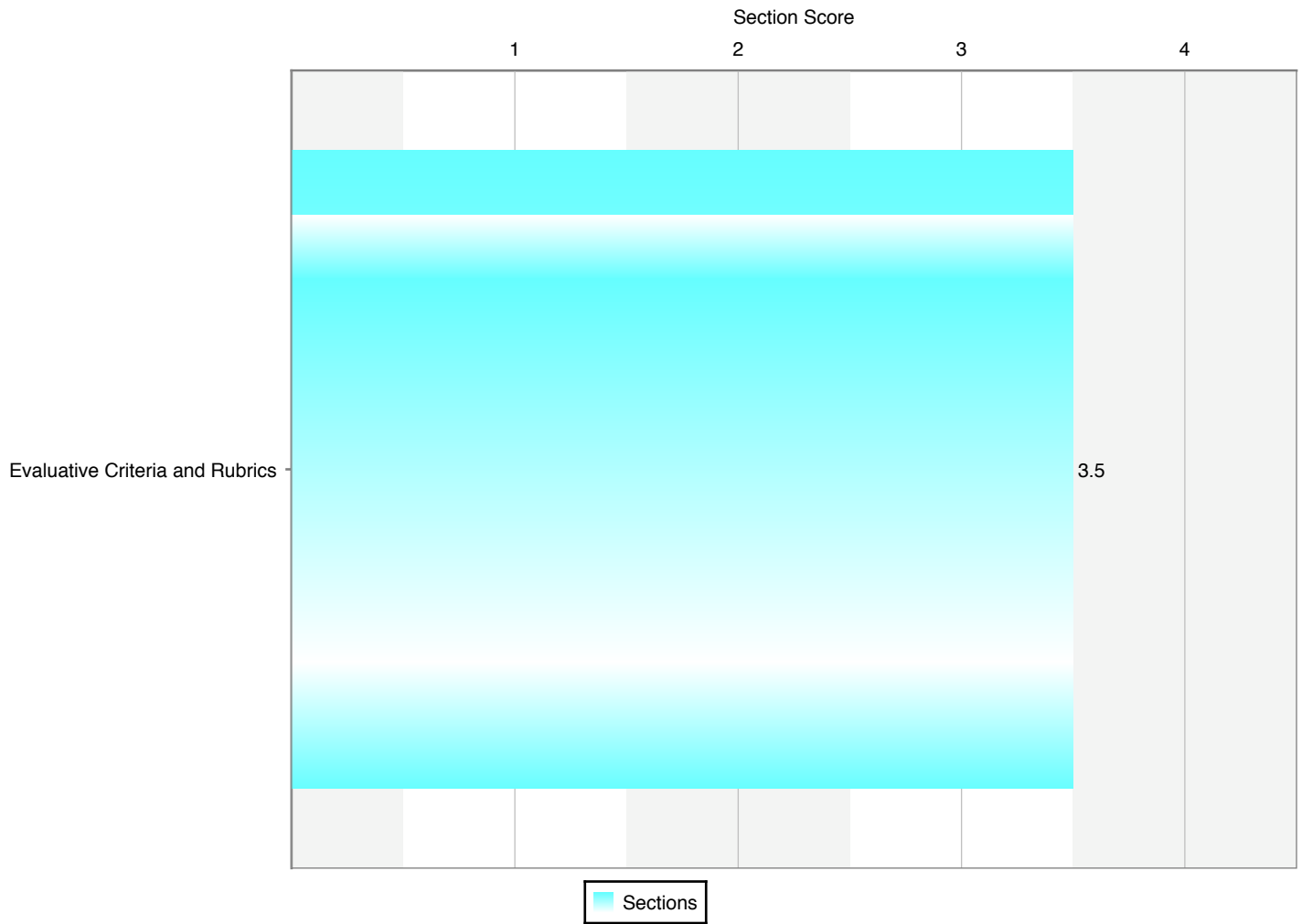
In reading our African-American and Economically Disadvantaged population showed a trend toward increasing the achievement gap. In math, increasing the achievement gap was seen in African-American, Economically Disadvantaged, Special Education subgroups.

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

This data would be consistent with data from the ACT Aspire.

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		

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		

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	Zack Wigstrom Principal at Bay Minette Middle School 1311 West 13th Street Bay Minette, AL 36507 (251)-580-2960	

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	Zack Wigstrom Principal at Bay Minette Middle School 1311 West 13th Street Bay Minette, AL 36507 (251)-580-2960	Parental Involvement Plan

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

Plan for ACIP 2017-2018

Overview

Plan Name

Plan for ACIP 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	To increase the number of students who are proficient in reading. We will increase our reading total proficiency score from 42% to 45% during the 2017-2018 school year.	Objectives: 1 Strategies: 4 Activities: 12	Academic	\$0
2	To increase the number of students who are proficient in math. We will increase our total math proficiency from 32% to 35% during the 2017-2018 school year.	Objectives: 1 Strategies: 4 Activities: 12	Academic	\$2500
3	To increase student attendance by two percent from 94% to 96% during the 2017-2018 school year.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0

Goal 1: To increase the number of students who are proficient in reading. We will increase our reading total proficiency score from 42% to 45% during the 2017-2018 school year.

Measurable Objective 1:

A 3% increase of All Students will demonstrate a proficiency overall in Reading by 05/25/2018 as measured by Scantron Achievement and Performance Series results.

Strategy 1:

Formative Assessment - Various types of formative assessments will be used regularly and purposefully in order to drive future classroom instruction.

Category: Develop/Implement College and Career Ready Standards

Research Cited: School Data

Activity - Goal Setting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use interim assessment results to set goals for growth and routinely check their progress	Direct Instruction	09/27/2017	05/18/2018	\$0	No Funding Required	Teachers counselor administration students
Activity - Daily Assesments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use a variety of formative assessments daily (bell ringers, exit slips, digital tools, quizzes, etc.)	Direct Instruction	09/27/2017	05/18/2018	\$0	No Funding Required	teachers
Activity - Purposeful Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Formative assessments will reflect the classroom's learning targets.	Direct Instruction	09/27/2017	05/18/2018	\$0	No Funding Required	teachers instructional leader

Strategy 2:

Depth of Knowledge - DOK Levels II, III, and IV will be represented in lessons, lesson plans, and student work on a weekly basis.

Category: Develop/Implement College and Career Ready Standards

Research Cited: School Data

Activity - Depth of Knowledge	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Learning targets will reflect various levels of DOK	Direct Instruction	09/27/2017	05/18/2018	\$0	No Funding Required	teachers instructional leader

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Activity - Project-based Lessons	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Project-based lessons will be utilized in classrooms to represent the upper levels of DOK	Direct Instruction	09/27/2017	05/18/2018	\$0	No Funding Required	teachers
Activity - ACT Exemplars	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ACT Exemplars at levels 2 and 3 will be used in all core classes.	Direct Instruction	09/27/2017	05/18/2018	\$0	No Funding Required	teachers instructional leader

Strategy 3:

Differentiation - A variety of leveled activities will be offered to students in order to meet each student's individual needs.

Category: Develop/Implement College and Career Ready Standards

Research Cited: School Data

Activity - Formative Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Formative assessment activities will be used on a daily basis in order to determine differentiation needs.	Direct Instruction	09/27/2017	05/18/2018	\$0	No Funding Required	teachers
Activity - Flexible Grouping	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Purpose and intentional flexible grouping will be utilized on a regular basis based on share interest, topic, or ability	Direct Instruction	09/27/2017	05/18/2018	\$0	No Funding Required	teachers instructional leader
Activity - Assignment Choice	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be given product options for assignments.	Direct Instruction	09/27/2017	05/18/2018	\$0	No Funding Required	teachers instructional leader

Strategy 4:

Learning Targets - All teachers will work at implementing leaning targets regularly and with intention.

Category: Develop/Implement College and Career Ready Standards

Research Cited: School data

Activity - Display of LT	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Learning targets will be visible (posted on board, written on assignment etc.)	Direct Instruction	09/27/2017	05/18/2018	\$0	No Funding Required	teachers instructional leader

Activity - Making connections	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Learning targets are connected to an exit slip or end of class activity	Direct Instruction	09/27/2017	05/18/2018	\$0	No Funding Required	teachers instructional leader

Activity - Learning Target	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Learning targets are written in student-friendly language	Direct Instruction	09/27/2017	05/18/2018	\$0	No Funding Required	teachers instructional leader

Goal 2: To increase the number of students who are proficient in math. We will increase our total math proficiency from 32% to 35% during the 2017-2018 school year.

Measurable Objective 1:

A 3% increase of All Students will demonstrate a proficiency overall in Mathematics by 05/25/2018 as measured by Scantron Achievement and Performance Series results.

Strategy 1:

Formative Assessment - Various types of formative assessments will be used regularly and purposefully in order to drive future classroom instruction.

Category: Develop/Implement College and Career Ready Standards

Research Cited: School Data

Activity - Goal Setting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will assist students in using interim assessment results to set goals for growth and routinely check their progress.	Direct Instruction	10/02/2017	05/18/2018	\$0	No Funding Required	teachers instructional leader counselor administrators

Activity - Daily Assesments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use a variety if formative assessments daily (bell ringers, exit tickets, digital tools (IXL), quizzes, etc.).	Direct Instruction	10/02/2017	05/18/2018	\$2500	Title I Part A	teachers

Activity - Purposeful Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Formative assessments will reflect classroom's learning targets.	Direct Instruction	10/02/2017	05/18/2018	\$0	No Funding Required	teachers

Strategy 2:

Depth of Knowledge - DOK levels II, III, and IV will be represented in lessons, lesson plans, and student work on a weekly basis.

Category: Develop/Implement College and Career Ready Standards

Research Cited: School Data

Activity - ACT Exemplars	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ACT Exemplars at level 2 and 3 will be used in all core classes.	Direct Instruction	10/02/2017	05/18/2018	\$0	No Funding Required	teachers

Activity - Project-based Lessons	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Project-based lessons will be utilized in classrooms to represent upper levels of DOK.	Direct Instruction	10/02/2017	05/18/2018	\$0	No Funding Required	teachers instructional leader

Activity - Depth of Knowledge	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Learning targets will reflect the various levels of DOK	Direct Instruction	10/02/2017	05/18/2018	\$0	No Funding Required	teachers instructional leader

Strategy 3:

Differentiation - A variety of leveled activities will be offered in order to meet each student's individual needs.

Category: Develop/Implement College and Career Ready Standards

Research Cited: School Data

Activity - Assignment Choice	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be given product options for assignments	Direct Instruction	10/02/2017	05/18/2018	\$0	No Funding Required	teachers instructional leaders

Activity - Formative Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Formative assessment activities will be used on a daily basis in order to determine differentiation needs	Direct Instruction	10/02/2017	05/18/2018	\$0	No Funding Required	teachers

Activity - Flexible Grouping	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Purpose and intentional flexible grouping will be utilized on a regular basis based on share interest, topic, ability.	Direct Instruction	10/02/2017	05/18/2018	\$0	No Funding Required	teachers

Strategy 4:

Learning Targets - All teachers will work at implementing learning targets regularly and with intention.

Category: Develop/Implement College and Career Ready Standards

Research Cited: School Data

Activity - Learning Targets	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Learning targets are written student-friendly language.	Direct Instruction	10/02/2017	05/18/2018	\$0	No Funding Required	teachers instructional leader
Activity - Display of LT	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Learning targets are visible	Direct Instruction	10/02/2017	05/18/2018	\$0	No Funding Required	teachers
Activity - Making connections	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Learning targets are connected to an exit slip or end class activity.	Direct Instruction	10/02/2017	05/18/2018	\$0	No Funding Required	teachers

Goal 3: To increase student attendance by two percent from 94% to 96% during the 2017-2018 school year.

Measurable Objective 1:

demonstrate a behavior to increase student attendance by two percent by 05/18/2018 as measured by yearly attendance report.

Strategy 1:

Attendance Incentive - After each twelve days of perfect attendance in an individual homeroom, students in that homeroom will receive a class scratch off card with a hidden reward. We are also offering end of quarter rewards and attendance is a part of receiving those rewards.

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

Research Cited: School Data

Activity - Rewards	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in each homeroom will receive designated rewards for perfect attendance for a set amount of days. Individual rewards are offered at the end of each quarter.	Behavioral Support Program	09/18/2017	05/25/2018	\$0	No Funding Required	teachers counselor administration

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Daily Assesments	Teachers will use a variety if formative assessments daily (bell ringers, exit tickets, digital tools (IXL), quizzes, etc.).	Direct Instruction	10/02/2017	05/18/2018	\$2500	teachers
Total					\$2500	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Flexible Grouping	Purpose and intentional flexible grouping will be utilized on a regular basis based on share interest, topic, ability.	Direct Instruction	10/02/2017	05/18/2018	\$0	teachers
Project-based Lessons	Project-based lessons will be utilized in classrooms to represent the upper levels of DOK	Direct Instruction	09/27/2017	05/18/2018	\$0	teachers
Making connections	Learning targets are connected to an exit slip or end of class activity	Direct Instruction	09/27/2017	05/18/2018	\$0	teachers instructional leader
Display of LT	Learning targets will be visible (posted on board, written on assignment etc.)	Direct Instruction	09/27/2017	05/18/2018	\$0	teachers instructional leader
Rewards	Students in each homeroom will receive designated rewards for perfect attendance for a set amount of days. Individual rewards are offered at the end of each quarter.	Behavioral Support Program	09/18/2017	05/25/2018	\$0	teachers counselor administration
ACT Exemplars	ACT Exemplars at levels 2 and 3 will be used in all core classes.	Direct Instruction	09/27/2017	05/18/2018	\$0	teachers instructional leader
Formative Assessment	Formative assessment activities will be used on a daily basis in order to determine differentiation needs	Direct Instruction	10/02/2017	05/18/2018	\$0	teachers
Learning Target	Learning targets are written in student-friendly language	Direct Instruction	09/27/2017	05/18/2018	\$0	teachers instructional leader
Display of LT	Learning targets are visible	Direct Instruction	10/02/2017	05/18/2018	\$0	teachers
Daily Assesments	Teachers will use a variety of formative assessments daily (bell ringers, exit slips, digital tools, quizzes, etc.)	Direct Instruction	09/27/2017	05/18/2018	\$0	teachers

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Depth of Knowledge	Learning targets will reflect various levels of DOK	Direct Instruction	09/27/2017	05/18/2018	\$0	teachers instructional leader
ACT Exemplars	ACT Exemplars at level 2 and 3 will be used in all core classes.	Direct Instruction	10/02/2017	05/18/2018	\$0	teachers
Assignment Choice	Students will be given product options for assignments.	Direct Instruction	09/27/2017	05/18/2018	\$0	teachers instructional leader
Flexible Grouping	Purpose and intentional flexible grouping will be utilized on a regular basis based on share interest, topic, or ability	Direct Instruction	09/27/2017	05/18/2018	\$0	teachers instructional leader
Purposeful Assessments	Formative assessments will reflect the classroom's learning targets.	Direct Instruction	09/27/2017	05/18/2018	\$0	teachers instructional leader
Learning Targets	Learning targets are written student-friendly language.	Direct Instruction	10/02/2017	05/18/2018	\$0	teachers instructional leader
Project-based Lessons	Project-based lessons will be utilized in classrooms to represent upper levels of DOK.	Direct Instruction	10/02/2017	05/18/2018	\$0	teachers instructional leader
Formative Assessment	Formative assessment activities will be used on a daily basis in order to determine differentiation needs.	Direct Instruction	09/27/2017	05/18/2018	\$0	teachers
Goal Setting	Students will use interim assessment results to set goals for growth and routinely check their progress	Direct Instruction	09/27/2017	05/18/2018	\$0	Teachers counselor administration students
Assignment Choice	Students will be given product options for assignments	Direct Instruction	10/02/2017	05/18/2018	\$0	teachers instructional leaders
Making connections	Learning targets are connected to an exit slip or end class activity.	Direct Instruction	10/02/2017	05/18/2018	\$0	teachers
Goal Setting	Teachers will assist students in using interim assessment results to set goals for growth and routinely check their progress.	Direct Instruction	10/02/2017	05/18/2018	\$0	teachers instructional leader counselor administrators
Purposeful Assessments	Formative assessments will reflect classroom's learning targets.	Direct Instruction	10/02/2017	05/18/2018	\$0	teachers
Depth of Knowledge	Learning targets will reflect the various levels of DOK	Direct Instruction	10/02/2017	05/18/2018	\$0	teachers instructional leader
Total					\$0	

Stakeholder Feedback Diagnostic

Introduction

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

Stakeholder Feedback Data

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

Evaluative Criteria and Rubrics

Overall Rating: 4.0

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

	Statement or Question	Response	Rating
2.	Stakeholder Feedback Results and Analysis	Two or more of the stakeholder questionnaires had average item values of 4.30 or higher (on a 5.0 scale). All questionnaires had an average item value of 3.20 or above (on a 5.0 scale). Results of stakeholder feedback collected by the institution were well analyzed and clearly presented.	Level 4

Areas of Notable Achievement

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

Bay Minette Middle School's Stakeholder's Surveys--AdvancEd Accreditation

The data below indicate highest satisfaction and approval in all areas of stakeholder feedback (i.e, Staff, Student, Parent).

Staff Survey

#1. Our school's purpose statement is clearly focused on student success.

Average Score 4.17

Strongly Agree and Agree 97.14%

Strongly Disagree and Disagree 0%

Neutral 2.86%

#41. Our school provides a plan for the acquisition and support of technology to support learning.

Average Score 4.23

Strongly Agree and Agree 100%

Strongly Disagree and Disagree 0%

Neutral 0%

#44. Our school provides qualified staff members to support student learning.

Average Score 4.0

Strongly Agree and Agree 93.55%

Strongly Disagree and Disagree 0%

Neutral 6.45%

Student Survey

#8. In my school, the principal and teachers have high expectations of me.

Average Score 3.99

Strongly Agree and Agree 74.27%

Strongly Disagree and Disagree 2.92%

Neutral 20.47%

#26. In my school, programs and services are available to help me succeed.

Average Score 3.55

Strongly Agree and Agree 64.84%

Strongly Disagree and Disagree 13.09%

Neutral 18.45%

#29. In my school, I have access to counseling, career planning, and other programs to help me in school.

Average Score 3.83

Strongly Agree and Agree 73.81%

Strongly Disagree and Disagree 5.36%

Neutral 19.05%

Parent Survey

#1. Our school's purpose statement is clearly focused on success.

Average Score 3.92

Strongly Agree and Agree 87.3%

Strongly Disagree and Disagree 4.76%

Neutral 7.94%

#22. My child has up-to-date computers and other technology to learn.

Average Score 3.8

Strongly Agree and Agree 87.1%

Strongly Disagree and Disagree 4.84%

Neutral 6.45%

#29. Our school provides opportunities for students to participate in activities that interest them.

Average Score 4.02

Strongly Agree and Agree 90.32%

Strongly Disagree and Disagree 0%

Neutral 9.68%

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

The data shows that there is a trend toward increasing stakeholder satisfaction in the area of school facilities, which include focusing on student success and up-to-date technology. In all three stakeholder surveys (staff, student, parent), the areas of overall satisfaction were in the areas of student engagement and technology. All students were given the opportunity to have a Chromebook computer. These laptops also offer students access to 21st Century teaching and learning opportunities. Students at Bay Minette Middle School are given the opportunity to practice 21st Century skills such as collaboration, critical thinking, and problem solving, through the use of project-based lessons within their classrooms. These skills will be vital in the future as our students enter the job market.

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

In all three stakeholder surveys, there was a consistency between staff, parent, and student approval related to technology as a resource in students learning. In the Staff survey, an average score of 4.23 was received for item #41: Our school provides a plan for the acquisition and support of technology to support student learning. In the student survey, an average score of 3.55 was received for item #26: In my school, computers are up-to-date and used by teachers to help me learn. In the parent survey, an average score of 3.8 was received for item #22: My child has up-to-date computers and other technology to learn. Other indicators showed a trend toward focusing on student success and student engagement. A combination of technology and rigorous lesson plans create an atmosphere for student success and engagement. Our teachers receive regular professional development in the area of project-based lessons, as well as, the web tools that make these lessons possible.

Areas in Need of Improvement

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

The areas below indicate the overall lowest level of satisfaction or approval in the survey results.

Staff Survey

#30. In our school, staff members provide peer coaching to teachers.

Average Score 3.42

Strongly Agree and Agree 67.75%

Strongly Disagree and Disagree 25.81%

Neutral and Not Applicable 6.45%

#31. In our school, a formal process is in place to support new staff members in their professional practice.

Average Score 3.35

Strongly Agree and Agree 64.52%

Strongly Disagree and Disagree 25.8%

Neutral 9.68%

Student Survey

#7. In my school, students treat adults with respect.

Average Score 2.46

Strongly Agree and Agree 19.89%

Strongly Disagree and Disagree 44.27%

Neutral 30.41%

#24. In my school, students respect the property of others.

Average Score 2.38

Strongly Agree and Agree 22.62%

Strongly Disagree and Disagree 44.65%

Neutral 22.62%

Parent Survey

#13. All of my child's teachers meet his/her learning needs by individualizing instruction.

Average Score 3.61

Strongly Agree and Agree 77.42%

Strongly Disagree and Disagree 12.9%

Neutral 9.68%

#16. All of my child's teachers keep me informed regularly of how my child is being graded.

Average Score 3.61

Strongly Agree and Agree 80.6%

Strongly Disagree and Disagree 14.51%

Neutral 4.84%

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

The data show that there is a trend toward decreasing stakeholder satisfaction or approval in the area of changing instruction to meet student learning needs. In all surveys, there was a lower satisfaction or approval in regards to teachers providing differentiated instruction. In the student survey, there was a lowered average (Average Score--3.0) in regards to all teachers changing teaching to meet the learner's needs. In the parent survey, the concern (Average Score--3.27) was in regards to teachers meeting the students' learning needs by individualizing instruction. In the staff survey, the decreased satisfaction (Average Score--3.4) was in regards to having a mentoring program for new teachers.

What are the implications for these stakeholder perceptions?

The implications regarding the stakeholders perceptions are discussed below.

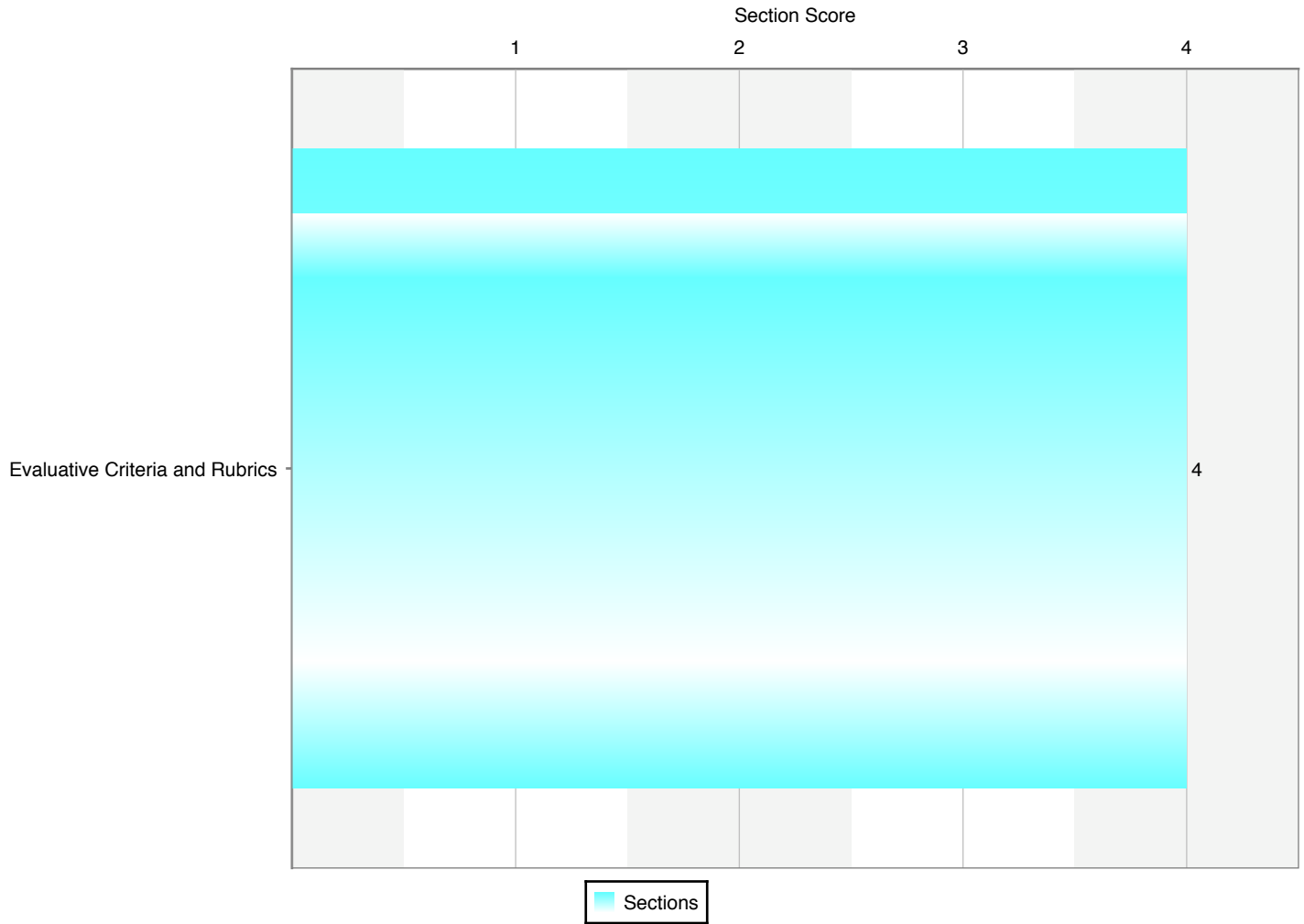
The trend toward decreasing stakeholder satisfaction in the area of engaging or informing parents of their students' learning shows a distinct need for improving communication with our parents and other stakeholders. Our faculty will take steps to make information more readily available to stakeholders. This information will be kept current on a weekly basis. Teachers will continue keeping grades current by updating grades in INOW each week. Teachers will keep school/class website pages current as well. This will include attaching a class syllabus and links to Moodle, Currently our faculty hosts a "Meet the Teacher" night prior to the beginning of each school year. In an attempt to involve parents, our school will offer a Parent University quarterly. We will use this opportunity to encourage interaction between parents and teachers and to ensure that parents have the information for helping their students be successful at BMMS.

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

Bay Minette Middle School identified areas in need of improvement through an analysis of self-assessment and parent, student, and staff surveys to determine trends. These areas are listed below along with recommended plans of action. Need for informing and engaging families in their children's education.

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?

ASPIRE scores were sent to schools in August of this school year. After analyzing the data from the test, the administrators, counselor and the instructional leader identified the strengths and weaknesses of our students. We met as a group to discuss strategies to use to improve students' academic performance. Scantron benchmark testing data from last Spring and September of this school year, along with ASPIRE scores, were also used to determine which of our students should be placed in intervention classes and possibly placed in our RtI program. Students will be give several additional assessments throughout the school year to help us track academic performance and make instructional decisions.

What were the results of the comprehensive needs assessment?

Data analysis from last year's Scantron Performance Series tests and this September's test show that our students have deficiencies in both reading and math overall. Only 42.1% of our readers are reading at a proficient level, and 31.7% of our students are performing at a proficient level in math.

What conclusions were drawn from the results?

We still have goals that need to be met and changes that need to be made. We will continue with changes that we started last year in the way in which we approach instruction in the classroom. Our teachers will continue with the use of Webb's Depth of Knowledge as the basis for developing questions that drive our students to think more critically. Students will complete three benchmark tests through Scantron. From the Scantron tests, teachers will be able to drill down to see which objectives their students are not mastering and plan lessons to strengthen those areas of weakness. We will continue to pull students for remediation during the school year. one math tutor will work in small groups or one-on-one with struggling students using a plan developed from the Performance Series test. We have added a Guided Reading program for struggling readers. This program teaches strategies to help students with comprehension. We are also using the Rewards program for students who have been identified as having Dyslexia-like tendencies. Our instructional leader will assist teachers in interpreting data and planning strategic lessons.

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

After analyzing all types of data, we have determined that our needs and concerns have not changed over the past few years. We still are behind where we need to be in reading with only 42.1% of our students testing at the proficient level. Only 31.7% of our students scored in the proficient level in math. In order for our students to grow academically, we have to address these needs on a daily basis. We will begin offering afternoon tutoring to students who are in need of extra help.

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

Our school goals are the driving force behind our efforts for the 2017-2018 school year to address our priority needs. The data derived from the Scantron Performance Series assessments led to the selection of our goals which will be utilized as a baseline for student achievement. We will use Performance Series and Achievement Series assessments to determine the direction for instruction throughout the remainder of the year. This will allow the teachers to develop strategic plans for improvement of the achievement of individual students and the overall instructional program each month at their RtI/PST meetings and grade level meetings.

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

By choosing the reading and math goals detailed in our plan, there are many types of data that can lead to an understanding of whether we are achieving our goals or not. Our goals can be achieved through various types of instruction and activities, whether it be social studies, science, technology, or project-based learning. Teacher observations, rubrics, student work samples, tests, tutorials, and even games can end themselves to being used as data for our selected goals. These will be used alongside the Scantron series of tests.

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

The goals we have selected are of the utmost importance to all students in our school population. The goals will focus on skills that our disadvantaged students need to make strides to close the achievement gaps between them and our students who are not considered to be disadvantaged. Our focus is to raise the ability of all students to integrate knowledge and ideas in all aspects of school and life. We also want to strengthen our students' foundation in math so they can solve real-world problems and find new math concepts more relevant to life. We will focus on strategies to help all of our students gain a better ability to comprehend non-fiction information that may not be presented in traditional ways (i.e. charts, maps, brochures). We are offering Parent University nights to help equip our parents with skills that are needed to help their students be successful in a technology driven world

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:

To increase the number of students who are proficient in reading. We will increase our reading total proficiency score from 42% to 45% during the 2017-2018 school year.

Measurable Objective 1:

A 3% increase of All Students will demonstrate a proficiency overall in Reading by 05/25/2018 as measured by Scantron Achievement and Performance Series results.

Strategy1:

Formative Assessment - Various types of formative assessments will be used regularly and purposefully in order to drive future classroom instruction.

Category: Develop/Implement College and Career Ready Standards

Research Cited: School Data

Activity - Goal Setting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use interim assessment results to set goals for growth and routinely check their progress	Direct Instruction	09/27/2017	05/18/2018	\$0 - No Funding Required	Teachers counselor administration students

Activity - Daily Assesments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use a variety of formative assessments daily (bell ringers, exit slips, digital tools, quizzes, etc.)	Direct Instruction	09/27/2017	05/18/2018	\$0 - No Funding Required	teachers

Activity - Purposeful Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Formative assessments will reflect the classroom's learning targets.	Direct Instruction	09/27/2017	05/18/2018	\$0 - No Funding Required	teachers instructional leader

Strategy2:

Differentiation - A variety of leveled activities will be offered to students in order to meet each student's individual needs.

Category: Develop/Implement College and Career Ready Standards

Research Cited: School Data

Activity - Formative Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Formative assessment activities will be used on a daily basis in order to determine differentiation needs.	Direct Instruction	09/27/2017	05/18/2018	\$0 - No Funding Required	teachers

Activity - Assignment Choice	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be given product options for assignments.	Direct Instruction	09/27/2017	05/18/2018	\$0 - No Funding Required	teachers instructional leader

Activity - Flexible Grouping	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Purpose and intentional flexible grouping will be utilized on a regular basis based on share interest, topic, or ability	Direct Instruction	09/27/2017	05/18/2018	\$0 - No Funding Required	teachers instructional leader

Strategy3:

Learning Targets - All teachers will work at implementing leaning targets regularly and with intention.

Category: Develop/Implement College and Career Ready Standards

Research Cited: School data

Activity - Making connections	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Learning targets are connected to an exit slip or end of class activity	Direct Instruction	09/27/2017	05/18/2018	\$0 - No Funding Required	teachers instructional leader

Activity - Learning Target	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Learning targets are written in student-friendly language	Direct Instruction	09/27/2017	05/18/2018	\$0 - No Funding Required	teachers instructional leader

Activity - Display of LT	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Learning targets will be visible (posted on board, written on assignment etc.)	Direct Instruction	09/27/2017	05/18/2018	\$0 - No Funding Required	teachers instructional leader

Strategy4:

Depth of Knowledge - DOK Levels II, III, and IV will be represented in lessons, lesson plans, and student work on a weekly basis.

Category: Develop/Implement College and Career Ready Standards

Research Cited: School Data

ACIP

Bay Minette Middle School

Activity - ACT Exemplars	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ACT Exemplars at levels 2 and 3 will be used in all core classes.	Direct Instruction	09/27/2017	05/18/2018	\$0 - No Funding Required	teachers instructional leader

Activity - Project-based Lessons	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Project-based lessons will be utilized in classrooms to represent the upper levels of DOK	Direct Instruction	09/27/2017	05/18/2018	\$0 - No Funding Required	teachers

Activity - Depth of Knowledge	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Learning targets will reflect various levels of DOK	Direct Instruction	09/27/2017	05/18/2018	\$0 - No Funding Required	teachers instructional leader

Goal 2:

To increase the number of students who are proficient in math. We will increase our total math proficiency from 32% to 35% during the 2017-2018 school year.

Measurable Objective 1:

A 3% increase of All Students will demonstrate a proficiency overall in Mathematics by 05/25/2018 as measured by Scantron Achievement and Performance Series results.

Strategy1:

Formative Assessment - Various types of formative assessments will be used regularly and purposefully in order to drive future classroom instruction.

Category: Develop/Implement College and Career Ready Standards

Research Cited: School Data

Activity - Purposeful Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Formative assessments will reflect classroom's learning targets.	Direct Instruction	10/02/2017	05/18/2018	\$0 - No Funding Required	teachers

Activity - Daily Assesments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use a variety if formative assessments daily (bell ringers, exit tickets, digital tools (IXL), quizzes, etc.).	Direct Instruction	10/02/2017	05/18/2018	\$2500 - Title I Part A	teachers

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Bay Minette Middle School

Activity - Goal Setting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will assist students in using interim assessment results to set goals for growth and routinely check their progress.	Direct Instruction	10/02/2017	05/18/2018	\$0 - No Funding Required	teachers instructional leader counselor administrators

Strategy2:

Depth of Knowledge - DOK levels II, III, and IV will be represented in lessons, lesson plans, and student work on a weekly basis.

Category: Develop/Implement College and Career Ready Standards

Research Cited: School Data

Activity - ACT Exemplars	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ACT Exemplars at level 2 and 3 will be used in all core classes.	Direct Instruction	10/02/2017	05/18/2018	\$0 - No Funding Required	teachers

Activity - Project-based Lessons	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Project-based lessons will be utilized in classrooms to represent upper levels of DOK.	Direct Instruction	10/02/2017	05/18/2018	\$0 - No Funding Required	teachers instructional leader

Activity - Depth of Knowledge	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Learning targets will reflect the various levels of DOK	Direct Instruction	10/02/2017	05/18/2018	\$0 - No Funding Required	teachers instructional leader

Strategy3:

Learning Targets - All teachers will work at implementing learning targets regularly and with intention.

Category: Develop/Implement College and Career Ready Standards

Research Cited: School Data

Activity - Learning Targets	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Learning targets are written student-friendly language.	Direct Instruction	10/02/2017	05/18/2018	\$0 - No Funding Required	teachers instructional leader

Activity - Making connections	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Learning targets are connected to an exit slip or end class activity.	Direct Instruction	10/02/2017	05/18/2018	\$0 - No Funding Required	teachers

Activity - Display of LT	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Learning targets are visible	Direct Instruction	10/02/2017	05/18/2018	\$0 - No Funding Required	teachers

Strategy4:

Differentiation - A variety of leveled activities will be offered in order to meet each student's individual needs.

Category: Develop/Implement College and Career Ready Standards

Research Cited: School Data

Activity - Assignment Choice	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be given product options for assignments	Direct Instruction	10/02/2017	05/18/2018	\$0 - No Funding Required	teachers instructional leaders

Activity - Flexible Grouping	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Purpose and intentional flexible grouping will be utilized on a regular basis based on share interest, topic, ability.	Direct Instruction	10/02/2017	05/18/2018	\$0 - No Funding Required	teachers

Activity - Formative Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Formative assessment activities will be used on a daily basis in order to determine differentiation needs	Direct Instruction	10/02/2017	05/18/2018	\$0 - No Funding Required	teachers

Goal 3:

To increase student attendance by two percent from 94% to 96% during the 2017-2018 school year.

Measurable Objective 1:

demonstrate a behavior to increase student attendance by two percent by 05/18/2018 as measured by yearly attendance report.

Strategy1:

Attendance Incentive - After each twelve days of perfect attendance in an individual homeroom, students in that homeroom will receive a class scratch off card with a hidden reward. We are also offering end of quarter rewards and attendance is a part of receiving those rewards.

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

Research Cited: School Data

Activity - Rewards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in each homeroom will receive designated rewards for perfect attendance for a set amount of days. Individual rewards are offered at the end of each quarter.	Behavioral Support Program	09/18/2017	05/25/2018	\$0 - No Funding Required	teachers counselor administration

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

Goal 1:

To increase the number of students who are proficient in reading. We will increase our reading total proficiency score from 42% to 45% during the 2017-2018 school year.

Measurable Objective 1:

A 3% increase of All Students will demonstrate a proficiency overall in Reading by 05/25/2018 as measured by Scantron Achievement and Performance Series results.

Strategy1:

Differentiation - A variety of leveled activities will be offered to students in order to meet each student's individual needs.

Category: Develop/Implement College and Career Ready Standards

Research Cited: School Data

Activity - Assignment Choice	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be given product options for assignments.	Direct Instruction	09/27/2017	05/18/2018	\$0 - No Funding Required	teachers instructional leader

Activity - Flexible Grouping	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Purpose and intentional flexible grouping will be utilized on a regular basis based on share interest, topic, or ability	Direct Instruction	09/27/2017	05/18/2018	\$0 - No Funding Required	teachers instructional leader

Activity - Formative Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Formative assessment activities will be used on a daily basis in order to determine differentiation needs.	Direct Instruction	09/27/2017	05/18/2018	\$0 - No Funding Required	teachers

Strategy2:

Formative Assessment - Various types of formative assessments will be used regularly and purposefully in order to drive future classroom instruction.

Category: Develop/Implement College and Career Ready Standards

Research Cited: School Data

ACIP

Bay Minette Middle School

Activity - Daily Assesments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use a variety of formative assessments daily (bell ringers, exit slips, digital tools, quizzes, etc.)	Direct Instruction	09/27/2017	05/18/2018	\$0 - No Funding Required	teachers

Activity - Purposeful Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Formative assessments will reflect the classroom's learning targets.	Direct Instruction	09/27/2017	05/18/2018	\$0 - No Funding Required	teachers instructional leader

Activity - Goal Setting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use interim assessment results to set goals for growth and routinely check their progress	Direct Instruction	09/27/2017	05/18/2018	\$0 - No Funding Required	Teachers counselor administration students

Strategy3:

Depth of Knowledge - DOK Levels II, III, and IV will be represented in lessons, lesson plans, and student work on a weekly basis.

Category: Develop/Implement College and Career Ready Standards

Research Cited: School Data

Activity - Depth of Knowledge	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Learning targets will reflect various levels of DOK	Direct Instruction	09/27/2017	05/18/2018	\$0 - No Funding Required	teachers instructional leader

Activity - Project-based Lessons	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Project-based lessons will be utilized in classrooms to represent the upper levels of DOK	Direct Instruction	09/27/2017	05/18/2018	\$0 - No Funding Required	teachers

Activity - ACT Exemplars	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ACT Exemplars at levels 2 and 3 will be used in all core classes.	Direct Instruction	09/27/2017	05/18/2018	\$0 - No Funding Required	teachers instructional leader

Strategy4:

Learning Targets - All teachers will work at implementing learning targets regularly and with intention.

Category: Develop/Implement College and Career Ready Standards

Research Cited: School data

ACIP

Bay Minette Middle School

Activity - Display of LT	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Learning targets will be visible (posted on board, written on assignment etc.)	Direct Instruction	09/27/2017	05/18/2018	\$0 - No Funding Required	teachers instructional leader

Activity - Learning Target	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Learning targets are written in student-friendly language	Direct Instruction	09/27/2017	05/18/2018	\$0 - No Funding Required	teachers instructional leader

Activity - Making connections	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Learning targets are connected to an exit slip or end of class activity	Direct Instruction	09/27/2017	05/18/2018	\$0 - No Funding Required	teachers instructional leader

Goal 2:

To increase the number of students who are proficient in math. We will increase our total math proficiency from 32% to 35% during the 2017-2018 school year.

Measurable Objective 1:

A 3% increase of All Students will demonstrate a proficiency overall in Mathematics by 05/25/2018 as measured by Scantron Achievement and Performance Series results.

Strategy1:

Depth of Knowledge - DOK levels II, III, and IV will be represented in lessons, lesson plans, and student work on a weekly basis.

Category: Develop/Implement College and Career Ready Standards

Research Cited: School Data

Activity - ACT Exemplars	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ACT Exemplars at level 2 and 3 will be used in all core classes.	Direct Instruction	10/02/2017	05/18/2018	\$0 - No Funding Required	teachers

Activity - Project-based Lessons	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Project-based lessons will be utilized in classrooms to represent upper levels of DOK.	Direct Instruction	10/02/2017	05/18/2018	\$0 - No Funding Required	teachers instructional leader

Activity - Depth of Knowledge	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Learning targets will reflect the various levels of DOK	Direct Instruction	10/02/2017	05/18/2018	\$0 - No Funding Required	teachers instructional leader

ACIP

Bay Minette Middle School

Strategy2:

Differentiation - A variety of leveled activities will be offered in order to meet each student's individual needs.

Category: Develop/Implement College and Career Ready Standards

Research Cited: School Data

Activity - Assignment Choice	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be given product options for assignments	Direct Instruction	10/02/2017	05/18/2018	\$0 - No Funding Required	teachers instructional leaders

Activity - Formative Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Formative assessment activities will be used on a daily basis in order to determine differentiation needs	Direct Instruction	10/02/2017	05/18/2018	\$0 - No Funding Required	teachers

Activity - Flexible Grouping	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Purpose and intentional flexible grouping will be utilized on a regular basis based on share interest, topic, ability.	Direct Instruction	10/02/2017	05/18/2018	\$0 - No Funding Required	teachers

Strategy3:

Formative Assessment - Various types of formative assessments will be used regularly and purposefully in order to drive future classroom instruction.

Category: Develop/Implement College and Career Ready Standards

Research Cited: School Data

Activity - Daily Assesments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use a variety if formative assessments daily (bell ringers, exit tickets, digital tools (IXL), quizzes, etc.).	Direct Instruction	10/02/2017	05/18/2018	\$2500 - Title I Part A	teachers

Activity - Purposeful Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Formative assessments will reflect classroom's learning targets.	Direct Instruction	10/02/2017	05/18/2018	\$0 - No Funding Required	teachers

Activity - Goal Setting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will assist students in using interim assessment results to set goals for growth and routinely check their progress.	Direct Instruction	10/02/2017	05/18/2018	\$0 - No Funding Required	teachers instructional leader counselor administrators

Strategy4:

Learning Targets - All teachers will work at implementing learning targets regularly and with intention.

Category: Develop/Implement College and Career Ready Standards

Research Cited: School Data

Activity - Learning Targets	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Learning targets are written student-friendly language.	Direct Instruction	10/02/2017	05/18/2018	\$0 - No Funding Required	teachers instructional leader

Activity - Making connections	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Learning targets are connected to an exit slip or end class activity.	Direct Instruction	10/02/2017	05/18/2018	\$0 - No Funding Required	teachers

Activity - Display of LT	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Learning targets are visible	Direct Instruction	10/02/2017	05/18/2018	\$0 - No Funding Required	teachers

Goal 3:

To increase student attendance by two percent from 94% to 96% during the 2017-2018 school year.

Measurable Objective 1:

demonstrate a behavior to increase student attendance by two percent by 05/18/2018 as measured by yearly attendance report.

Strategy1:

Attendance Incentive - After each twelve days of perfect attendance in an individual homeroom, students in that homeroom will receive a class scratch off card with a hidden reward. We are also offering end of quarter rewards and attendance is a part of receiving those rewards.

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

Research Cited: School Data

Activity - Rewards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in each homeroom will receive designated rewards for perfect attendance for a set amount of days. Individual rewards are offered at the end of each quarter.	Behavioral Support Program	09/18/2017	05/25/2018	\$0 - No Funding Required	teachers counselor administration

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

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

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

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

Goal 1:

To increase the number of students who are proficient in reading. We will increase our reading total proficiency score from 42% to 45% during the 2017-2018 school year.

Measurable Objective 1:

A 3% increase of All Students will demonstrate a proficiency overall in Reading by 05/25/2018 as measured by Scantron Achievement and Performance Series results.

Strategy1:

Learning Targets - All teachers will work at implementing leaning targets regularly and with intention.

Category: Develop/Implement College and Career Ready Standards

Research Cited: School data

Activity - Display of LT	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Learning targets will be visible (posted on board, written on assignment etc.)	Direct Instruction	09/27/2017	05/18/2018	\$0 - No Funding Required	teachers instructional leader

Activity - Making connections	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Learning targets are connected to an exit slip or end of class activity	Direct Instruction	09/27/2017	05/18/2018	\$0 - No Funding Required	teachers instructional leader

Activity - Learning Target	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Learning targets are written in student-friendly language	Direct Instruction	09/27/2017	05/18/2018	\$0 - No Funding Required	teachers instructional leader

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Bay Minette Middle School

Strategy2:

Differentiation - A variety of leveled activities will be offered to students in order to meet each student's individual needs.

Category: Develop/Implement College and Career Ready Standards

Research Cited: School Data

Activity - Assignment Choice	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be given product options for assignments.	Direct Instruction	09/27/2017	05/18/2018	\$0 - No Funding Required	teachers instructional leader

Activity - Formative Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Formative assessment activities will be used on a daily basis in order to determine differentiation needs.	Direct Instruction	09/27/2017	05/18/2018	\$0 - No Funding Required	teachers

Activity - Flexible Grouping	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Purpose and intentional flexible grouping will be utilized on a regular basis based on share interest, topic, or ability	Direct Instruction	09/27/2017	05/18/2018	\$0 - No Funding Required	teachers instructional leader

Strategy3:

Depth of Knowledge - DOK Levels II, III, and IV will be represented in lessons, lesson plans, and student work on a weekly basis.

Category: Develop/Implement College and Career Ready Standards

Research Cited: School Data

Activity - Project-based Lessons	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Project-based lessons will be utilized in classrooms to represent the upper levels of DOK	Direct Instruction	09/27/2017	05/18/2018	\$0 - No Funding Required	teachers

Activity - Depth of Knowledge	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Learning targets will reflect various levels of DOK	Direct Instruction	09/27/2017	05/18/2018	\$0 - No Funding Required	teachers instructional leader

Activity - ACT Exemplars	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ACT Exemplars at levels 2 and 3 will be used in all core classes.	Direct Instruction	09/27/2017	05/18/2018	\$0 - No Funding Required	teachers instructional leader

Strategy4:

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Bay Minette Middle School

Formative Assessment - Various types of formative assessments will be used regularly and purposefully in order to drive future classroom instruction.

Category: Develop/Implement College and Career Ready Standards

Research Cited: School Data

Activity - Daily Assesments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use a variety of formative assessments daily (bell ringers, exit slips, digital tools, quizzes, etc.)	Direct Instruction	09/27/2017	05/18/2018	\$0 - No Funding Required	teachers

Activity - Purposeful Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Formative assessments will reflect the classroom's learning targets.	Direct Instruction	09/27/2017	05/18/2018	\$0 - No Funding Required	teachers instructional leader

Activity - Goal Setting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use interim assessment results to set goals for growth and routinely check their progress	Direct Instruction	09/27/2017	05/18/2018	\$0 - No Funding Required	Teachers counselor administration students

Goal 2:

To increase the number of students who are proficient in math. We will increase our total math proficiency from 32% to 35% during the 2017-2018 school year.

Measurable Objective 1:

A 3% increase of All Students will demonstrate a proficiency overall in Mathematics by 05/25/2018 as measured by Scantron Achievement and Performance Series results.

Strategy1:

Formative Assessment - Various types of formative assessments will be used regularly and purposefully in order to drive future classroom instruction.

Category: Develop/Implement College and Career Ready Standards

Research Cited: School Data

Activity - Purposeful Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Formative assessments will reflect classroom's learning targets.	Direct Instruction	10/02/2017	05/18/2018	\$0 - No Funding Required	teachers

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Activity - Goal Setting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will assist students in using interim assessment results to set goals for growth and routinely check their progress.	Direct Instruction	10/02/2017	05/18/2018	\$0 - No Funding Required	teachers instructional leader counselor administrators

Activity - Daily Assesments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use a variety if formative assessments daily (bell ringers, exit tickets, digital tools (IXL), quizzes, etc.).	Direct Instruction	10/02/2017	05/18/2018	\$2500 - Title I Part A	teachers

Strategy2:

Differentiation - A variety of leveled activities will be offered in order to meet each student's individual needs.

Category: Develop/Implement College and Career Ready Standards

Research Cited: School Data

Activity - Flexible Grouping	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Purpose and intentional flexible grouping will be utilized on a regular basis based on share interest, topic, ability.	Direct Instruction	10/02/2017	05/18/2018	\$0 - No Funding Required	teachers

Activity - Assignment Choice	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be given product options for assignments	Direct Instruction	10/02/2017	05/18/2018	\$0 - No Funding Required	teachers instructional leaders

Activity - Formative Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Formative assessment activities will be used on a daily basis in order to determine differentiation needs	Direct Instruction	10/02/2017	05/18/2018	\$0 - No Funding Required	teachers

Strategy3:

Depth of Knowledge - DOK levels II, III, and IV will be represented in lessons, lesson plans, and student work on a weekly basis.

Category: Develop/Implement College and Career Ready Standards

Research Cited: School Data

Activity - Project-based Lessons	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Project-based lessons will be utilized in classrooms to represent upper levels of DOK.	Direct Instruction	10/02/2017	05/18/2018	\$0 - No Funding Required	teachers instructional leader

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Activity - Depth of Knowledge	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Learning targets will reflect the various levels of DOK	Direct Instruction	10/02/2017	05/18/2018	\$0 - No Funding Required	teachers instructional leader

Activity - ACT Exemplars	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ACT Exemplars at level 2 and 3 will be used in all core classes.	Direct Instruction	10/02/2017	05/18/2018	\$0 - No Funding Required	teachers

Strategy4:

Learning Targets - All teachers will work at implementing learning targets regularly and with intention.

Category: Develop/Implement College and Career Ready Standards

Research Cited: School Data

Activity - Learning Targets	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Learning targets are written student-friendly language.	Direct Instruction	10/02/2017	05/18/2018	\$0 - No Funding Required	teachers instructional leader

Activity - Making connections	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Learning targets are connected to an exit slip or end class activity.	Direct Instruction	10/02/2017	05/18/2018	\$0 - No Funding Required	teachers

Activity - Display of LT	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Learning targets are visible	Direct Instruction	10/02/2017	05/18/2018	\$0 - No Funding Required	teachers

Goal 3:

To increase student attendance by two percent from 94% to 96% during the 2017-2018 school year.

Measurable Objective 1:

demonstrate a behavior to increase student attendance by two percent by 05/18/2018 as measured by yearly attendance report.

Strategy1:

Attendance Incentive - After each twelve days of perfect attendance in an individual homeroom, students in that homeroom will receive a class scratch off card with a hidden reward. We are also offering end of quarter rewards and attendance is a part of receiving those rewards.

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

Research Cited: School Data

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Bay Minette Middle School

Activity - Rewards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in each homeroom will receive designated rewards for perfect attendance for a set amount of days. Individual rewards are offered at the end of each quarter.	Behavioral Support Program	09/18/2017	05/25/2018	\$0 - No Funding Required	teachers counselor administration

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

To increase the number of students who are proficient in reading. We will increase our reading total proficiency score from 42% to 45% during the 2017-2018 school year.

Measurable Objective 1:

A 3% increase of All Students will demonstrate a proficiency overall in Reading by 05/25/2018 as measured by Scantron Achievement and Performance Series results.

Strategy1:

Learning Targets - All teachers will work at implementing leaning targets regularly and with intention.

Category: Develop/Implement College and Career Ready Standards

Research Cited: School data

Activity - Making connections	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Learning targets are connected to an exit slip or end of class activity	Direct Instruction	09/27/2017	05/18/2018	\$0 - No Funding Required	teachers instructional leader

Activity - Learning Target	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Learning targets are written in student-friendly language	Direct Instruction	09/27/2017	05/18/2018	\$0 - No Funding Required	teachers instructional leader

Activity - Display of LT	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Learning targets will be visible (posted on board, written on assignment etc.)	Direct Instruction	09/27/2017	05/18/2018	\$0 - No Funding Required	teachers instructional leader

Strategy2:

Differentiation - A variety of leveled activities will be offered to students in order to meet each student's individual needs.

Category: Develop/Implement College and Career Ready Standards

Research Cited: School Data

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Bay Minette Middle School

Activity - Flexible Grouping	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Purpose and intentional flexible grouping will be utilized on a regular basis based on share interest, topic, or ability	Direct Instruction	09/27/2017	05/18/2018	\$0 - No Funding Required	teachers instructional leader

Activity - Formative Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Formative assessment activities will be used on a daily basis in order to determine differentiation needs.	Direct Instruction	09/27/2017	05/18/2018	\$0 - No Funding Required	teachers

Activity - Assignment Choice	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be given product options for assignments.	Direct Instruction	09/27/2017	05/18/2018	\$0 - No Funding Required	teachers instructional leader

Strategy3:

Depth of Knowledge - DOK Levels II, III, and IV will be represented in lessons, lesson plans, and student work on a weekly basis.

Category: Develop/Implement College and Career Ready Standards

Research Cited: School Data

Activity - Depth of Knowledge	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Learning targets will reflect various levels of DOK	Direct Instruction	09/27/2017	05/18/2018	\$0 - No Funding Required	teachers instructional leader

Activity - Project-based Lessons	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Project-based lessons will be utilized in classrooms to represent the upper levels of DOK	Direct Instruction	09/27/2017	05/18/2018	\$0 - No Funding Required	teachers

Activity - ACT Exemplars	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ACT Exemplars at levels 2 and 3 will be used in all core classes.	Direct Instruction	09/27/2017	05/18/2018	\$0 - No Funding Required	teachers instructional leader

Strategy4:

Formative Assessment - Various types of formative assessments will be used regularly and purposefully in order to drive future classroom instruction.

Category: Develop/Implement College and Career Ready Standards

Research Cited: School Data

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Bay Minette Middle School

Activity - Goal Setting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use interim assessment results to set goals for growth and routinely check their progress	Direct Instruction	09/27/2017	05/18/2018	\$0 - No Funding Required	Teachers counselor administration students

Activity - Purposeful Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Formative assessments will reflect the classroom's learning targets.	Direct Instruction	09/27/2017	05/18/2018	\$0 - No Funding Required	teachers instructional leader

Activity - Daily Assesments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use a variety of formative assessments daily (bell ringers, exit slips, digital tools, quizzes, etc.)	Direct Instruction	09/27/2017	05/18/2018	\$0 - No Funding Required	teachers

Goal 2:

To increase the number of students who are proficient in math. We will increase our total math proficiency from 32% to 35% during the 2017-2018 school year.

Measurable Objective 1:

A 3% increase of All Students will demonstrate a proficiency overall in Mathematics by 05/25/2018 as measured by Scantron Achievement and Performance Series results.

Strategy1:

Differentiation - A variety of leveled activities will be offered in order to meet each student's individual needs.

Category: Develop/Implement College and Career Ready Standards

Research Cited: School Data

Activity - Flexible Grouping	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Purpose and intentional flexible grouping will be utilized on a regular basis based on share interest, topic, ability.	Direct Instruction	10/02/2017	05/18/2018	\$0 - No Funding Required	teachers

Activity - Formative Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Formative assessment activities will be used on a daily basis in order to determine differentiation needs	Direct Instruction	10/02/2017	05/18/2018	\$0 - No Funding Required	teachers

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Bay Minette Middle School

Activity - Assignment Choice	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be given product options for assignments	Direct Instruction	10/02/2017	05/18/2018	\$0 - No Funding Required	teachers instructional leaders

Strategy2:

Formative Assessment - Various types of formative assessments will be used regularly and purposefully in order to drive future classroom instruction.

Category: Develop/Implement College and Career Ready Standards

Research Cited: School Data

Activity - Goal Setting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will assist students in using interim assessment results to set goals for growth and routinely check their progress.	Direct Instruction	10/02/2017	05/18/2018	\$0 - No Funding Required	teachers instructional leader counselor administrators

Activity - Daily Assesments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use a variety if formative assessments daily (bell ringers, exit tickets, digital tools (IXL), quizzes, etc.).	Direct Instruction	10/02/2017	05/18/2018	\$2500 - Title I Part A	teachers

Activity - Purposeful Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Formative assessments will reflect classroom's learning targets.	Direct Instruction	10/02/2017	05/18/2018	\$0 - No Funding Required	teachers

Strategy3:

Depth of Knowledge - DOK levels II, III, and IV will be represented in lessons, lesson plans, and student work on a weekly basis.

Category: Develop/Implement College and Career Ready Standards

Research Cited: School Data

Activity - ACT Exemplars	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ACT Exemplars at level 2 and 3 will be used in all core classes.	Direct Instruction	10/02/2017	05/18/2018	\$0 - No Funding Required	teachers

Activity - Depth of Knowledge	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Learning targets will reflect the various levels of DOK	Direct Instruction	10/02/2017	05/18/2018	\$0 - No Funding Required	teachers instructional leader

ACIP

Bay Minette Middle School

Activity - Project-based Lessons	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Project-based lessons will be utilized in classrooms to represent upper levels of DOK.	Direct Instruction	10/02/2017	05/18/2018	\$0 - No Funding Required	teachers instructional leader

Strategy4:

Learning Targets - All teachers will work at implementing learning targets regularly and with intention.

Category: Develop/Implement College and Career Ready Standards

Research Cited: School Data

Activity - Making connections	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Learning targets are connected to an exit slip or end class activity.	Direct Instruction	10/02/2017	05/18/2018	\$0 - No Funding Required	teachers

Activity - Learning Targets	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Learning targets are written student-friendly language.	Direct Instruction	10/02/2017	05/18/2018	\$0 - No Funding Required	teachers instructional leader

Activity - Display of LT	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Learning targets are visible	Direct Instruction	10/02/2017	05/18/2018	\$0 - No Funding Required	teachers

Goal 3:

To increase student attendance by two percent from 94% to 96% during the 2017-2018 school year.

Measurable Objective 1:

demonstrate a behavior to increase student attendance by two percent by 05/18/2018 as measured by yearly attendance report.

Strategy1:

Attendance Incentive - After each twelve days of perfect attendance in an individual homeroom, students in that homeroom will receive a class scratch off card with a hidden reward. We are also offering end of quarter rewards and attendance is a part of receiving those rewards.

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

Research Cited: School Data

Activity - Rewards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in each homeroom will receive designated rewards for perfect attendance for a set amount of days. Individual rewards are offered at the end of each quarter.	Behavioral Support Program	09/18/2017	05/25/2018	\$0 - No Funding Required	teachers counselor administration

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.

Translation programs are used to translate forms and information into other languages for English Learners. An interpreter is available to assist in translating information to parents as well.

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.

Baldwin County Public Schools seek to hire only highly qualified instructors. Recruitment and employment procedures are designed to identify applicants that meet the requirements of Every Student Succeeds Act (ESSA), Advanc-ed Standards and the Alabama State Department of Education. Plans and procedures will ensure that all teacher hired will meet certification requirements of the State Department of Education, and the requirements of ESSA regarding certification and teaching assignment. Novice teachers are assigned veteran teacher at our school. The overarching goal is to improve teaching practices. The partnership aims to provide ongoing support for new or struggling 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?

Our school lost two units due to lower enrollment on the first 40 days. One teacher was non-renewed. The lost units were given back to us after looking at this year's current enrollment. We were also allotted one unit using Title II funds. We currently pay for two teacher units with Title I funds. One teacher retired as of October 1, 2017. She was replaced with last year's intervention teacher. The county created the position of Guided Reading teacher and Instructional Leader.

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

We have 33 teachers on staff with an average of 10 years teaching experience.

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

We do not currently need recruitment and retention strategies.

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.

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

Our faculty will participate in PD opportunities to include Crisis Prevention Intervention training, Gifted conference, Art conference, Guidance Counselor Fall conference, Peer Helper conference, Scantron Analytics, and the summer GRITC conference. Our faculty will also participate in professional development provided by our Instructional Leader for differentiated instruction through the incorporation of strategic lesson planning.

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

We connect our new teachers to veteran teachers in their field as well as their grade level. We encourage our new teachers to seek advice and help from those with more teaching experience. We provide opportunities for struggling teachers to observe other teachers in their content area and grade level.

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

Our Instructional Leader meets weekly with teachers to help them plan strategic lesson. She also spends time helping teachers access and interpret data from Performance Series tests.

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:

To increase the number of students who are proficient in reading. We will increase our reading total proficiency score from 42% to 45% during the 2017-2018 school year.

Measurable Objective 1:

A 3% increase of All Students will demonstrate a proficiency overall in Reading by 05/25/2018 as measured by Scantron Achievement and Performance Series results.

Strategy1:

Formative Assessment - Various types of formative assessments will be used regularly and purposefully in order to drive future classroom instruction.

Category: Develop/Implement College and Career Ready Standards

Research Cited: School Data

Activity - Daily Assesments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use a variety of formative assessments daily (bell ringers, exit slips, digital tools, quizzes, etc.)	Direct Instruction	09/27/2017	05/18/2018	\$0 - No Funding Required	teachers

Activity - Purposeful Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Formative assessments will reflect the classroom's learning targets.	Direct Instruction	09/27/2017	05/18/2018	\$0 - No Funding Required	teachers instructional leader

Activity - Goal Setting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use interim assessment results to set goals for growth and routinely check their progress	Direct Instruction	09/27/2017	05/18/2018	\$0 - No Funding Required	Teachers counselor administration students

Strategy2:

Depth of Knowledge - DOK Levels II, III, and IV will be represented in lessons, lesson plans, and student work on a weekly basis.

Category: Develop/Implement College and Career Ready Standards

Research Cited: School Data

Activity - ACT Exemplars	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ACT Exemplars at levels 2 and 3 will be used in all core classes.	Direct Instruction	09/27/2017	05/18/2018	\$0 - No Funding Required	teachers instructional leader

Activity - Project-based Lessons	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Project-based lessons will be utilized in classrooms to represent the upper levels of DOK	Direct Instruction	09/27/2017	05/18/2018	\$0 - No Funding Required	teachers

Activity - Depth of Knowledge	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Learning targets will reflect various levels of DOK	Direct Instruction	09/27/2017	05/18/2018	\$0 - No Funding Required	teachers instructional leader

Strategy3:

Learning Targets - All teachers will work at implementing learning targets regularly and with intention.

Category: Develop/Implement College and Career Ready Standards

Research Cited: School data

Activity - Learning Target	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Learning targets are written in student-friendly language	Direct Instruction	09/27/2017	05/18/2018	\$0 - No Funding Required	teachers instructional leader

Activity - Display of LT	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Learning targets will be visible (posted on board, written on assignment etc.)	Direct Instruction	09/27/2017	05/18/2018	\$0 - No Funding Required	teachers instructional leader

Activity - Making connections	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Learning targets are connected to an exit slip or end of class activity	Direct Instruction	09/27/2017	05/18/2018	\$0 - No Funding Required	teachers instructional leader

Strategy4:

Differentiation - A variety of leveled activities will be offered to students in order to meet each student's individual needs.

Category: Develop/Implement College and Career Ready Standards

Research Cited: School Data

ACIP

Bay Minette Middle School

Activity - Formative Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Formative assessment activities will be used on a daily basis in order to determine differentiation needs.	Direct Instruction	09/27/2017	05/18/2018	\$0 - No Funding Required	teachers

Activity - Flexible Grouping	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Purpose and intentional flexible grouping will be utilized on a regular basis based on share interest, topic, or ability	Direct Instruction	09/27/2017	05/18/2018	\$0 - No Funding Required	teachers instructional leader

Activity - Assignment Choice	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be given product options for assignments.	Direct Instruction	09/27/2017	05/18/2018	\$0 - No Funding Required	teachers instructional leader

Goal 2:

To increase the number of students who are proficient in math. We will increase our total math proficiency from 32% to 35% during the 2017-2018 school year.

Measurable Objective 1:

A 3% increase of All Students will demonstrate a proficiency overall in Mathematics by 05/25/2018 as measured by Scantron Achievement and Performance Series results.

Strategy1:

Depth of Knowledge - DOK levels II, III, and IV will be represented in lessons, lesson plans, and student work on a weekly basis.

Category: Develop/Implement College and Career Ready Standards

Research Cited: School Data

Activity - Depth of Knowledge	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Learning targets will reflect the various levels of DOK	Direct Instruction	10/02/2017	05/18/2018	\$0 - No Funding Required	teachers instructional leader

Activity - ACT Exemplars	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ACT Exemplars at level 2 and 3 will be used in all core classes.	Direct Instruction	10/02/2017	05/18/2018	\$0 - No Funding Required	teachers

Activity - Project-based Lessons	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Project-based lessons will be utilized in classrooms to represent upper levels of DOK.	Direct Instruction	10/02/2017	05/18/2018	\$0 - No Funding Required	teachers instructional leader

Strategy2:

Formative Assessment - Various types of formative assessments will be used regularly and purposefully in order to drive future classroom instruction.

Category: Develop/Implement College and Career Ready Standards

Research Cited: School Data

Activity - Goal Setting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will assist students in using interim assessment results to set goals for growth and routinely check their progress.	Direct Instruction	10/02/2017	05/18/2018	\$0 - No Funding Required	teachers instructional leader counselor administrators

Activity - Daily Assesments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use a variety if formative assessments daily (bell ringers, exit tickets, digital tools (IXL), quizzes, etc.).	Direct Instruction	10/02/2017	05/18/2018	\$2500 - Title I Part A	teachers

Activity - Purposeful Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Formative assessments will reflect classroom's learning targets.	Direct Instruction	10/02/2017	05/18/2018	\$0 - No Funding Required	teachers

Strategy3:

Learning Targets - All teachers will work at implementing learning targets regularly and with intention.

Category: Develop/Implement College and Career Ready Standards

Research Cited: School Data

Activity - Making connections	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Learning targets are connected to an exit slip or end class activity.	Direct Instruction	10/02/2017	05/18/2018	\$0 - No Funding Required	teachers

Activity - Learning Targets	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Learning targets are written student-friendly language.	Direct Instruction	10/02/2017	05/18/2018	\$0 - No Funding Required	teachers instructional leader

Activity - Display of LT	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Learning targets are visible	Direct Instruction	10/02/2017	05/18/2018	\$0 - No Funding Required	teachers

Strategy4:

Differentiation - A variety of leveled activities will be offered in order to meet each student's individual needs.

Category: Develop/Implement College and Career Ready Standards

Research Cited: School Data

Activity - Flexible Grouping	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Purpose and intentional flexible grouping will be utilized on a regular basis based on share interest, topic, ability.	Direct Instruction	10/02/2017	05/18/2018	\$0 - No Funding Required	teachers

Activity - Assignment Choice	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be given product options for assignments	Direct Instruction	10/02/2017	05/18/2018	\$0 - No Funding Required	teachers instructional leaders

Activity - Formative Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Formative assessment activities will be used on a daily basis in order to determine differentiation needs	Direct Instruction	10/02/2017	05/18/2018	\$0 - No Funding Required	teachers

Goal 3:

To increase student attendance by two percent from 94% to 96% during the 2017-2018 school year.

Measurable Objective 1:

demonstrate a behavior to increase student attendance by two percent by 05/18/2018 as measured by yearly attendance report.

Strategy1:

Attendance Incentive - After each twelve days of perfect attendance in an individual homeroom, students in that homeroom will receive a class scratch off card with a hidden reward. We are also offering end of quarter rewards and attendance is a part of receiving those rewards.

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

Research Cited: School Data

Activity - Rewards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in each homeroom will receive designated rewards for perfect attendance for a set amount of days. Individual rewards are offered at the end of each quarter.	Behavioral Support Program	09/18/2017	05/25/2018	\$0 - No Funding Required	teachers counselor administration

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?

Our local school Problem Solving Team will meet monthly to discuss the progress of students who are receiving Tier 2 and Tier 3 interventions. Teachers will use data gathered through Scantron as part of the RTI process. Teachers will also monitor student progress and success through daily assessing of work. Teachers will conduct observations in class to assist in developing a plan for students who are struggling. Grade level and content area meetings will take place monthly after school to address any concerns about students or curriculum. The teaching staff participated in the development of the school's ACIP plan as well.

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?

Administrators, our instructional leader and school counselor met to determine which students should begin the year in Tier 2 and Tier 3 intervention classes. Tier 2 students will be pulled for extra help from two teachers who are employed for nineteen hours per week. The Tier 3 students receive daily intensive intervention in small group settings for math. Struggling readers are assigned a guided reading class as part of their daily schedule. From here, we will monitor student progress through Scantron testing and classroom grades. Intervention teachers and the nineteen hour teachers will use Coach materials and iReady materials for the intensive and one-on-one instruction. Lessons will be based on standards that have not been mastered according to Scantron Performance and Achievement Series tests. Current class grades along with Scantron data will be used to determine if a student is ready to move out of and intervention class.

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 have been provided with a copy of each students' test scores to help them identify problem areas of struggling students. Teachers will receive training on Scantron Analytics as a platform for obtaining all student data. Teachers will use Scantron as a way to monitor student progress. Scantron Performance Series tests are given three times a year as benchmark tests. Teachers will meet monthly to review data received from Scantron and classroom grades to determine how we can better serve our students.

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.

We are looking for ways to offer after school tutoring to students. We have Title I funds available to help provide these services before or after school.

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

All students, including those identified as migrant, limited-English proficient, homeless, economically disadvantaged and neglected/delinquent, have access to all services and programs available, including free/reduced lunch, ELL services, Special Education services, At Risk and counseling services. Also BMMS, uses the Department of Human Resources, the Department of Mental Health and various community resources to provide students with necessary school supplies, food, clothing, and shelter. All homeless, migratory, and limited-English proficient students must have equal access to the same free and appropriate public education. All of these students are provided with the opportunity to meet the same challenging state content and state student performance standards to which all students are held without being stigmatized or isolated. The registrar and ELL teacher identify limited-English students upon enrollment. Each new student

receives a Home Language survey used to determine eligibility for limited-English proficiency testing. All eligible students are tested with the WIDA Access Placement Test (W-APT) to determine if a student is eligible to receive services through the English Language Learner (ELL) program. If the parents or guardians agree for the student to receive services, an English Language Learner committee convenes to determine appropriate services and placement for each individual student. A variety of services to all ELL students is provided, such as content area tutoring, pull-out ELL, pullout for individual support and content-based ELL. An ELL teacher provides services to all ELL students. Parents are provided the opportunity to receive all updates and important school documents in English, Spanish, or Portuguese. The ELL committee reviews each student's progress annually. If the student scores proficient on the WIDA Access test and is performing on grade level (determined by grades, teacher recommendations, and results of reading standardized tests), the student becomes eligible to exit the ELL program and will be monitored for two years to ensure success. BMMS provides special education service and uses appropriate procedures in accordance with the federal and Alabama state laws and regulations. The Referral Coordinator/Special Education Chair tracks referrals and notices to parents concerning eligibility meetings. The evaluation is conducted to determine if the student is eligible for special education services. The eligibility team convenes to determine the eligibility for special education services. The Individual Education Plan (IEP) team develops the IEP based on the results of the evaluations, the concerns of the parents, and the academic, developmental, and functional needs of the child. To the maximum extent appropriate, special education students are educated with children who are not disabled.

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.

Students who experience difficulty mastering the proficient or advanced achievement standards will be provided timely, effective and additional instructional assistance. This will be accomplished by: Reviewing current and previous year's test scores to determine strengths and weaknesses. Communicating with previous teachers and parents to gain insight into learning styles of students. Using Scantron to assess and monitor students progress in the mastering of standards. Providing daily explicit instruction by classroom teacher and weekly intervention instruction by intervention teachers for students experiencing difficulty. Conducting monthly data meetings and RTI meetings to determine what strategies are working to assist students and those that need to be changed. Encouraging parental involvement in student's education through school cast calls, school conferences, phone conferences, emails, school website, Remind 101, and school Facebook page.

**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.

Teachers receive professional development to keep abreast of best practices and procedures to instruct and assess their students. Assessments are used to determine if current instruction is adequate or if remedial activities need to be implemented through intervention planning. Teachers will meet monthly to discuss data and student performance and make decisions about what works and what needs revising. Teachers will monitor student progress via grades, assessments, and observations. They will also access testing data from Scantron. School Problem Solving Team teams will meet monthly to determine which students need extra assistance and what those strategies might be.

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)?

We have none of these programs at our school

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

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

As part of our faculty meetings, grade level meetings, RTI meetings and our parent advisory meetings, we readdress our action plans and strategies. We review data to see if any revisions or additions to the plan or program need to be made.

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?

Administration and counselors review test scores during the summer to determine students who need to receive Tier 2 and Tier 3 interventions. The faculty reviews test scores at the beginning of the school year to determine strengths and weaknesses of our school and individual students. We then choose strategies and develop actions plans to address these areas. Teachers will meet monthly to review current in school assessment data to determine what adjustments need to be made to our current goals.

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?

School Problem Solving Team will meet monthly to review data from Scantron and the classroom to determine what progress is being made with our Tier 2 and Tier 3 students. Tier 2 students are pulled weekly for intervention and progress monitoring. Tier 3 students are in daily intervention classes and are monitored by those teachers.

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?

Teachers will meet monthly to discuss what parts of our plan are working and what parts need revising. We will make necessary adjustments to our plan as the year progresses.

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.	21.95

Provide the number of classroom teachers.

26.45

Label	Question	Value
3.	Provide the total of all salaries for the FTE Teacher Units.	1323960.0

Total

1,323,960.00

Administrator Units

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

Provide the number of administrators.

2.00

Label	Question	Value
3.	Provide the total of all salaries for the FTE administrator units.	88902.0

Total

88,902.00

Assistant Principal

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

Provide the number of Assistant Principals.

2.00

Label	Question	Value
3.	Provide the total of all salaries for the Assistant Principal.	70906.0

Total

70,906.00

Counselor

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

Provide the number of Counselors.

1.00

Label	Question	Value
3.	Provide the total of all salaries for the Counselor.	58860.0

Total

58,860.00

Librarian

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

Provide the number of Librarians.

1.00

Label	Question	Value
3.	Provide the total of all salaries for the Librarian.	57222.0

Total

57,222.00

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.	5383.0

Total

5,383.00

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.	1974.0

Total

1,974.00

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.	34301.0

Total

34,301.00

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.	775.0

Total

775.00

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	155425.2

Provide a brief explanation and breakdown of expenses.

Instructional Personnel: \$127218.01
Instructional Purchased Services:\$5350
Instructional Supplies: \$8154.45
Instructional Classroom Equip. :\$2304.89
Parental Involvement: \$1923.95
Professional Development: \$3877.20
Extended Day:\$6596.70

Title II

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

Provide a brief explanation and a breakdown of expenses.

services provided - funds not allocated directly to school

Title III

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

Provide a brief explanation and a breakdown of expenses.

services provided - funds not allocated directly to school

Title IV

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

Provide a brief explanation and a breakdown of expenses.

n/a

Title V

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

Provide a brief explanation and a breakdown of expenses.

n/a

Career and Technical Education-Perkins IV

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

Provide a brief explanation and breakdown of expenses.

n/a

Career and Technical Education-Perkins IV

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

Provide a brief explanation and breakdown of expenses.

n/a

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

Provide a brief explanation and breakdown of expenses.

n/a

Other

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

Provide a brief explanation and a breakdown of expenses.

n/a

Local Funds

Label	Question	Value
1.	Provide the total	298144.0

Provide a brief explanation and breakdown of expenses.

n/a

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))

We conducted the required Annual Title I meeting on September 20, 2017, in the school library. Notices about the meeting were sent home with students. We also placed an announcement on our Facebook page and our school webpage. Our principal also made an announcement through our rapid notification system.

The following topics were to be discussed at the meeting:

What it means to be a Title school

The 1% Set-Aside

The LEA Title I Plan

The LEA Parental Involvement Plan

The Continuous Improvement Plan

School/Parent Compact

Parent's Right to Know

Highly Qualified Status of Teachers

The Annual Evaluation of the Parental Involvement Plan

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))

The Leadership Team and staff have a strong belief in the importance of parental involvement and therefore will put measures in place to offer parent meetings on a flexible schedule. The Annual Title I Parent meeting was held in September 2017. All parents are invited to participate in the Counselor's Advisory Committee meetings that offer information on things that are going on at the for our students and give them an opportunity for feedback and suggestions. Workshop/sessions will be offered to educate parents on how they can assist their students at home.

We believe in involving parents in all aspects of our school, especially with the Title I programs through the Continuous Improvement Team and Title I committee. The process for involving all parents in decision making will be as follows: The committee will be comprised of at least three parents. The committee meetings will be open to all parents. A parent involvement facilitator and parent leader will be trained on the Title I, Part A, parental involvement and parents' rights. They will serve as representatives on decision-making committees and as contact person for parents with questions about parental involvement and parents' rights. They will keep parents informed of various committee works and receive input from parents about committee decisions. They will assist in evaluating the parental involvement plan and in training other parents to be parent leaders. Title I parents will be introduced to the parent leaders at the annual Title I Parent Meeting at the beginning of the school year. Parents will be reminded of the on-going activities through the website, emails, school cast calls, Facebook, the school handbook, and Remind 101.

The postage that is purchased will be used to communicate grades and other information pertaining to our students. We are also mailing home Scantron Performance Series test scores following each benchmark test.

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))

Parent/ Educator partnerships are vital to student success. A parent meeting is scheduled each quarter. Parent conferences, daily grades, letters, telephone contact, texts from ParentLink, Remind 101 and emails help to ensure open communication, which strengthens partnerships. State assessment scores, along with letters that explain how to read the results, are mailed home from the school. Communication of progress at school is sent home at mid-quarter by homeroom teachers and is available 24/7 on Innow. Incentive programs are used to highlight successes. These include honor roll awards, end of quarter rewards, and attendance awards. Parent conferences are welcomed and encouraged at any time.

Describe how parents, the school staff, and students share responsibility for improved student academic achievement for participating students (How the School-Parent Compact is jointly developed with Title I parents; how it is used, reviewed, and updated). (Sec.1116(d))

The School-Parent Compact was developed through a coordinated effort by faculty and parent representatives. All parents will be given a copy of the new compact. The compact will be discussed with parents and they will be asked to sign the compact signifying their commitment to a working partnership with the school to ensure their child's success. The compact will be discussed with teachers at faculty meetings and each teacher will be given the responsibility of explaining the compact to their students and obtaining their students' signatures. Teachers will then sign the compact and house them in their classrooms for use during parent-teacher and/or student-teacher conferences. The compact will be evaluated and revised annually.

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

A parent meeting is conducted each quarter. Parents may submit comments of dissatisfaction through whatever form of communication they desire. The most common form of communication is phone calls, emails, and letters.

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)

The CIP team for Title I will work diligently to ensure that all parent materials and training are closely aligned with our school's identified goals. Quarterly newsletters that include teaching tips and homework help will be published and given to students and placed on our website and Facebook page. Parents can access their child's Moodle for assignments, instructional videos and tools that have been placed there by content area teachers. Workshops/sessions for parents of struggling learners will help parents understand the goals and expectations for students, as well as, tips for helping students at home.

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)

School personnel will work with teachers through in-services and faculty meetings to understand and facilitate the importance of parental involvement and the acknowledgement of parents in a child's education. The CIP team fro Title I places special emphasis on the need to ensure a closer connection with our transient population. Parents are encouraged at parent meetings to become involved in their student's academic life.

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)

The school will coordinate its parent involvement program for all Title I parents. A bilingual liaison from the county can work with the school in meeting the needs of our ELL population's parents. The system can provide an interpreter when needed for hearing impaired parents. Our special education teachers will meet monthly to review student progress and develop plans that include parental involvement to increase student achievement. In addition, our school hosts an annual meeting for parents of gifted students and works with feeder pattern schools to meet with parents and students on Pre-AP classes. Finally events like workshops/sessions and Parent University for parents of struggling

students will provide information on how parents can more fully participate in the education of their children.

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)

School personnel will send home information regarding all school meetings to parents of ELL children in other languages. In addition, a bilingual liaison and a resource consultant can assist in verbally communicating with parents as needed. Finally, signers for the hearing impaired are available upon request.

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)

School personnel make every effort to work with parents in meeting their requests related to involvement in their child's education. Parents have conveyed in many meetings that they struggle with math homework and a lack of time to complete homework so workshops/sessions for parents of struggling students will be provided. These workshops will help parents to better understand reading and math goals and how to better help students with difficult subject matter. After-school tutoring will also be available for students be highly qualified teachers.

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))

The school provides opportunities for the participation of parents with limited English proficiency and parents with disabilities. every effort is made to accommodate parents with disabilities. Translator programs are used to translate forms and information from English to other languages. The school is a handicapped-accessible building. The system provides an interpreter for hearing impaired parents when needed. For parents who are home-bound, special accommodations will continue to be made to communicate with them by phone and/or through home visits.