



ACIP

Millbrook Middle School

Elmore County Board of Education

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Executive Summary

Introduction

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

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

Description of the School

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

Millbrook Middle School (MMS) includes grades fifth through eighth with students from Coosada, Deatsville, Elmore, Millbrook and Prattville. The student population has a significant number of military dependents due to the proximity of Maxwell Air Force Base and Gunter Annex in nearby Montgomery. Millbrook has shown a 41% growth in population over the last ten years with the population rising from 10,386 citizens in the 2000 census to 14,640 citizens in the last census. However, population growth is outpacing estimates with the population in 2013 of Millbrook at over 15,314. The area is rapidly growing making it the largest city in Elmore County and the fastest growing city in central Alabama.

According to the 2016-2017 school demographics, there are 1,203 students currently at MMS comprised of 623 boys and 580 girls. Racially, the school has 582 White, 490 Black, 79 Hispanic, and 22 Asian. MMS has 132 students in special education, and 96 labeled as gifted and talented. Of these 96, 57 receive direct services and 39 are indirect. At Millbrook Middle, 551 students receive free lunch and 103 receive reduced lunch.

There are 64 certified personnel on campus at MMS. Of the 64 certified personnel, 30 educators hold master's degrees (47%) and four have education specialist degrees. According to the latest census, most of the parents of MMS students are likely to have a high school diploma with a much smaller percentage being college graduates. In general, parents show a high degree of satisfaction with the school, but there is no strong impetus from the majority of parents to increase academic rigor.

The public and private sectors provide significant employment for Millbrook residents. The city is flourishing commercially with new and expanding businesses which offer convenience and create jobs locally. The Millbrook area's appeal is due in part to the perception that we have a good public school system, low crime rates, appealing residential developments, a beautiful environment, and accessibility to interstates 65 and 85. ARIS is the newest school in the city and feeds into MMS when students transition to fifth grade. Students exiting MMS attend Stanhope Elmore High School. Conversation and collaboration between feeder schools occurs frequently through the guidance department, band, and athletic programs as well as specific collaborative efforts such as a joint data meeting with ARIS and vertical alignment meetings with CES and ARIS.

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.

Millbrook Middle School, along with the Elmore County Public School, adopted a new district-wide vision. Our vision is Every Student Empowered Every Student Succeeds. Millbrook Middle School (MMS) recently revised and adopted a new vision and mission statement to ensure students' success is the main goal in preparing them for the 21st century. This comprehensive process of reviewing, revising, and communicating a school vision and mission statement included all stakeholders' advice and opinions. The mission of MMS is to prepare lifelong learners in a relevant, engaging, safe, and positive learning environment. The vision of MMS is to prepare students to be globally excellent in all educational endeavors. MMS believes all individuals have the right to become the best they can be and all individuals deserve reciprocal respect. All individuals deserve fair and equitable treatment, because all individuals are unique and have needs that must be met. All individuals have self-worth and dignity and are influenced by the learning which takes place in school. All individuals have the right to an environment which is conducive to learning, the right to be free of fear or intimidation, and the right to feel secure in their environment.

MMS offers their students a rigorous curriculum through our Enrichment Placement courses in fifth-eighth grade, as well as facilitates students through intervention with the Math 180, study hall programs, and RTI using the Coach and Crosswalk books. MMS also offers tutoring after school with SOAR. Some teachers also offer after school tutoring in their classrooms. Millbrook Middle School encourages teachers to implement Alabama Math, Science and Technology Initiative (AMSTI), Laying the Foundation (LTF) and Alabama Reading Initiative (ARI) strategies. Eighth grade students take the Explore Test to gain an insight on their high school course and career paths. MMS also offers Career Prep for eighth grade students. Students in the sixth grade participate in the Marshall Anderson Challenge Course (MACC) and the Lanark Water Festival which fosters team-building among classmates. MMS has a Problem Solving Team (PST) to help teachers recognize and help struggling students succeed. MMS also enforces the Positive Behavior Support (PBS) to recognize and encourage students for their good behavior. All of these programs ensure all learners have their needs met and have the skills necessary to be successful. MMS also offers a before and after school program 21st Century Community Learning Center. This program provides care, meals, homework assistance, and enrichment activities such as field trips and other varied opportunities. This program also offers a two-week summer enrichment.

The faculty and staff at MMS are constantly searching for new ways to improve their school to ensure the needs of their students are being met.

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.

The goals of the Continuous Improvement Plan (CIP) . ACT Aspire Interim Assessments are utilized three times per year in math, reading, and science. The data from these assessment drives instruction at MMS. All teachers in their first three years of teaching in Elmore County must participate in the Mentoring Program.

Students at MMS in grades fifth-eighth participate in Mentoring Mustangs for Success, an advisory program. These students are assigned an adult advocate with a focus in 2016-2017 on the Seven Habits of Highly Effective Teens.

Veronica Montgomery, a junior high math teacher was selected as the Elmore County Secondary Teacher of the Year for 2015-2016.

During the 2015-2016 school year, MMS placed an emphasis on clubs with the creation of various clubs. The emphasis has continued into the 2016-2017 year with the creation of additional clubs and activities for all students in grades 5-8.

Additional Information

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

Millbrook Middle School has a stable administration with having the same principal for the last four years. MMS is constantly updating technology. MMS now has digital signage with school information and achievements in the common areas. The media center has obtained laptop computers. The library has a mobile Smartboard. MMS has added two additional computer labs. There will be another lab added in October 2016 which will bring the count to five. In the fall of 2016, a digital Marquis will be added to the entrance to MMS.

Building 200 had a new roof installed during the 2016 summer. Awnings have been added to the front and back of the 200 Building as well. Buildings 200 and 300 were painted during the summer of 2016. New carpet has been added to several classrooms at the teachers' requests. Every February MMS sponsors a program honoring achievements and contributions of African Americans, past and present.

Millbrook Middle School is dedicated to the growth of students, by providing a long range of activities and opportunities that extend beyond the classroom walls. The school serves as a 21st Century Community Learning Center location. This program is voluntary, enrichment program that provides students with homework time, academic strengthening and physical fitness. The 21st Century Program is a family and community based program, which provides opportunities for involvement and participation for all family members, as well as community leaders.

TECHNOLOGY IMPROVEMENTS/ADVANCEMENTS

Elmore County Public Schools is currently upgrading its current 300 Mbps fiber internet connection to a more robust 500 Mbps. Offices and classrooms within the district possess both 10/100 Mbps and 1 Gbps switches at the edge. The District's wide area network (WAN) is comprised of 1 Gbps links between all sites and a 10 Gbps aggregate handoff to our ISP. Possessing a full fiber rich network means upgrading to faster speeds will only involve endpoint upgrades. Elmore County reports that the district is currently able to provide students and staff with suitable access; however, with the sharp increase in online textbooks, assessments, collaboration tools, and social media, current speeds need to be bolstered. The District believes technology integration in learning is a priority; it is their goal to incrementally increase over the next several years, bandwidth until 1 Gbps speeds are reached. Additionally, the district would like to increase the links between schools to 10 Gbps connections. The increased bandwidth, paired with rigorous professional development and "blended learning" strategies, can help to enhance student achievement and retention as well as change the very notion of learning itself.

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.

Millbrook Middle School strives to involve all stakeholders in the development, implementation, and analysis of our continuous improvement plan. The plan is analyzed and reviewed throughout the course of each school year by conducting walkthrough observations, having data meetings, and analyzing available data to make adjustments. The CIP is also monitored through LEA walkthrough observations and feedback throughout the course of each school year as well. Evidence is collected and analyzed throughout the course of the year by the Instructional Leadership Team. In the spring, of each year, the staff at Millbrook Middle School completes the Reflections and Projections process for the CIP. The subject area department teams for each grade level start the process by reviewing the plan. The goal is to review each strategy and action step for the CIP and place in one of the following four categories: 1. Keep the Strategy 2. Keep the Strategy but Adjust 3. Remove the Strategy 4. Add Additional Strategy. The next step in the process is for the School Improvement Team to review the findings of the departments and grade level teams. All available data is analyzed in determining the strategies for the Continuous Improvement Plan including: ACT Aspire, ACT Periodic Assessments in Reading, Math and Science (5th and 7th grade only) student academic grades for all core subject areas, student and teacher attendance, and student discipline. Teachers were selected from each grade level and subject matter to serve as representatives for their peers. They were debriefed on their responsibilities during the first ILT meeting. Each teacher was given a copy of the ACT Aspire reports. They were asked to identify the strengths and weaknesses of their respective subjects. The student representatives reviewed the action steps and provided input concerning the effectiveness or ineffectiveness of strategies. Parents and community leaders were also included to provide feedback on ways to increase the overall school culture. All meetings were held after school to accommodate all stakeholders.

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

All pertinent information was shared with the staff, parents, and community leaders. The stakeholders provided input on the following: the elements that have been mastered but still require continued monitoring; the elements that have not been mastered and must be included in the CIP, and elements have been successfully mastered and need not be included in the 2016-2017 CIP. In Quarter 1, of the 2016-2017 school year, the Instructional Leadership Team convened to disaggregate standardized longitudinal assessment data, ACT Aspire, and technology survey results, student and teacher attendance, demographics, SIR report, Educate Alabama data, and other local data. Results were shared with school faculty, staff, parents, students, and other stakeholders. The Instructional Leadership Team worked collaboratively to suggest strategies, professional development, school culture changes and budget requirements for the CIP plan.

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

The CIP for the 2016-2017 school year has been emailed to the faculty and staff and shared with all stakeholders via the CIP, one-pager [newsletter](#). Millbrook Middle School strives to involve all stakeholders in the development, implementation, and analysis of our continuous
SY 2016-2017

improvement plan. The plan is analyzed and reviewed throughout the course of each school year by conducting walkthrough observations, having data meetings, and analyzing available data to make adjustments. The CIP is also monitored through LEA walkthrough observations and feedback throughout the course of each school year. Evidence is collected and analyzed throughout the course of the year by the Instructional Leadership Team . Requested modifications will be examined and decisions will be made by the Instructional Leadership Team and the Continuous Improvement Plan members. The Reflections and Projections process begins each spring.

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		2016 MMS Student Performance Data Document

Evaluative Criteria and Rubrics

Overall Rating: 3.0

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

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

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

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates achievement gaps exist among subpopulations of students, and that minimal or no change has occurred in these achievement gaps.	Level 1

Areas of Notable Achievement

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

At this time, our students are demonstrating growth on the ACT Aspire. However, our students are still working to exceed the expected levels of performance. There are no areas above expected levels of performance at this time.

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

Overall Millbrook Middle increased the number of ready students in Reading from 23% (2015) to 35% (2016).

Which area(s) indicate the overall highest performance?

6th grade Math is the area that indicates the overall highest performance at 61% proficiency.

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

2016 is the first assessment year in which we were provided data by sub populations and demographics. We are still unable to assess a trend in performance by subgroups as this information has not been provided to us.

Between which subgroups is the achievement gap closing?

2016 is the first assessment year in which we were provided data by sub populations and demographics. We do not yet have data to determine between which subgroups the achievement gap is closing.

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

Comparing the ACT Aspire Summative data to Interim III assessment. We found the following: 33% of all students were proficient in Math according to the Interim III ACT Aspire and 38% were proficient in Math according to the ACT Aspire summative data. This data was consistent on both assessments.

There are discrepancies in the findings that are related to the fact that the Interim III Assessment did not have time limits nor did it include constructed response items.

Areas in Need of Improvement

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

At this time all of our students are performing at the expecting levels of performance.

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

Overall math is the area that is showing a negative trend in performance, with decreases school wide from 44% proficiency in 2015 to 38% proficiency in 2016.

Which area(s) indicate the overall lowest performance?

Reading indicates the overall lowest performance in 7th grade with 24% proficiency.

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

2016 is the first assessment year in which we were provided data by sub populations and demographics. We are still unable to assess a trend in performance by subgroups as this information has not been provided to us.

Between which subgroups is the achievement gap becoming greater?

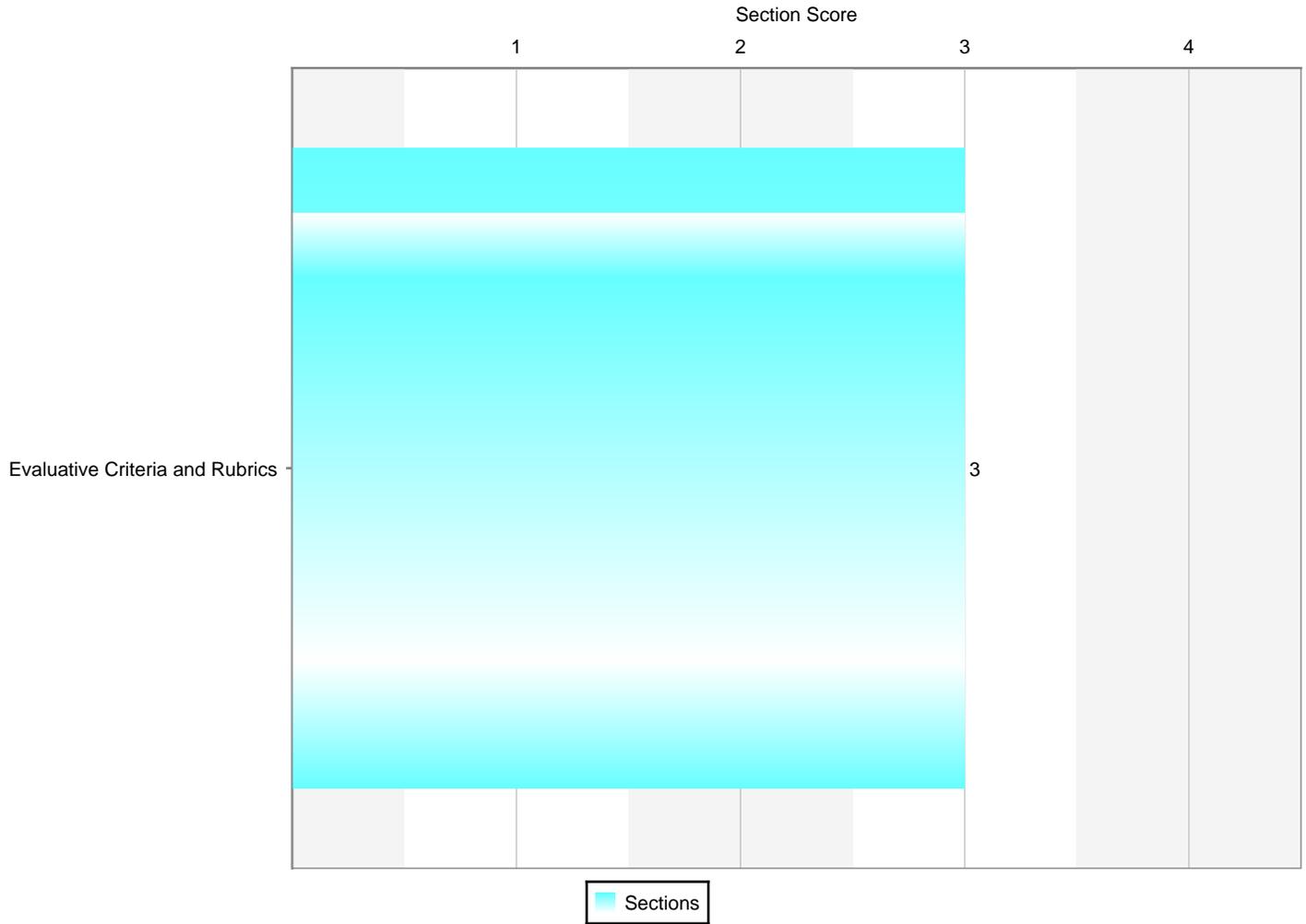
2016 is the first assessment year in which we were provided data by sub populations and demographics. We do not yet have data to determine between which subgroups the achievement gap is closing.

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

Comparing the ACT Aspire Summative data to the Interim III Assessments we found the following: 28% of all students were not proficient in Math according to the Interim III ACT Aspire and 29% were not proficient in Math according to the ACT Aspire summative data. This data was consistent on both assessments. There are discrepancies in the findings that are related to the fact that the Interim Assessment did not have time limits nor did it include constructed response items. The summative assessment was timed and included multi-step, constructed response items.

Report Summary

Scores By Section



ACIP Assurances

Introduction

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

ACIP Assurances

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

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	Steve McKenzie, Assistant Superintendent 100 H H Robison Drive Wetumpka, AL 36092 (334) 567-1200	

Label	Assurance	Response	Comment	Attachment
4.	The institution has a Parent Involvement policy and plan as required in NCLB Section 1118, and ensures that all requirements in Section 1118 and 1111(h)(6), Parents' Right-to-Know, are implemented systematically.	Yes		2016-2017 Parental Involvement Plan

Label	Assurance	Response	Comment	Attachment
5.	The institution has a School-Parent Compact. If a Title I school, the School-Parent Compact contains the required components (NCLB Section 1118(d)(1-2)(A,B,C)) and was jointly developed with parents of participating students.	Yes		2016-2017 School Parent Compact

2016-2017 ACIP

Overview

Plan Name

2016-2017 ACIP

Plan Description

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	The faculty and staff of Millbrook Middle School will move instruction from a teacher centered focus to a student-centered focus.	Objectives: 1 Strategies: 2 Activities: 2	Organizational	\$0
2	All students at Millbrook Middle School will become more proficient in math.	Objectives: 1 Strategies: 2 Activities: 2	Academic	\$0
3	All students at Millbrook Middle School will demonstrate an increase in proficiency in Reading.	Objectives: 1 Strategies: 2 Activities: 2	Academic	\$0
4	ELL Goal AMAO A	Objectives: 1 Strategies: 2 Activities: 3	Academic	\$0
5	ELL Goal AMAO B	Objectives: 1 Strategies: 2 Activities: 2	Academic	\$0
6	All 5th and 7th grade students will demonstrate an increase in proficiency in Science.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0

Goal 1: The faculty and staff of Millbrook Middle School will move instruction from a teacher centered focus to a student-centered focus.

Measurable Objective 1:

collaborate to move instruction from teacher-centered focus to student-centered by 05/25/2017 as measured by a 2% increase in parent, staff, and student survey results.

Strategy 1:

LTF - All of 5th and 6th grade teachers and all 7th through 8th Math, ELA and Social Studies teachers will be trained. Teachers will be trained in Laying the Foundation (professional development provided by A+ College Ready focusing on student centered instruction) which provides teachers with specific strategies geared toward increasing student engagement and rigor.

Category: Develop/Implement Professional Learning and Support

Activity - LTF	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each teacher will obtain at least 19 specific content-related lessons and strategies by the end of the training in addition to a portfolio of content-related lessons that they will have collaborated and practiced on with their peers.	Professional Learning	08/10/2015	05/25/2017	\$0	No Funding Required	All teachers

Strategy 2:

eleot - All faculty and staff of Millbrook Middle School will receive training on using eleot as a tool for increasing student engagement.

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

Activity - eleot Training/Certification	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All administrators will become certified in using the eleot observation tool. All teachers will be observed using the eleot tool only for the purpose of increasing student centered learning.	Professional Learning	02/01/2016	05/25/2017	\$0	State Funds	All certified staff

Goal 2: All students at Millbrook Middle School will become more proficient in math.

Measurable Objective 1:

100% of All Students will demonstrate a proficiency increase of 2% in Mathematics by 05/25/2017 as measured by ACT Aspire.

Strategy 1:

Standards Based Instruction - All math teachers will utilize the Common Core Coach book to provide standards based guided practice and independent practice. This will also serve as a form of formative assessment used to drive instruction.

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

Research Cited: Seeley defines formative assessment as “the day-to-day monitoring of what students are learning.”

(2009, p. 189) Formative assessment can appear in a classroom as a teacher analyzing student work, conducting interviews and observations of students as they perform mathematical tasks, quizzes and tests, portfolios, and projects. Based on their examination of promising studies regarding the power of formative assessment, the NMAP “recommends regular use of formative assessment for students in the elementary grades.” (2008, p. xxiii)

Activity - Common Core Coach	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use this resource to remediate weak areas and serve as formative assessment to monitor student progress.	Academic Support Program	08/08/2016	05/25/2017	\$0	No Funding Required	All Math Teachers

Strategy 2:

Strategic Teaching - All teachers will incorporate DOK questions that are aligned with levels two and three to increase student engagement and improve teaching and learning.

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

Research Cited: The NMAP (2008) found that explicit instruction in problem solving is appropriate for students, especially students who may struggle with learning mathematics.

Activity - DOK Questioning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher will plan and implement lessons using the DOK questions.	Academic Support Program	08/08/2016	05/25/2017	\$0	No Funding Required	All Math Teachers

Goal 3: All students at Millbrook Middle School will demonstrate an increase in proficiency in Reading.

Measurable Objective 1:

100% of Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency increase of 5 percent in Reading by 05/25/2017 as measured by ACT Aspire..

Strategy 1:

Standards Based Instruction - All teachers will utilize the Common Core Coach book to provide standards based guided practice and independent practice . This will also serve as formative assessment used to drive instruction.

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

Research Cited: Seeley defines formative assessment as “the day-to-day monitoring of what students are learning.”

(2009, p. 189) Formative assessment can appear in a classroom as a teacher analyzing student work, conducting interviews and observations of students as they perform mathematical tasks, quizzes and tests, portfolios, and projects. Based on their examination of promising studies regarding the power of formative assessment, the NMAP “recommends regular use of formative assessment for students in the elementary grades.” (2008, p. xxiii)

Activity - Common Core Coach	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use this resource to remediate weak areas and serve as formative assessment to monitor student progress.	Academic Support Program	08/08/2016	05/25/2017	\$0	No Funding Required	All Reading teachers.

Strategy 2:

Strategic Teaching - All teachers will incorporate DOK questions that are aligned with levels two and three to increase student engagement and improve teaching and learning.

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

Research Cited: The DOK (Norman Webb, 1997) reflects a different level of cognitive expectation required to complete a task.

Activity - DOK Questioning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will plan and implement lessons using the DOK questions.	Academic Support Program	08/08/2016	05/25/2017	\$0	No Funding Required	All teachers

Goal 4: ELL Goal AMAO A

Measurable Objective 1:

57% of English Learners students will demonstrate a proficiency Level gain of 0.5 or higher in English Language Arts by 05/25/2017 as measured by 2016 ACCESS for ELLs assessment.

Strategy 1:

WIDA ESL Training - Teachers of English Learners will attend annual WIDA ESL training.

Category: Develop/Implement Professional Learning and Support

Activity - WIDA ESL Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will attend annual WIDA ESL training.	Professional Learning	08/08/2016	05/25/2017	\$0	Title III	All teachers

Strategy 2:

EL Reform Strategy - Teachers of English Learners will use Model Performance Indicators (Can Do's) as guidance for developing language objectives that focus on and are not limited to, the language domains of reading, writing, and listening.

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

Activity - Language Acquisition	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A county designated Instructor will use Finish Line, Daily Academic Vocabulary, and Read Naturally with students to teach language acquisition.	Academic Support Program	08/10/2015	05/25/2017	\$0	No Funding Required	The EL Coordinator

Activity - IELP for EL Students	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The ESL committee will write an IELP for identified EL students that were not proficient to make sure they have appropriate accommodations in reading, writing, listening, and speaking.	Academic Support Program	08/10/2015	05/25/2017	\$0	No Funding Required	IELP team

Goal 5: ELL Goal AMAO B

Measurable Objective 1:

22% of English Learners students will demonstrate a proficiency level of 4.8 or higher in English Language Arts by 05/20/2016 as measured by 2015 ACCESS for ELLs assessment.

Strategy 1:

WIDA ESL Training - Teachers of English Learners will attend annual WIDA ESL training.

Category:

Activity - WIDA ESL Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers of English Learners will attend annual WIDA ESL training.	Professional Learning	08/10/2015	05/20/2016	\$0	No Funding Required	All teachers

Strategy 2:

Model Performance Indicators - Teachers of English Learners will use Model Performance Indicators (Can Do's) as guidance for developing language objectives that focus on and are not limited to, the language domains of reading, writing, and listening.

Category:

Activity - Language Acquisition	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A county designated Instructor will use Finish Line, Daily Academic Vocabulary, Rosetta Stone and Read Naturally with students to teach language acquisition.	Academic Support Program	08/04/2014	05/22/2015	\$0	No Funding Required	The EL Coordinator

Goal 6: All 5th and 7th grade students will demonstrate an increase in proficiency in Science.

Measurable Objective 1:

demonstrate a proficiency increase of 5% by 05/25/2017 as measured by ACT ASPIRE..

Strategy 1:

AMSTI-The Five E+ I/A - Teachers will facilitate learning of the 5 E's, which helps student to describe a phase of learning, and each phase begins with the letter "E": Engage, Explore, Explain, Elaborate, and Evaluate. The 5 E's allows students and teachers to experience common activities, to use and build on prior knowledge and experience, to construct meaning, and to continually assess their understanding of a concept.

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

Research Cited: In response to our nation's declining competitiveness in the science, technology, engineering, and mathematics (STEM) fields, the National Research Council (NRC) published a research-based report on teaching and learning science in a 2012 document titled A Framework for K-12 Science Education: Practices, Crosscutting Concepts, and Core Ideas. This document proposes a new approach to K-12 science education through the integration of engineering design and engineering practices within the context of science content instruction. Supported by the NRC framework and our state's College- and Career-Readiness (CCR) Anchor Standards for Reading and for Writing (Appendix A), the goal of Alabama's K-12 science education standards is scientific and engineering literacy for all Alabama students. The 2015 Alabama Course of Study: Science defines the minimum required content that students should master to achieve this goal.

ACIP

Millbrook Middle School

Activity - DOK Questioning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will plan and implement lessons using the DOK questions.	Academic Support Program	08/08/2016	05/25/2017	\$0	No Funding Required	All teachers

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title III

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
WIDA ESL Training	Teachers will attend annual WIDA ESL training.	Professional Learning	08/08/2016	05/25/2017	\$0	All teachers
Total					\$0	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
WIDA ESL Training	Teachers of English Learners will attend annual WIDA ESL training.	Professional Learning	08/10/2015	05/20/2016	\$0	All teachers
Language Acquisition	A county designated Instructor will use Finish Line, Daily Academic Vocabulary, Rosetta Stone and Read Naturally with students to teach language acquisition.	Academic Support Program	08/04/2014	05/22/2015	\$0	The EL Coordinator
DOK Questioning	Teachers will plan and implement lessons using the DOK questions.	Academic Support Program	08/08/2016	05/25/2017	\$0	All teachers
DOK Questioning	Teacher will plan and implement lessons using the DOK questions.	Academic Support Program	08/08/2016	05/25/2017	\$0	All Math Teachers
Language Acquisition	A county designated Instructor will use Finish Line, Daily Academic Vocabulary, and Read Naturally with students to teach language acquisition.	Academic Support Program	08/10/2015	05/25/2017	\$0	The EL Coordinator
IELP for EL Students	The ESL committee will write an IELP for identified EL students that were not proficient to make sure they have appropriate accommodations in reading, writing, listening, and speaking.	Academic Support Program	08/10/2015	05/25/2017	\$0	IELP team
LTF	Each teacher will obtain at least 19 specific content-related lessons and strategies by the end of the training in addition to a portfolio of content-related lessons that they will have collaborated and practiced on with their peers.	Professional Learning	08/10/2015	05/25/2017	\$0	All teachers
DOK Questioning	Teachers will plan and implement lessons using the DOK questions.	Academic Support Program	08/08/2016	05/25/2017	\$0	All teachers

ACIP

Millbrook Middle School

Common Core Coach	Teachers will use this resource to remediate weak areas and serve as formative assessment to monitor student progress.	Academic Support Program	08/08/2016	05/25/2017	\$0	All Math Teachers
Common Core Coach	Teachers will use this resource to remediate weak areas and serve as formative assessment to monitor student progress.	Academic Support Program	08/08/2016	05/25/2017	\$0	All Reading teachers.
Total					\$0	

State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
eleot Training/Certification	All administrators will become certified in using the eleot observation tool. All teachers will be observed using the eleot tool only for the purpose of increasing student centered learning.	Professional Learning	02/01/2016	05/25/2017	\$0	All certified staff
Total					\$0	

Stakeholder Feedback Diagnostic

Introduction

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

Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes		2016 Stakeholder Feedback Document

Evaluative Criteria and Rubrics

Overall Rating: 3.0

	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	One or more of the stakeholder questionnaires had an average item value below 3.20 (on a 5.0 scale). Results of stakeholder feedback collected by the institution were indifferently analyzed and presented with little clarity.	Level 2

Areas of Notable Achievement

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

Standard 1: Purpose and Direction	Student Indicator (Grades 3-5): 2.9
Standard 2: Governance and Leadership	Staff Indicator: 4.34
Standard 3: Teaching and Assessing for Learning	Student Indicator (Grade 6-12): 3.72

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

According to the Stakeholder Feedback Document, parents scored the highest on indicator 1.1 (2015 - 3.81, and 2012 - 3.99). Staff scored the highest on indicator 1.3 (2015 - 4.38 and 2012 - 4.51). Students in grades 3-5 scored the highest on indicator 1.1 (2015 - 2.94 and 2012 - 2.91). Students in grades 6-12 scored the highest on indicator 5.4 (2015 - 3.86 and 2012 - 3.94).

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

Millbrook Middle School does not have another data source in which to make the comparison.

Areas in Need of Improvement

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

Based on the 2016 Stakeholder Feedback, the staff stated they were least satisfied with indicator 3.8 with a score of 3.95. The students in grades 3-5 indicated they were least satisfied with indicator 5.1 with a score of 2.07. The students in grades 6-12 indicated they were least satisfied with indicator 4.3 with a score of 2.97.

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

Based on the Stakeholder Feedback Document, the parents, staff, and student survey results did not indicate trends showing decreasing satisfaction with any standards or indicators.

What are the implications for these stakeholder perceptions?

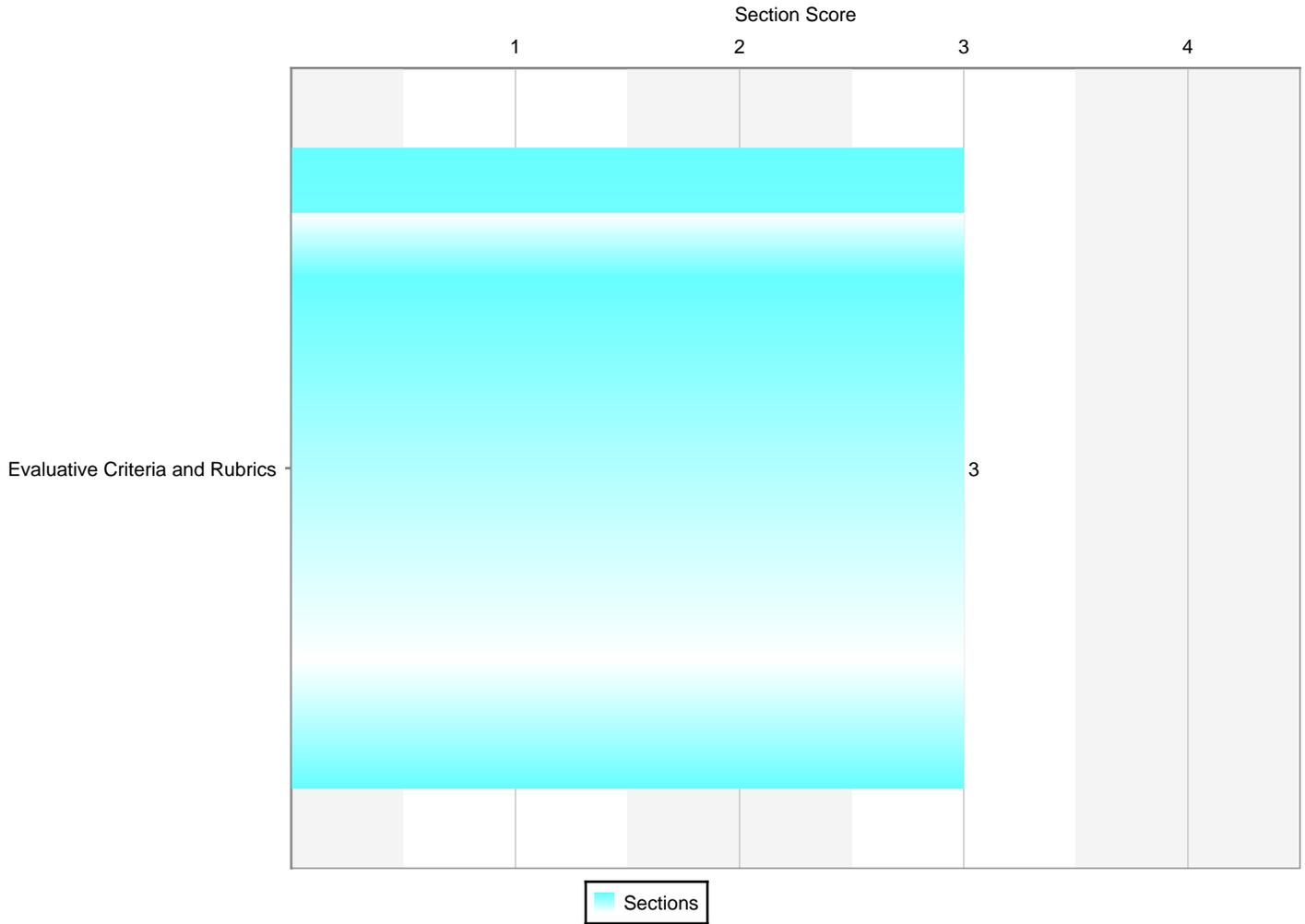
97.79% of the parents stated they understand their child's report cards and test scores.

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

Millbrook Middle School does not have any other data source with which to make a comparison.

Report Summary

Scores By Section



Title I Schoolwide Diagnostic

Introduction

This diagnostic tool is aligned to requirements for Title I Schoolwide schools. As described in sections 1111(b)(1), 1114 (b)(1)(A)] and 1309(2) of the Elementary and Secondary Education Act (ESEA), 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

1. How was the comprehensive needs assessment conducted?

The Elmore County Public Schools Comprehensive Needs Assessment was conducted online in May of 2016. The Federal Programs Advisory Committee met and revised the online survey in January of 2016. Email reminders were sent to remind all faculty and staff members to participate in the survey. Results from high stakes assessments are distributed at the beginning of the school year. After the faculty receives the school's data, we then disaggregated the data to identify strengths and weaknesses. The Instructional Leadership Team (ILT) met in small groups to discuss the areas of focus. From this meeting the ILT members then shared pertinent findings and work with their grade levels to create 45 Day Action Plan linked to the ACIP that improves student achievement. Standardized test data, Educate Alabama data, school incidence report data, survey data, teacher certification records, attendance reports, and ELL data were reviewed to enhance our teachers' instruction. Through faculty meetings, data meetings, and grade level meetings, the members of the ILT collaborated with the faculty and staff to identify the areas of need. A comprehensive assessment, including an analysis and summary of student academic needs by grade level, student subgroup, and subjects, was created using the following assessments: 2016 scores from the ACT Aspire, ACT Aspire Periodic Interim Assessments, STAR data, attendance reports and incidence reports.

2. What were the results of the comprehensive needs assessment?

The results revealed that overwhelmingly Title I teachers work closely with other teachers and staff to utilize student achievement data to improve instructional decisions. Additionally, Title I teachers do a very good job keeping faculty and staff members informed about the academic progress of intervention students. Title I teachers also demonstrate respect for individual differences of ethnicity, race, language, culture, gender, and ability for served students.

3. What conclusions were drawn from the results?

The comprehensive needs assessment provided affirmation that the school and school system has high expectations for all students. Additionally, the school and the school district work together to help identify needs of students. Finally, the comprehensive needs assessment revealed that the majority of teachers feel that curriculum, instruction, and assessments are aligned with College and Career Ready Standards.

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

Multiple pieces of data were considered in analyzing perception, student achievement, school programs/ process, and demographic data. The data was analyzed by the district and shared with Title I schools. Additionally, Title I teachers shared this process at the Annual Title I Parent Meeting.

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

The school works collaboratively with the district to align priorities and identify needs. District initiatives are established to provide supplemental resources to schools and to increase student achievement.

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

Goals are created by the school and school system by focusing on organizational goals, academic goals and as well as specific goals for the school. Goals are reflective of many data sources and are considered when narrowing the focus on specific needs. The goals portray a clear and detailed analysis of multiple types of data in that they are all tied to the parent, student, and staff survey and ACT Aspire results. The feedback from all data sources is consistent-helping to implement a clear plan with attainable goals.

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

The Title I Plan provides guidance to schools on creating specific goals that give students the opportunity to meet the state's academic achievement standards. Additionally, the Title I Plan provides guidance to Title I schools for supplementing and strengthening the core academic program. We have created school wide goals with a special effort concentrated in small group instruction for all students and increased engagement for all students. These goals directly benefit all students while giving the intense intervention and recognition to all students including students with special needs and at-risk students.

Component 2: Schoolwide Reform Strategies

1. Identify the strategies in the schoolwide plan that focus on helping all students reach the State's standards.

Goal 1:

All students at Millbrook Middle School will demonstrate an increase in proficiency in math.

Measurable Objective 1:

100% of All Students will demonstrate a proficiency with a 5% increase in Mathematics by 05/25/2017 as measured by ACT ASPIRE..

Strategy1:

Common Core Coach - Teachers will use outside co-teacher resources and the CCC book to remediate weak areas.

Category:

Research Cited:

Activity - Co-Teacher	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will contact Kristy Mann to help teach/co-teach AMSTI lessons on ratios. For other lessons, teachers will use team math/AMSTI materials that are available.	Academic Support Program	10/28/2013	12/19/2013	\$0 - No Funding Required	Mrs. Barnes, Mrs. Fields, Mrs. Mann, Coach McDaniel, Mrs. Morales, Mrs. Grayson

Activity - Learnzillion.com	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will access learnzillion.com to strengthen weak math areas.	Academic Support Program	10/28/2013	12/19/2013	\$0 - No Funding Required	Mrs. Barnes, Mrs. Fields, Mrs. Mann, Coach McDaniel, Mrs. Morales, Mrs. Grayson

Activity - Common Core Coach	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use Common Core Coach as a resource to remediate weak areas.	Academic Support Program	10/28/2013	12/19/2013	\$0 - No Funding Required	Mrs. Barnes, Mrs Fields, Mrs. Mann, Coach McDaniel, Mrs. Morales, Mrs. Grayson

Goal 2:

All students at Millbrook Middle School will demonstrate an increase in proficiency in Reading.

Measurable Objective 1:

100% of Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency increase of 5 percent in Reading by 05/25/2017 as

measured by ACT Aspire..

Strategy1:

Strategic Teaching - All teachers will incorporate DOK questions that are aligned with levels two and three to increase student engagement and improve teaching and learning.

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

Research Cited: The DOK (Norman Webb, 1997) reflects a different level of cognitive expectation required to complete a task.

Activity - DOK Questioning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will plan and implement lessons using the DOK questions.	Academic Support Program	08/08/2016	05/25/2017	\$0 - No Funding Required	All teachers

Strategy2:

Standards Based Instruction - All teachers will utilize the Common Core Coach book to provide standards based guided practice and independent practice . This will also serve as formative assessment used to drive instruction.

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

Research Cited: Seeley defines formative assessment as “the day-to-day monitoring of what students are learning.”

(2009, p. 189) Formative assessment can appear in a classroom as a teacher analyzing student work, conducting interviews and observations of students as they perform mathematical tasks, quizzes and tests, portfolios, and projects. Based on their examination of promising studies regarding the power of formative assessment, the NMAP “recommends regular use of formative assessment for students in the elementary grades.” (2008, p. xxiii)

Activity - Common Core Coach	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use this resource to remediate weak areas and serve as formative assessment to monitor student progress.	Academic Support Program	08/08/2016	05/25/2017	\$0 - No Funding Required	All Reading teachers.

Goal 3:

All 5th and 7th grade students will demonstrate an increase in proficiency in Science.

Measurable Objective 1:

demonstrate a proficiency increase of 5% by 05/25/2017 as measured by ACT ASPIRE..

Strategy1:

AMSTI-The Five E+ I/A - Teachers will facilitate learning of the 5 E's, which helps student to describe a phase of learning, and each phase begins with the letter "E": Engage, Explore, Explain, Elaborate, and Evaluate. The 5 E's allows students and teachers to experience common activities, to use and build on prior knowledge and experience, to construct meaning, and to continually assess their understanding of a concept.

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

Research Cited: In response to our nation's declining competitiveness in the science, technology, engineering, and mathematics (STEM) fields, the National Research Council (NRC) published a research-based report on teaching and learning science in a 2012 document titled A Framework for K-12 Science Education: Practices, Crosscutting Concepts, and Core Ideas. This document proposes a new approach to K-12 science education through the integration of engineering design and engineering practices within the context of science content instruction. Supported by the NRC framework and our state's College- and Career-Readiness (CCR) Anchor Standards for Reading and for Writing (Appendix A), the goal of Alabama's K-12 science education standards is scientific and engineering literacy for all Alabama students. The 2015 Alabama Course of Study: Science defines the minimum required content that students should master to achieve this goal.

Activity - DOK Questioning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will plan and implement lessons using the DOK questions.	Academic Support Program	08/08/2016	05/25/2017	\$0 - No Funding Required	All teachers

2. Identify the strategies in the schoolwide plan that increase the quality and quantity of instruction.

Goal 1:

The faculty and staff of Millbrook Middle School will move instruction from a teacher centered focus to a student-centered focus.

Measurable Objective 1:

collaborate to move instruction from teacher-centered focus to student-centered by 05/20/2016 as measured by a 2% increase in parent, staff, and student survey results.

Strategy1:

LTF - All of 5th and 6th grade teacher and all 7th through 12th Math, ELA and Social Studies teachers will be trained. Teachers will be trained in Laying the Foundation (professional development provided by A+ College Ready focusing on student centered instruction) which provides teachers with specific strategies geared toward increasing student engagement.

Category: Develop/Implement Professional Learning and Support

Research Cited:

Activity - LTF	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each teacher will obtain at least 19 specific content-related lessons and strategies by the end of the training in addition to a portfolio of content-related lessons that they will have collaborated and practiced on with their peers.	Professional Learning	08/10/2015	05/25/2016	\$0 - No Funding Required	All teachers

3. Identify the research-based reform strategies in the schoolwide plan that align with the findings of the needs assessment.

Goal 1:

All students at Millbrook Middle School will demonstrate an increase in proficiency in math.

Measurable Objective 1:

100% of All Students will demonstrate a proficiency with a 5% increase in Mathematics by 05/25/2017 as measured by ACT ASPIRE..

Strategy1:

Common Core Coach - Teachers will use outside co-teacher resources and the CCC book to remediate weak areas.

Category:

Research Cited:

Activity - Co-Teacher	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will contact Kristy Mann to help teach/co-teach AMSTI lessons on ratios. For other lessons, teachers will use team math/AMSTI materials that are available.	Academic Support Program	10/28/2013	12/19/2013	\$0 - No Funding Required	Mrs. Barnes, Mrs. Fields, Mrs. Mann, Coach McDaniel, Mrs. Morales, Mrs. Grayson

Activity - Learnzillion.com	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will access learnzillion.com to strengthen weak math areas.	Academic Support Program	10/28/2013	12/19/2013	\$0 - No Funding Required	Mrs. Barnes, Mrs. Fields, Mrs. Mann, Coach McDaniel, Mrs. Morales, Mrs. Grayson

Activity - Common Core Coach	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use Common Core Coach as a resource to remediate weak areas.	Academic Support Program	10/28/2013	12/19/2013	\$0 - No Funding Required	Mrs. Barnes, Mrs Fields, Mrs. Mann, Coach McDaniel, Mrs. Morales, Mrs. Grayson

Goal 2:

All students at Millbrook Middle School will demonstrate an increase in proficiency in Reading.

Measurable Objective 1:

100% of Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency increase of 5 percent in Reading by 05/25/2017 as measured by ACT Aspire..

Strategy1:

Standards Based Instruction - All teachers will utilize the Common Core Coach book to provide standards based guided practice and
SY 2016-2017

independent practice . This will also serve as formative assessment used to drive instruction.

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

Research Cited: Seeley defines formative assessment as “the day-to-day monitoring of what students are learning.”

(2009, p. 189) Formative assessment can appear in a classroom as a teacher analyzing student work, conducting interviews and observations of students as they perform mathematical tasks, quizzes and tests, portfolios, and projects. Based on their examination of promising studies regarding the power of formative assessment, the NMAP “recommends regular use of formative assessment for students in the elementary grades.” (2008, p. xxiii)

Activity - Common Core Coach	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use this resource to remediate weak areas and serve as formative assessment to monitor student progress.	Academic Support Program	08/08/2016	05/25/2017	\$0 - No Funding Required	All Reading teachers.

Strategy2:

Strategic Teaching - All teachers will incorporate DOK questions that are aligned with levels two and three to increase student engagement and improve teaching and learning.

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

Research Cited: The DOK (Norman Webb, 1997) reflects a different level of cognitive expectation required to complete a task.

Activity - DOK Questioning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will plan and implement lessons using the DOK questions.	Academic Support Program	08/08/2016	05/25/2017	\$0 - No Funding Required	All teachers

Goal 3:

All 5th and 7th grade students will demonstrate an increase in proficiency in Science.

Measurable Objective 1:

demonstrate a proficiency increase of 5% by 05/25/2017 as measured by ACT ASPIRE..

Strategy1:

AMSTI-The Five E+ I/A - Teachers will facilitate learning of the 5 E's, which helps student to describe a phase of learning, and each phase begins with the letter "E": Engage, Explore, Explain, Elaborate, and Evaluate. The 5 E's allows students and teachers to experience common activities, to use and build on prior knowledge and experience, to construct meaning, and to continually assess their understanding of a concept.

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

Research Cited: In response to our nation's declining competitiveness in the science, technology, engineering, and mathematics (STEM) fields, the National Research Council (NRC) published a research-based report on teaching and learning science in a 2012 document titled A Framework for K-12 Science Education: Practices, Crosscutting Concepts, and Core Ideas. This document proposes a new approach to K-12 science education through the integration of engineering design and engineering practices within the context of science content

instruction. Supported by the NRC framework and our state's College- and Career-Readiness (CCR) Anchor Standards for Reading and for Writing (Appendix A), the goal of Alabama's K-12 science education standards is scientific and engineering literacy for all Alabama students. The 2015 Alabama Course of Study: Science defines the minimum required content that students should master to achieve this goal.

Activity - DOK Questioning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will plan and implement lessons using the DOK questions.	Academic Support Program	08/08/2016	05/25/2017	\$0 - No Funding Required	All teachers

4. Identify the research-based reform strategies in the schoolwide plan that align with the findings of the needs assessment.

Goal 1:

The faculty and staff of Millbrook Middle School will move instruction from a teacher centered focus to a student-centered focus.

Measurable Objective 1:

collaborate to move instruction from teacher-centered focus to student-centered by 05/20/2016 as measured by a 2% increase in parent, staff, and student survey results.

Strategy1:

LTF - All of 5th and 6th grade teacher and all 7th through 12th Math, ELA and Social Studies teachers will be trained. Teachers will be trained in Laying the Foundation (professional development provided by A+ College Ready focusing on student centered instruction) which provides teachers with specific strategies geared toward increasing student engagement.

Category: Develop/Implement Professional Learning and Support

Research Cited:

Activity - LTF	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each teacher will obtain at least 19 specific content-related lessons and strategies by the end of the training in addition to a portfolio of content-related lessons that they will have collaborated and practiced on with their peers.	Professional Learning	08/10/2015	05/25/2016	\$0 - No Funding Required	All teachers

5. Identify the strategies in the schoolwide plan that provide a level of interventions for students who need the most instructional support.

Goal 1:

All students at Millbrook Middle School who score in the Close or in Need of Support Range in Math will receive intervention .

Measurable Objective 1:

100% of All Students will increase student growth by 2% in Mathematics by 08/08/2016 as measured by ACT ASPIRE..

Strategy1:

Math Intervention - Students will be enrolled in math intervention groups or course. Students will be identified by ACT Aspire Summative Data. Students' progress will be assessed on ACT Periodic Interim Assessments.

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

Research Cited:

Activity - Common Core Coach	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide direct math instruction using CCRS.	Direct Instruction	08/08/2016	05/25/2017	\$0 - No Funding Required	All math teachers.

Goal 2:

All students at Millbrook Middle School who score in the Close or in Need of Support Range in Reading will receive intervention .

Measurable Objective 1:

100% of All Students will increase student growth by 2% in Reading by 05/25/2017 as measured by ACT ASPIRE..

Strategy1:

Reading Intervention - Students will be enrolled in reading intervention groups or courses. Students will be identified by ACT Aspire Summative Data. Students' progress will be assessed on ACT Periodic Interim Assessments.

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

Research Cited:

Activity - Common Core Coach	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide direct instruction in reading comprehension using CCRS standards	Direct Instruction	08/08/2016	05/25/2017	\$0 - No Funding Required	All reading teachers.

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

ELL Goal AMAO A

Measurable Objective 1:

57% of English Learners students will demonstrate a proficiency Level gain of 0.5 or higher in English Language Arts by 05/25/2017 as measured by 2016 ACCESS for ELLs assessment.

Strategy1:

WIDA ESL Training - Teachers of English Learners will attend annual WIDA ESL training.

Category: Develop/Implement Professional Learning and Support

Research Cited:

Activity - WIDA ESL Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend annual WIDA ESL training.	Professional Learning	08/08/2016	05/25/2017	\$0 - Title III	All teachers

Strategy2:

EL Reform Strategy - Teachers of English Learners will use Model Performance Indicators (Can Do's) as guidance for developing language objectives that focus on and are not limited to, the language domains of reading, writing, and listening.

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

Research Cited:

Activity - Language Acquisition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The EL Coordinator will use Finish Line, Daily Academic Vocabulary, and Read Naturally with students to teach language acquisition.	Academic Support Program	08/10/2015	05/25/2017	\$0 - No Funding Required	The EL Coordinator

Activity - IELP for EL Students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The ESL committee will write an IELP for identified EL students that were not proficient to make sure they have appropriate accommodations in reading, writing, listening, and speaking.	Academic Support Program	08/10/2015	05/25/2017	\$0 - No Funding Required	IELP team

Goal 2:

ELL Goal AMAO B

Measurable Objective 1:

21% of English Learners students will demonstrate a proficiency level of 4.8 or higher in English Language Arts by 05/20/2016 as measured by 2015 ACCESS for ELLs assessment.

Strategy1:

WIDA ESL Training - Teachers of English Learners will attend annual WIDA ESL training.

Category:

Research Cited:

Activity - WIDA ESL Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers of English Learners will attend annual WIDA ESL training.	Professional Learning	08/10/2015	05/20/2016	\$0 - No Funding Required	All teachers

Strategy2:

Model Performance Indicators - Teachers of English Learners will use Model Performance Indicators (Can Do's) as guidance for developing language objectives that focus on and are not limited to, the language domains of reading, writing, and listening.

Category:

Research Cited:

Activity - Language Acquisition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The EL Coordinator will use Finish Line, Daily Academic Vocabulary, and Read Naturally with students to teach language acquisition.	Academic Support Program	08/04/2014	05/22/2015	\$0 - No Funding Required	The EL Coordinator

7. Identify the strategies in the schoowide plan that provide an enriched and accelerated curriculum for select students and support progress for all students.

Goal 1:

All students at Millbrook Middle School will have the opportunity to enroll in Enrichment Placement Courses.

Measurable Objective 1:

50% of All Students will achieve college and career readiness maintain a C or higher in English Language Arts by 05/25/2017 as measured by student enrollment in EP courses and students grades in EP courses..

Strategy1:

EP Placement - Students are given an application which includes the requirements for admittance in the EP Program.

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

Research Cited:

Activity - Rubric/Application	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Counselors review the application, rubrics and test scores to determine the students who are eligible for EP courses.	Recruitment and Retention	03/07/2016	03/17/2017	\$0 - No Funding Required	Counselors

Component 3: Instruction by Qualified Staff

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? If no, what is the number that has not met state requirements and what is being done to address this?	Yes		

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

When interviewing prospective teachers, we try to ensure the highest quality of education for our students. Personnel staffing decisions are made through the submission of application on the state website. The screening and background checks of applicants are also done at the local school board level. After this process, a list of qualified applicants is sent to the schools and interviews are set up. This is accomplished by analyzing the prospective teacher's work experiences, degrees, and their HQT status. If a teacher does not meet our state's HQT status, and is determined to be the best candidate, then he/she applies for entry into an Alternative Masters Program. When scheduling, we work to ensure that students with needs are placed with teachers that display strengths in their area of need. We also try to move teachers to areas of observed strengths. The Principal makes recommendations to the Superintendent after interviews are conducted with highly qualified applicants. Final employment recommendations are made by the Principal and approved by the Local Education Association. Teachers that are responsible for teaching the Life Skills program and LTF have completed the necessary training. The Intervention teacher/EL coordinator is trained in FASTMath, LEXIA, and Rosetta Stone.

Component 4: Strategies to Attract Qualified Teachers

1. What is the school's teacher turnover rate for this school year?

Millbrook Middle School had a turnover rate of about 16% for the 2015-2016 school year.

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

Most of the teachers at Millbrook Middle School has five or more years of teaching experience.

3. If there is a high turnover rate, what initiatives has the school implemented to attempt to lower the turnover rate?

All teachers hired for the 2016-2017 school year will receive mentoring from school teams composed of the assistant principal and experienced teachers. Veteran teachers will receive training in how to work with and best assist new teachers. Prior to the opening of school, teachers will attend a day of New Teacher Academy on their own campus where sessions will be conducted by the Assistant Principal and selected faculty and staff. New teachers will conduct co-observations with a veteran teacher Quarter 1, be observed by a mentor and the mentoring specialist Quarter 2, and conduct a minimum of three peer observations, Quarter 3. Documentation is to be maintained by the Mentoring Specialist. Mentoring Specialist has a monthly meeting with all new teachers throughout the school year.

Component 5: High Quality and Ongoing Professional Development

1. Identify the professional development activities included in the schoolwide plan that are high quality, effective, and research-based?

PLC- All faculty and staff participate in ongoing Professional Learning Communities related to student achievement or school climate and culture.

AMSTI-All math and Science teachers participate in ongoing professional learning as provided by AMSTI-AU that targets teaching through discovery and hands-on learning.

LTF-All ELA and Social Studies teachers participate in ongoing professional learning provided by A+ College Ready that targets increasing rigor and student engagement.

2. Identify the professional development opportunities for teachers, principals, paraprofessionals, other staff, and parents that are included in the schoolwide plan?

PLC- All faculty and staff participate in ongoing Professional Learning Communities related to student achievement or school climate and culture.

AMSTI-All math and Science teachers participate in ongoing professional learning as provided by AMSTI-AU that targets teaching through discovery and hands-on learning.

LTF-All ELA and Social Studies teachers participate in ongoing professional learning provided by A+ College Ready that targets increasing rigor and student engagement.

Parent Workshops-Parent Report Night, Title I Meeting, and Parent Night are all examples of opportunities for parents to become involved in professional learning.

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

Each new or inexperienced teachers are given support from an assigned mentor teacher.

4. Describe how this professional development is "sustained and ongoing."

Grade Level Meetings, Departmental Meetings, School Faculty Meetings, and District In-Service Days are all dedicated to implementing Professional Learning in a way that will sustain the learning.

Component 6: Transition Strategies

1. 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.

Millbrook Middle School realizes that students need support emotionally and academically during periods of transition from early childhood programs to elementary school and from the current school to the next school. The following are transition activities offered:

- Fourth grade parents are invited to a Parent Night in an effort to provide information about our school. It is also a question and answer session.

- Fourth grade students attend a tour of our school during the school day.

- Eighth grade students attend a tour of Stanhope Elmore High School during the school day.

- An open house for all grades will be held prior to the beginning of the new school year at which times students and parents may meet teachers and visit classrooms.

Component 7: Teacher Participation in Making Assessment Decisions

1. What measures are in place to include teachers in decisions regarding the use of results of statewide academic assessments?

In April 2016, the School Improvement Team (including parent members) and Departmental Groups reviewed the 2015-2016 Continuous Improvement Plan to assess the degree to which implemented strategies have been met. This information was shared with all staff, parents, and community leaders. The staff and parents provided input on the following: which elements have been successfully mastered and need not be included in the 2015-2016 CIP. In September 2016, the School Improvement Team convened to disaggregate standardized longitudinal assessment data, ACT Aspire data, Access data, Alabama Alternative Assessment, Technology survey results, student and teacher attendance, demographics, SIR report, Educate Alabama data, and other local data. Results were shared with school faculty, staff, parents, students, and other stakeholders. Parents will be asked for their input. The School Improvement Team was then split into groups to suggest strategies, professional development, and budget requirements for the CIP plan. When the draft is completed, faculty and staff will review it and suggest modifications if needed. The CIP for the 2016-2015 school year will then be published and shared with all stakeholders. Requested modifications will be examined and decisions made by BLT and faculty/staff.

Component 8: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards

1. What is the process to identify students who experience difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level?

The teachers and Instructional Leadership Team (ILT) analyze data, specifically identifying the advanced students and non proficient students. After the students are identified, teachers create and implement plans for remediation and provide intervention for these students. These plans are monitored and evaluated throughout the year. Adjustments are made when needed.

2. 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?

Students who are experiencing difficulty are identified immediately once data is returned from the state level. The students who are not proficient are scheduled to receive intervention through PST, intervention or remedial courses, etc. All 7/8 students who are on PST are enrolled in an intervention class or group for the subject in which they are non-proficient using Math 180 for math remediation and Reading Intervention courses for reading remediation.

3. How are students' individual needs being addressed through differentiated instruction in the classroom?

All teachers are using Strategic Teaching to include engagement strategies that meet the needs of the diverse learners in the classes they teach. Teachers create and implement Action Plans specifically targeting students who are performing below the proficiency level identified by the state. These students are provided intervention, small group instruction, and/or remediation.

4. 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.

Students who experience difficulty mastering the proficient or advanced achievement standards will provided timely, effective, and additional instructional assistance. This will be accomplished by: -Providing extended summer learning opportunities (Summer School)

-The existence of after school tutorial program (SOAR)

-Encouraging parental involvement in student education through school conferences, telephone conversations, and notes

-Conducting monthly data meetings to discuss strategies and procedures that would encourage student success and to review student progress and make changes in instruction.

-MMS provides special services for students scoring below grade level on standardized testing, scoring a in the Close or Needs Support categories as measured by the ACT Aspire assessment. -ESL students are served with the use of Rosetta Stone and small group instruction.

-MMS ensures that children with disabilities have access to a variety of educational programs and services available to non-disabled children: 21st CCLC and Band.

-21st Century Learning Program -Robotics Extended Summer Programs

5. 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.

The Elmore County Public School System has a Board approved policy for procedures for Migrant, Immigrants, English Learners, Economically Disadvantaged, Special Education, Neglected and/or Delinquent, and Homeless students. This policy is reviewed and revised annually. MMS uses various other 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 appropriate education, including public pre-school ed. provided to other children and youth. All homeless, migratory, and LEP 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.

6. 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.

N/A

Component 9: Coordination and Integration of Federal, State and Local Programs and Resources

1. In what ways are the programs coordinated and integrated toward the achievement of the schoolwide goals?

The district works with the school to coordinate state and local funds. Federal funds are used to supplement the foundation program.

2. 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.

The state program consists of the foundation units for the school. Local programs are added to the state program assistance with administration. Federal programs works to supplement the foundation program and are implemented throughout each Title I school.

3. 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, vocational and technical education, and job training.

A violence prevention program is a non-funded mandate. However, we provide awareness of bullying through assemblies, counselors, printed materials, and we have outside resources to provide assistance. The Child Nutrition Program is Federally funded to provide a breakfast and lunch program to students in need of assistance.

Component 10: Evaluation

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

MMS completes a yearly Comprehensive Needs Assessment and a program evaluation for the Title I program.

2. 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?

Millbrook Middle School uses the needs assessment results. The staff disaggregates the data from the State's annual assessment when it becomes available. Additionally other sources such as ACT Periodic Assessment, STAR, INOW, SIR Report, and ACCESS are used to evaluate student achievement.

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

The school uses state and local assessment results along with student grades to determine if the school wide program is effective in increasing student achievement of students who are furthest from achieving the standards.

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

The Instructional Leadership Team (ILT) meets monthly to review data and make decisions regarding the Continuous Improvement Plan.

5. Are there any goals you are keeping from the previous year? If so, describe the progress in meeting these goals.

We are keeping all of our goals from next year, to positively impact student achievement.

6. What goals did you change from your previous year's CIP? Why did you delete or change these goals?

N/A

Coordination of Resources - Comprehensive Budget

Introduction

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

I. State Foundation Funds:

	FTE's Earned	Units Placed	Total Salaries
FTE Teacher Units	58.17	58.17	2,763,166.00
Administrator Units	1.00	1.00	80,833.00
Assistant Principal	2.00	2.00	121,529.00
Counselor	2.50	2.50	163,615.00
Librarian	2.00	2.00	86,763.00
Career and Technical Education Administrator	0.00	0.00	0.00
Career and Technical Education Counselor	0.00	0.00	0.00
Technology	0.00	0.00	4,189.00
Professional Development	0.00	0.00	4,189.00
State ELL Funds	0.00	0.00	0.00
Instructional Supplies	0.00	0.00	24,547.00
Library Enhancement	0.00	0.00	1,396.00
Totals			3,250,227.00

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	178875.0

Provide a brief explanation and breakdown of expenses.

Salaries/Benefits, instructional supplies, parental involvement non-instructional supplies

Label	Question	Value
1.	ARRA Funds Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

NA

Title II

Label	Question	Value
1.	Professional Development Activites Provide the total.	27533.76

Provide a brief explanation and a breakdown of expenses.

Funds are allocated through the central office.

Title III

Label	Question	Value
1.	For English Language Learners Provide the total.	45819.0

Provide a brief explanation and a breakdown of expenses.

Funds are distributed from the district level.

Title IV

Label	Question	Value
1.	Safe and Drug-Free Schools Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

NA

Title VI

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

Provide a brief explanation and a breakdown of expenses.

NA

Career and Technical Education-Perkins IV

Label	Question	Value
1.	Basic Grant (Title I) Provide total.	132427.0

Provide a brief explanation and breakdown of expenses.

Professional Development

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

Provide a brief explanation and breakdown of expenses.

NA

Other

Label	Question	Value
1.	21st Century, Learn and Serve, Even Start, School Improvement Grant Provide the total.	100000.0

Provide a brief explanation and a breakdown of expenses.

58,459.00 in Salaries/Benefits

26,950.00 in Travel/Training/PD/Data Processing/Contracts

800.00 in Transportation

13,791.00 in Materials/Supplies/Computer Equipment/Indirect Cost

Local Funds

Label	Question	Value
1.	Provide the total	0.0

Provide a brief explanation and breakdown of expenses

NA

Strategies to Increase Parental Involvement

Introduction

All Title I Schoolwide and Targeted Assistance Schools must complete the following diagnostics: the Stakeholder Feedback Diagnostic, the Parent Involvement 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.

Strategies to Increase Parental Involvement

1. 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.

Millbrook Middle School holds its annual meetings for all parents twice per year. Parents are notified of the meeting by mail or school messenger, marquee, and end-of-year report cards. To assist in providing the opportunity for all parents to attend, the meeting is offered at two separate times--once during the school day and once in the evening. Topics to be discussed at this year's meeting are:

- Continuous Improvement Plan
- An explanation of the school's curriculum and the state's content standards
- Intervention program and participation, its services, and parents' rights
- Parental Involvement Section of the Continuous Improvement Plan
- Funds from the 1% set-aside and how parents can have input in the CIP
- School-parent compacts
- School Handbook
- The Parent Resource Room
- Parent survey
- Parental Involvement Plan
- Title I Plan
- Parent Involvement Opportunities to share ideas

2. Describe: 1) How there will be a flexible number and format of parent meetings offered; 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.

The faculty and staff of Millbrook Middle School believe that parental involvement is a fundamental aspect of any educational program. Parent meetings will be held throughout the year on a flexible schedule, allowing all parents input into their child's education. This year, MMS offered parents of upcoming seventh grade students a seventh grade orientation in May to help sixth graders transition from the elementary to secondary hallway. Fifth Grade Orientation is held independently of Open House to allow administration to provide more in-depth explanations of MMS policies and procedures for students transitioning from elementary to middle school. Open House is held prior to school beginning from 1 p.m. to 7 p.m. to allow more parents the opportunity to meet teachers and establish rapport. A special EP information meeting was held with parents prior to school starting. The Annual Meeting of Title I Parents informs parents of MMS's participation in Title I supplemental services. Parent Report Day is held in September from 1 p.m. to 7 p.m. allowing working parents greater opportunity to meet with teachers. Parental Involvement Committee meetings and Title I Advisory Committee meetings are scheduled after school and/or in the evenings to provide opportunity for greater attendance. Conferences are scheduled after school or during teacher's planning periods.

2) Millbrook Middle School believes that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child. The Annual Meeting of Title I Parents encourages parents to be actively involved in their child's education at school by volunteering to serve on the Title I Advisory Committee and/or the Parental Involvement Committee. The Title I Advisory Committee meets twice a year. The purpose of the Title I Advisory Meeting is to plan, review, and improve Strategies to Increase Parental Involvement . The Title I program, including the Federal Programs section of the Continuous

Improvement Plan. All Title I parents have the opportunity for involvement in how Parental Involvement funds will be spent by contacting representatives on the Parental Involvement Committee or by attending Parental Involvement Committee meetings. In addition, parents may voice concerns and opinions through the suggestion box on the school website, in the office, through email, or by phone. Parents are requested to fill out a Title I Parent Survey during second semester. Survey results help evaluate the current Title I plan and guide development of the plan for next school year. The School-Parent Compact is reviewed and revised during the Title I Advisory Meeting in the spring using survey data and input from all parents.

3. Describe how the school provides parents of participating children timely information in a uniform format and, to the extent practicable in a language they can understand, about programs under Title I, a description and explanation of the curriculum in use, forms of academic assessments, and achievement expectations used, and, if requested by parents, opportunities for regular meetings to formulate suggestions and participate as appropriate in decisions related to the education of their children.

The Elmore County Code of Conduct and Student Handbook and the MMS Student Handbook Supplement are sent home to all parents the first day of school. The Handbook contains a description of the school's curriculum and student achievement expectations. -Elmore County's website (www.elmoreco.com) has a description and explanation of research based programs currently used throughout the county: Reading Renaissance, Alabama Reading Initiative (ARI), Alabama Math, Science, and Technology Initiative (AMSTI), STAR Reading and Math, FAST Math, Math 180, and Edgenuity e2020. -Millbrook Middle School presents information about its Title I programs, the curriculum, policies and procedures, school academic progress, and forms of assessment used during parent meetings held throughout the fall (Fifth Grade Orientation, Open House, Annual Meeting of Title I Parents, and Parent Report Day). -Progress Reports are sent home weekly in grades 5-6 and every three weeks in grades 7-8. -Report cards are sent home 4 times a year. -iNow is available to all parents to monitor student progress. -School Messenger is utilized to notify parents by phone and/or email of important dates, activities, meetings, and information pertaining to their child's education. -Remind, Class newsletters, Facebook, individual teacher blogs, and the school website provide updated information to help keep parents informed. -Parents can communicate with the faculty through email, note, or phone. Conferences can be scheduled with teachers or through the office. -An interpreter is provided to communicate with EL parents and documents are translated to the extent practicable in the language indicated on the Home Language survey.

4. 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).

Millbrook Middle School's School-Parent Compact is developed through a coordinated effort by the Title I committee consisting of administrators, teachers, and parents. The School-Parent Compact reflects the responsibility of the school, teacher, parent, and students in working toward student success. The School-Parent Compact is sent home the first day of school. Parents, students, teachers, and conferences.

5. Describe procedures to allow parents to submit comments of dissatisfaction with the Continuous Improvement Plan.

Millbrook Middle School recognizes parents as partners in the planning process for continuous improvement. MMS's Continuous Improvement Plan is a living document, which is evaluated and revised throughout the school year. The ILT committee, which consists of administrators, teachers, parents, and students, reviews, evaluates, and revises the plan. Committee parents represent the entire school.

Parents are informed at the Annual Meeting of Title I Parents of their rights to give input regarding the revision of the plan. Letters of Discontent are available in the office for parents to make and submit comments if they disagree with any aspect or component of the CIP. Parents also have the ability to submit comments in the school suggestion box on the school website. The ILT committee reviews suggestions and concerns monthly and addresses concerns as needed.

6a. 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 NCLB Section 1118, 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 training for parents of participating children in understanding such topics as the State's academic content standards and State student academic achievement standards, State and local academic assessments, the requirements of Title I, and how to monitor their child's progress and work with teachers to improve the achievement of their children. (Describe)

Millbrook Middle School will accomplish this through its required Annual Meeting of Title I Parents and Parent Report Day held in September. The Annual Meeting of Title I Parents will provide information on Title I requirements, funding, information on how to monitor their child's progress using iNow, assignment books, and progress reports. Parents are provided an overview of the district and school's Parental Involvement Plans. In addition, parents will be encouraged to participate in parent involvement activities throughout the school year. During Parent Report Day, teachers will go over the School-Parent Compact and Progress Reports with parents. An Annual ESL Parent Meeting will be held to provide an overview of the program.

6b. 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 NCLB Section 1118, 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 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)

MMS's ILT Committee and Title I Committee work diligently to ensure that all parent materials and training is closely aligned with our school's identified goals. MMS's Parent Resource Center contains information (in English and Spanish) on various parenting topics related to helping middle school age students.

6c. 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 NCLB Section 1118, 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)

The importance of parent involvement will continue to be stressed through in-services, faculty meetings, and grade-level meetings. Parent Involvement information is discussed during Elmore County Counselor and Title I Meetings. Information on agencies offering family assistance is shared during these meetings. MMS's Problem Solving Team also meets to discuss ways to involve parents in their child's education.

6d. 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 NCLB Section 1118, 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)

Millbrook Middle School coordinates its parent involvement program for all parents including Special Education students, Title I students, and EL students. The school system's translator, as needed, translates notices for parent meetings. The translator is available to translate parent meetings and parent/teacher conferences. All parents are encouraged to attend the Annual Meeting of Title I Parents and PTSO meetings. In addition, MMS currently has a 21st CCLC Program, which offers parental involvement activities. Parents are encouraged to volunteer at our school in various ways, including assisting with our morning snack duties, chaperoning after school activities and field trips, volunteering to assist with school picture day, book fairs, and other classroom activities.

6e. 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 NCLB Section 1118, 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)

Elmore County's Handbook/Code of Conduct, MMS's Supplemental Handbook, and other important documents are translated in the language indicated on the Home Language Survey. Information provided to parents about meetings, programs, and activities is sent home in a language parents can understand, to the extent possible. The Elmore County website and MMS website have forms and information in numerous languages.

6f. 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 NCLB Section 1118, 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)

Millbrook Middle School makes every effort to work with parents to meet requests relating to their involvement in their child's education. Communication is available through progress reports, newsletters, PTSO, the MMS Facebook page, the MMS 21stCCLC Facebook page, individual teacher Facebook pages and/or blogs, and the MMS website. Parent surveys are distributed during second semester and data is used to determine activities. Parents are invited to provide input about parent involvement activities by contacting parent representatives, administration, and teachers.

7. Describe how the school will ensure the provision for participation of parents with limited English proficiency, parents with disabilities, and parents of migratory students; including providing information and school reports in a format and, to the extent practicable, in a language that parents can understand.

Millbrook Middle School, to the extent practicable, provides opportunities for the participation of parents with limited English proficiency and parents with disabilities. Parent notifications are sent home in the preferred language indicated on the home language survey. A translator is available to assist in verbal and written communication with parents. Transact is used to translate documents and ATT Language Line, and over-the-phone interpretation service, is available for the faculty to use. At this time, Millbrook Middle has no migrant students. Every effort is made to accommodate parents with disabilities. Millbrook Middle School is a handicapped-accessible building