

ACIP Committee Planning Meeting
August 22, 2016
2:45

- I. Welcome
- II. Review Data
- III. Review Goals, Objectives, and Activities
- IV. Add Progress Notes

Notes:

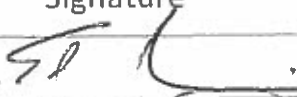




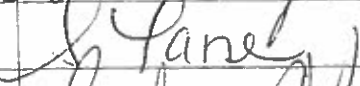
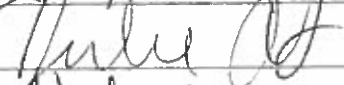
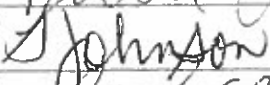
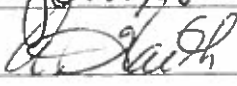
- Reviewed Spring 2015-2016 Scores.
 - Identified areas of weakness
 - " " Strengths. } Comprehensive Needs assessment
 - (Placement of interventions)
- Revised and voted on changes to Objectives & activities.
- Discussed LSI and the need to decrease suspensions.

Pillans Middle School

2051 Military Road Mobile, AL 36605

Ed Sanderson, Principal

"On a Mission to Succeed!"

Printed Name	Signature	Title
E. Sanderson		Principal
K. Watson		Assistant Principal
Leslie Thompson-Love		School Improvement Specialist
R. Rencher		Intervention/Title I Facilitator
M. Gray		Guidance Counselor
D. Crawford		SPE LEA
S. Lane		Math Department
J. Abston		Science Department
T. Johnson		Social studies Department
A. Haith		Language Arts Department
		Parent Representative
		Parent Representative
		Student Representative

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment conducted?

Using the previous years' data from the ACT ASPIRE, STAR report, failure rate of students, and attendance, the ACIP committee disaggregated the test data and gathered information that would help in the development of goals and objectives for this year's ACIP. Determinations were made regarding whether or not previously stated goals, objectives, and strategies were met or successful. Representatives were selected from all grade levels and support areas; a student and two actively involved parents served as community stakeholders. After reviewing the aforementioned data, the team identified areas of strength and areas of weakness in order to develop the 2016-2017 ACIP plan. The weaknesses were identified as the critical areas of focus for the 2016-2017 school year. The ACIP Committee met to consider all suggestions and make recommendations. Professional Development activities, instructional strategies, and budgetary funds were reviewed in order to make sure these actions could be successfully executed and are outlined in the ACIP plan. Department chairs then met with their departments to devise objectives and activities to make sure the weaknesses are addressed in the content areas. Approval of all budgets was determined by following state and federal guidelines. The ACIP plan was presented to the faculty, staff, and stakeholders for approval. Faculty and staff members will continuously review and use the ACIP to guide instructional practices and to help meet the needs of students in an effort to meet the outlined goals.

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

The following areas made improvements:

1. The percentage of Ready students on the 6th grade reading increased from 9% on the Aspire test in the Spring of 2015 to 19% on the Aspire in the Spring of 2016.
2. The percentage of Ready students on the 8th grade math increased from 5% on the Aspire test in the Spring of 2015 to 12% on the Aspire in the Spring of 2016.

The average scale score in grades 6th- 8th for all areas tested on the Spring 2016 Aspire were below the benchmark and the national average.

3. What conclusions were drawn from the results?

The average scale scores on the Reading, Math, and Science were lower than the benchmark. The areas did not meet or exceed the benchmark would be addressed by the various departments as to devising a plan for improvement. Attendance needs to be addressed to improve the average daily attendance and reducing the number of out of school suspension must be a focus as well.

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

A continuous improvement process based on data, goals, and actions are viable toward the forward progression in student achievement.

attendance and discipline.

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

The goals are based on the areas of need identified in academic, demographic and perception data.

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

The goals were developed based on the data from the ASPIRE, attendance and suspension data.

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

The goals are written collaboratively with the general education teachers, special education teachers, and ESL representative to incorporate strategies that meet the needs of all learners.