



ACIP

Palmer Pillans Middle School

Mobile County Board of Education

Mr. Edward Sanderson, Principal
2051 Military Road
Mobile, AL 36605

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Executive Summary

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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.

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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?

Palmer Pillans Middle School, home of the Soaring Eagles, is located at 2051 Military Road, in Mobile, AL. The school is positioned on the southern end of the state bordering the scenic Mobile Bay, where you can always find recreational events including but not limited to fishing, camping, dragon-boat racing and the annual Jubilee. Pillans Middle School resides in a community just off of Dauphin Island Parkway and is easily accessed from Interstate 10, and only 12 minutes from historic downtown Mobile. Our school is surrounded by several restaurants, banks, stores, privately owned businesses and commercial businesses as well. The Brookley Field Complex, which houses the global aviation giant Airbus, is located less than a quarter of a mile from Pillans Middle campus. The newly renovated Doyle Park is less than a mile away from our campus and hosts many family events. The community enjoys the park's bay front view, recreational facilities, equipment, and walking track. Palmer Pillans has been a middle school for over 35 years. The school was originally constructed with an open floor plan design. However, in recent years the school was converted to a more traditional floor plan to meet the needs of a diverse culture of students with high academic standards and excellent enrichment opportunities. We currently house the Educational Evening Option Program (EEOP) and the City of Mobile Recreation community activities in the evenings. The presence of the school is a beacon of hope for a community undergoing vast economic and cultural challenges.

Ninety-one percent of the student population is African American, 4% Caucasian, and 3% Hispanic. The school's staff is 99% African-American and 1 percent Caucasian. Our faculty consists of 28% males, and 72% females. One hundred percent of the student population participates in the no charge breakfast/lunch program. As a result of our demographics and location, we face a number of challenges. The community is comprised of a variety of rental property from homes and apartments to mobile homes. The large number of rental property in the community contributes to the fluctuation of the student population from 500 to 600 students yearly. Transient families and extended families contribute to the high number of student withdrawals and new enrollments. The continuous movement of our students in the community does not provide consistent student achievement data. Attendance and tardiness are also big challenges. Another challenge has been retirement and transfer of previous leadership team members.

Within the last three years, Palmer Pillans has reestablished its chapter with the National Honor Society. Over 80 students have been inducted into the honor society based on academic excellence, community service and teacher recommendation. Pillans also has an active scholars bowl team that competes with other schools within the district. Our Soaring Eagles program recognizes student achievement in academics, attendance and behavior. Students are motivated to strive for excellence. Volunteers from the Big Brother Big Sister Program, the University of South Alabama, and Spring Hill College provide mentoring to our students throughout the school year. We have community sponsors that include, but not limited to Dunkin Donuts, 100 Black Men and the Strikers. Our partners, local volunteers, parents and faculty work diligently to assist with special incentives for students in an effort to encourage students to strive for academic excellence. Stakeholders have gifted resources for special programs, celebrations and learning materials. Pillans has four computer labs to promote digital literacy and technology enhancement. Our interactive curriculum ensures that students are technologically ready. Staff at Pillans consists of 26 classroom teachers (includes 3 vacancies), 1 counselor, 1 media specialist, 7 paraprofessionals, 6 custodians, 1 plant engineer, 5 CNP staff members, 1 CNP manager, 2 assistant principals, and 1 principal. All of Pillans' teachers meet the state of Alabama's requirements for being Highly Qualified in their assigned areas of teaching.

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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.

The mission of Palmer Pillans Middle School in partnership with parents and the community is to provide a safe and nurturing learning environment with a rigorous and relevant curriculum which maximizes individual potential and ensures that all students are well-equipped to meet the challenges of education, work, and life.

The vision of Palmer Pillans Middle School is to produce lifelong learners who are self-disciplined, responsible, motivated and prepared to pursue academic excellence.

At Palmer Pillans, we believe all students can learn. We strive to offer a challenging curriculum provided by a high quality staff. Our faculty, staff, parents and all stakeholders work together to produce students who are academically capable, socially responsible and ready to meet global challenges.

Pillans Middle School's "5" Values are: Respect, Pride, Achievement, Responsibility, and Discipline.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Achievements:

1. Increased the availability of technology for the students by creating four functioning computer labs.
2. Steady gains on the state assessment, the ASPIRE.
3. The school's reestablished National Junior Honor Society has inducted approximately 80 students in the past two years.
4. A partnership with our neighbor AIRBUS exposed 40 students to the science of aviation and aerospace.

Future Improvements:

1. Decrease course failures and retentions.
2. Decrease the number of out of school suspensions.
3. Due to a lack of electives, the faculty and staff plan to implement clubs to give the students creative and social outlets that will aid in academic improvements. This year we will have several mentoring groups, a Scholar's Bowl Team, a Math club, a Science club and a Student Government Association.
4. Saturday school will be offered for struggling students.
5. The students that were Close or In Need of Support on the ASPIRE test will be assigned to Academic Strategies classes to focus on academic improvements in reading and math.

Additional Information

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

Palmer Pillans Middle School was originally George Hall Elementary School, which was named after a former slave who rose to local prominence. Established in 1964, the school was soon outgrown by its thriving community. The dedication of the twelve acre urban campus and new building with nearly four acres under roof on April 17,1977, brought about a new era of education in Mobile County. For the first time, a school was built around the needs of an emerging group-the Middle School Student! The new school was named for another citizen of tireless devotion to education and community service, Mr. Palmer S. Pillans. Pillans Middle school is the only middle school in the district with an amphitheater.

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Improvement Plan Stakeholder Involvement

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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.

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Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

The Instructional Leadership Team members include the principal, guidance counselor, district school improvement specialist, content-area teachers, parent representative, and student representative. Additional members include special population representatives such as special education LEA, ELL teacher and technology support teacher.

The principal, guidance counselor and district improvement specialist are the foundation of the team because they provide leadership, and support. The teachers on the team serve as department chairs for their content areas, thus providing the expertise of the subject matter needed to ensure student achievement. The special education LEA and ELL teacher, ensure that the special populations needs are identified and serviced. The team disaggregates data to analyze trends on standards tested. The strengths and weaknesses for the tested standards are determined and revised quarterly. Parent, student, and community stakeholders are invited periodically to participate in the continued development of student achievement.

Meetings are held both during the day and afterschool.

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

The stakeholder group participated in the development of the improvement plan by attending meetings to discuss the strengths and weakness of numerous data sources. Each stakeholder provided input on the development of the plan and various revisions made to ensure that the needs of all the stakeholders met.

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 final improvement plan and revisions are communicated to all stakeholder by:

1. Written Newsletter
2. Posting on the school website
3. Upload to Office 365
4. A printed copy in an appointed area in the office, counselor's suite, and library.

Student Performance Diagnostic

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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.

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Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes		6th Grade Aspire 7th Grade Aspire 8th Grade Aspire Aspire Overall Subject Proficiency

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Evaluative Criteria and Rubrics

Overall Rating: 2.75

	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 majority of those curricular aims regarded as high-priority instructional targets. The documentation provided in support of this alignment is relatively persuasive. Most of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements.	Level 3

	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 indifferently analyzed and presented with little 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 below what would otherwise be expected.	Level 2

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

Areas of Notable Achievement

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

1. The percentage of Ready students on the 6th grade math increased from 12% on the Aspire test in the Spring of 2014 to 22% on the Aspire in the Spring of 2015, then to 29% on the 2016 Aspire.
2. The percentage of Ready students on the 8th grade math increased from 5% on the 2015 Aspire to 12% on the 2016 Aspire.
3. The percentage of Ready students on the 6th grade reading increased from 9% on the 2015 Aspire to 19% on the 2016 Aspire.

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

1. The percentage of Ready students in Math based on data from the ACT Aspire:
6th from 22% to 29%
7th from 13% to 17%
8th from 5% to 12%
2. The percentage of Ready students increased in 6th and 8th grade Reading.
6th grade went from 9% to 19%
8th grade went from 20% to 26%

Which area(s) indicate the overall highest performance?

Sixth grade Math has had the highest overall performance for the 2014, 2015 and 2016 Aspire. The data below reflects the continuum of progress for 6th grade as the overall highest performance.

2014- 12%
2015 22%
2016 29%

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

The female students have the highest percentage of Ready student in all tested subjects

Between which subgroups is the achievement gap closing?

The achievement gap is not closing between any two subgroups.

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

The female students scored higher than male students tested on the STAR Reading and Math test.

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Areas in Need of Improvement

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

1. The average scale score in grades 6th- 8th for all areas tested on the Spring 2015 Aspire were below the national average.
2. 20% or 1/5 students tested made AMAO-A, Adequate Progress in Language Acquisition. The students performed below the State requirement for 2016 (55%).

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

1. Based on ACT Aspire, the percentage of 7th grade Ready students for Reading on the 2016 Aspire declined by 4% from the 2015 Aspire.

Which area(s) indicate the overall lowest performance?

Small gains were made from the Aspire pilot test in 2014 to the Aspire in 2015, then the Aspire in 2016. However, those gains did not move any of the tested areas to an overall Ready status. All of the tested areas had an overall Close status with the exception of 7th grade Reading. Seventh grade Reading was In Need of Support with a scale score of 416.

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

The male students scored lower than the female students tested on both the 2015 and 2016 administration of the Aspire.

Between which subgroups is the achievement gap becoming greater?

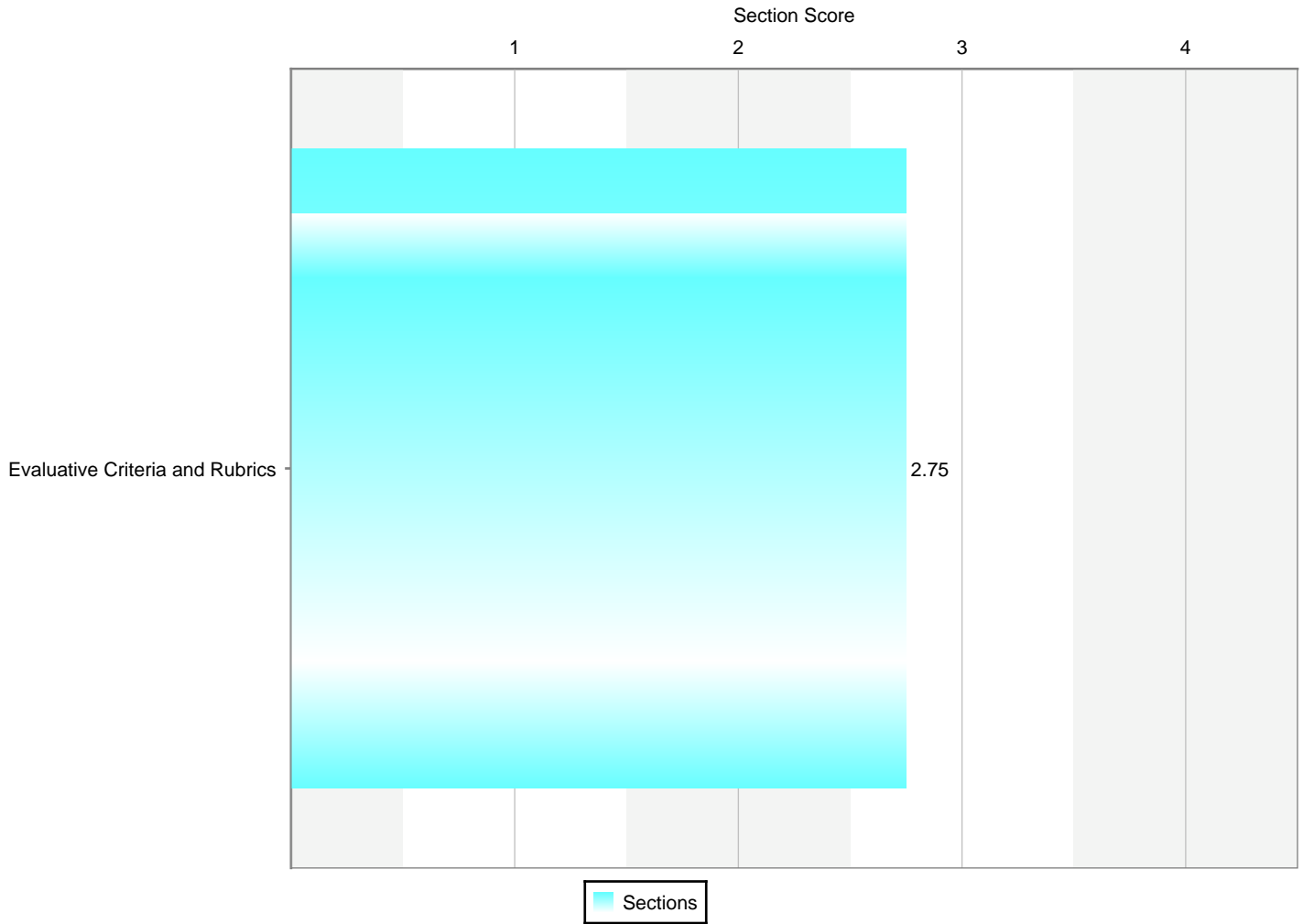
Based on the data, the achievement gap between the female and male students is becoming greater. On the 2015 Aspire Reading Test, the gap between the two groups was 7%, but on the 2016 Reading Test the gap between the two groups grew to 10%. The gap between males and females on the 2015 Math Aspire was 3% but increase to 7% on the 2016 Math Test.

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

The male students scored lower than the female students tested on the STAR Reading and Math test.

Report Summary

Scores By Section



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ACIP Assurances

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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.

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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	E. Sanderson, Principal K. Watson, Asst. Prin Leslie Love-Thompson, SIS R. Rencher, Intervention/Tittle I Facilitator K. Gray, Guidance Counselor D. Crawford, SPE LEA S. Lane, Math J. Abston, Science T. Johnson, Soc Studies A. Haith, Language Arts Ms. K. Barnett (Parent Rep) Ms. Trotter (Parent Rep) J. Sneed (Student)	LEA-Principal's Signature

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		LEA-Principal's Signature

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		LEA-Principal's Signature

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		LEA-Principal's Signature Pillans Parent 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		Compact with Signature

2016-2017

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Overview

Plan Name

2016-2017

Plan Description

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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	Engage and Empower the learner through high quality K-12 aligned College and Career Ready Standards, instruction, and assessment for all core content areas.	Objectives: 5 Strategies: 8 Activities: 11	Academic	\$2535331
2	All educators and students will have digital tools to access a comprehensive viable infrastructure when and where they need it.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$25500
3	Prepare and Support Teachers to graduate College and Career Ready Students	Objectives: 4 Strategies: 4 Activities: 10	Organizational	\$11800
4	Prepare and support students through student support services.	Objectives: 2 Strategies: 2 Activities: 4	Organizational	\$35198
5	Pillans Middle School will reduce the number of out of school suspensions.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0

Goal 1: Engage and Empower the learner through high quality K-12 aligned College and Career Ready Standards, instruction, and assessment for all core content areas.

Measurable Objective 1:

57% of English Learners students will demonstrate a proficiency or exceed the state APLA with a 0.5 gain in English Language Arts by 06/02/2017 as measured by the state mandated assessment ACCESS for EL.

Status	Progress Notes	Created On	Created By
Met	Students are making gains. ESL Teacher meets with students twice a week. Will continue to monitor student progress.	January 24, 2017	Mrs. Regina Rencher
Not Met	6 of the 8 students must meet or exceed the state APLA to obtain the goal of 57%. Students receive services from the ESL resource teacher on Tuesdays and Thursdays. The ESL teacher consults with the teachers to ensure student success. 1st quarter ESL STAR Reading data: 6th grade 4.0, 7th grade 4.7, 8th grade 4.0.	January 23, 2017	Mrs. Regina Rencher

Strategy 1:

Implementation of the Core Program - English learners will meet or exceed the state APLA of 57% on the ACCESS for ELL through the effective implementation of a Tier I instruction utilizing Specially Designed Academic Instruction in English.

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

Research Cited: WIDA World-Class Instructional Design and Assessment

Status	Progress Notes	Created On	Created By
N/A	2nd quarter: all teachers received training. We are administering the STAR test and monitoring progress of students.	January 24, 2017	Mrs. Regina Rencher
N/A	ESL STAR reading data: 6th grade- 4.0/ 602 7th grade- 4.7/ 639 8th grade-4.0/ 599	January 23, 2017	Ed Sanderson

Activity - Direct Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher will provide instruction to English Language Learners according to the WIDA standards.	Direct Instruction	08/10/2016	06/02/2017	\$2405535	State Funds, Title I Part A, District Funding	Content Teachers Administrator EL Coordinator

Status	Progress Notes	Created On	Created By
In Progress	Teachers provide direct instruction.	January 24, 2017	Mrs. Regina Rencher
In Progress	Teachers are required to provide Direct Instruction in each lesson. Principal monitors direct instruction through the process of walk-throughs, lesson plans and observations.	January 23, 2017	Ed Sanderson

Measurable Objective 2:

40% of Sixth, Seventh and Eighth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency on the End of Quarter Teacher-Made Exam and the ASPIRE test in Mathematics by 06/02/2017 as measured by an increase in the number of students that meet or exceed the grade level benchmark from 20% to 40%..

Status	Progress Notes	Created On	Created By
Met	49% of students met proficiency on the EQT. Students struggled with the concepts second quarter. Teachers are re-teaching standards that were not mastered 1st quarter. This is done through bell ringers. Teachers contacted Helen Miles. She provided strategies to use bell ringers. 7th grade will be the focus this quarter. Students will receive tutoring services after school. Teachers contacted parents of students who are failing. Assistant Superintendent advised teachers to contact parents/ meet with parents of students who were invited to Extended Day, but did not attend. AS Carroll suggested PMS utilize Title I funds to provide bus services for students who are selected to attend Extended Day.	January 24, 2017	Mrs. Regina Rencher
Not Met	1st quarter EQT data: 6th grade 50%, 7th grade 44%, 8th grade 19%. The overall percentage of students meeting proficiency is 38%. We will focus on the 8th grade students.	January 23, 2017	Ed Sanderson

Strategy 1:

Mathematics Design Collaborative - All Mathematics Teachers will use the Mathematics Design Collaborative strategies to teach all students Mathematics concepts through the utilization of problem solving and high order thinking skills during daily instruction.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Mathematics Design Collaborative (MDC) is professional development for mathematics teachers through Southern Regional Educational Board (SREB) that support problem solving and higher order thinking skills.

Status	Progress Notes	Created On	Created By
N/A	The scale score has increased. 8th grade- 11% at/above, 20% close, 69% need support 7th grade- 14% at/above, 29% close, 57% need support 6th grade- 23% at/above, 39% close, 39% need support	January 24, 2017	Mrs. Regina Rencher
N/A	Teachers attend PD at B C Rain. Teachers implement strategies from the PD.	January 24, 2017	Mrs. Regina Rencher
N/A	Teachers attend PD at B C Rain. Teachers implement strategies from the PD.	January 24, 2017	Mrs. Regina Rencher
N/A	The Math Department Chairperson attended MDC monthly trainings. 9/12/16, 10/11/16, and 1/10/17. She returns to Pillans to share strategies, tasks and assessments with the math department. Strategies, tasks, and assessments are implemented in lessons.	January 23, 2017	Ed Sanderson

Activity - Problem Solving and High Order Thinking Skills	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in all mathematics classes will use Mathematics Design Collaborative strategies to complete tasks daily during classroom activities.	Direct Instruction	08/10/2016	06/02/2017	\$3728	Title I Part A	Mathematics Teachers Administrator

Status	Progress Notes	Created On	Created By
In Progress	The scale score has increased. 8th grade- 11% at/above, 20% close, 69% need support 7th grade- 14% at/above, 29% close, 57% need support 6th grade- 23% at/above, 39% close, 39% need support	January 24, 2017	Mrs. Regina Rencher
In Progress	Teachers lead students through the process of connecting one concept to another, and also putting concepts into a hierarchy from small to large. This is monitored through lesson plans, walk-throughs and observations.	January 23, 2017	Ed Sanderson

(shared) Strategy 2:

Student Intervention - Additional academic assistance will be provided to struggling students.

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

Research Cited: Cooperative Learning Activities, Small group Intervention

Status	Progress Notes	Created On	Created By
N/A	Teachers reteach and re-test skills that are not mastered. PMS look at STAR data to determine the needs of each individual student.	January 24, 2017	Mrs. Regina Rencher
N/A	Students are provided intervention based on ACT Apire data. They are scheduled in to classes based on Aspire data as well.	January 23, 2017	Ed Sanderson

Activity - Review Non- Mastered Standards	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All content area teachers, intervention teachers, and designated special education teachers and paraprofessionals will use grade level common assessments and bell ringers to identify and review non-mastered standards.	Direct Instruction	08/10/2016	06/02/2017	\$93912	Title I Part A	Content Area Teachers Special Education Teacher/Paraprofessional Administrator

Status	Progress Notes	Created On	Created By
In Progress	Teachers reteach and re-test skills that are not mastered. PMS look at STAR data to determine the needs of each individual student.	January 24, 2017	Mrs. Regina Rencher
In Progress	Teachers reteach and retest non-mastered skills. This is ongoing.	January 23, 2017	Ed Sanderson

Activity - Student Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All 6th-8th grade students will receive additional academic assistance for skill deficits in the area of reading and mathematics through Academics Success Strategies Classes, Saturday School, and Extended Day tutoring.	Direct Instruction	08/10/2016	06/02/2017	\$11700	Title I Part A	Content Area Teachers Special Education Teachers Administrator

Status	Progress Notes	Created On	Created By
In Progress	All students will utilize Edgenuity. Edgenuity offers standards-aligned video-based curriculum that blends the learning environments. The program allows PMS teachers to customize the curriculum for their students, who monitor their own progress while completing lessons, assessments, and interactive activities.	January 24, 2017	Mrs. Regina Rencher
In Progress	Students receive intervention based on weekly assessment results.	January 24, 2017	Mrs. Regina Rencher
In Progress	STAR program: student data is not uploaded for PMS. Mrs. Watson contacted the coordinator for AR to request support in securing data for students.	January 24, 2017	Mrs. Regina Rencher
In Progress	LA and Math teachers offer extended remediation after school for students who do not master concepts.	January 23, 2017	Mrs. Regina Rencher

(shared) Strategy 3:

Close Reading and Text-Dependent Questioning - All English Language Arts, Mathematics, Science, and Social Studies teachers will employ close reading strategies and text-dependent questioning.

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

Research Cited: Multiple standards require students to determine meaning, analyze structures, and comprehend complex texts. Close reading coupled with the use of text dependent questions facilitate the comprehension of text on a variety of levels.

Status	Progress Notes	Created On	Created By
N/A	Teachers utilize close reading and text dependent questioning across the curriculum.	January 24, 2017	Mrs. Regina Rencher
N/A	STAR Reading Screening data 6th grade 9% at/above, 44% close, 47% need support 7th grade 8% at/above, 52% close, 40% need support 8th grade 13% at/above, 57% close, 31% need support	January 24, 2017	Mrs. Regina Rencher
N/A	Teachers are required to implement close reading and text-dependent questioning in each lesson. This is an ongoing strategy used in an effort to ensure students are successful on weekly assessments, quarterly assessments and the ACT Aspire.	January 23, 2017	Ed Sanderson

Activity - Close Read	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All English Language Arts, Mathematics, Science, and Social Studies classes will close read passages, or various text and make claims by finding evidence within the text when deemed necessary to meet curriculum standards.	Direct Instruction	08/10/2016	06/02/2017	\$3728	Title I Part A	All Teachers Administrator

Status	Progress Notes	Created On	Created By
In Progress	Students will read on their level and above. LA department will focus on reading and increase opportunities for students to read. PMS has ordered/purchased books on the students level. The Librarian is also pushing digital literacy within PMS. A learning center has been added to the library.	January 24, 2017	Mrs. Regina Rencher
In Progress	Teachers use close read strategies as a critical analysis of a text that focuses on significant details or patterns in order to develop a deep, precise understanding of the text's form, craft and meaning.	January 23, 2017	Ed Sanderson

Activity - Text Dependent Questions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All English Language Arts, Mathematics, Science, and Social Studies teachers will utilize text dependent question, including literal-level, structural-level, and inferential-level questions, when creating formative and summative assessments.	Direct Instruction	08/10/2016	06/02/2017	\$13000	Title I Part A	All Teachers Administrator

Status	Progress Notes	Created On	Created By
In Progress	Teachers are incorporating open-ended questions regularly to ensure students are accustomed to answering questions in that manner.	January 24, 2017	Mrs. Regina Rencher
In Progress	STAR Reading Screening data 6th grade 9% at/above, 44% close, 47% need support 7th grade 8% at/above, 52% close, 40% need support 8th grade 13% at/above, 57% close, 31% need support	January 24, 2017	Mrs. Regina Rencher
In Progress	Teachers are required to use Text-Dependent questions within their lessons daily.	January 23, 2017	Ed Sanderson

(shared) Strategy 4:

Problem Solving Team - All Teachers will meet monthly to identify struggling students.

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

Research Cited: RTI

Status	Progress Notes	Created On	Created By
N/A	35 were on PST 1st quarter. 12 from first quarter remain on the PST. Currently, 57 are on PST for 2nd quarter. The students are being referred. Mrs. Stamps-Johnson provided PD for the Problem Solving Team.	January 24, 2017	Mrs. Regina Rencher
N/A	After the teacher refers a student to the PST, the team defines the difference between the student's expected level of performance and the student's actual level of performance. To get a clear definition of this discrepancy, the team examines the data collected as part of efforts to help the students referred to the PST. In addition, we collect and utilize current information about the student's current behaviors or academic performance.	January 23, 2017	Ed Sanderson

Activity - Problem Solving Team (PST) Meeting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will meet monthly to identify struggling students and monitor their academic progress.	Policy and Process	08/10/2016	06/02/2017	\$0	No Funding Required	All Teachers Administrator

Status	Progress Notes	Created On	Created By
In Progress	PSY meet monthly to address the needs of students. STAR Reading Screening data 6th grade 9% at/above, 44% close, 47% need support 7th grade 8% at/above, 52% close, 40% need support 8th grade 13% at/above, 57% close, 31% need support	January 24, 2017	Mrs. Regina Rencher
In Progress	The Problem Solving Team meets monthly to collaborate and review the status of students who have been identified for PST based on current data and teacher recommendation. Teachers use research-based strategies for intervention.	January 23, 2017	Ed Sanderson

Measurable Objective 3:

40% of Sixth, Seventh and Eighth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency on the End of Quarter Teacher-Made Exam and ASPIRE in English Language Arts by 06/02/2017 as measured by an increase in the number of students that meet or exceed the grade level benchmark from 18% to 40%..

Status	Progress Notes	Created On	Created By
Not Met	6th grade decreased from 61% to 47% 7th grade decreased from 25% to 18% 8th grade decreased from 54% to 38% PS overall Language Arts decreased from 54% to 38%. Suggestions were provided: As a department, create the EQT first. let all of your CFAs and weekly assessments mirror the level of rigor. That will ensure the level of rigor is adequate and measures to the level of rigor the students will see on their EQT cold read. Teachers will test the entire quarter on that high-level of rigor.	January 24, 2017	Mrs. Regina Rencher
Met	LA: 6th grade 61%, 7th grade 25%, 8th grade 54%. The overall percentage of students meeting proficiency 1st quarter is 54%.	January 23, 2017	Ed Sanderson

(shared) Strategy 1:

Student Intervention - Additional academic assistance will be provided to struggling students.

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

Research Cited: Cooperative Learning Activities, Small group Intervention

Status	Progress Notes	Created On	Created By
N/A	Teachers reteach and re-test skills that are not mastered. PMS look at STAR data to determine the needs of each individual student.	January 24, 2017	Mrs. Regina Rencher
N/A	Students are provided intervention based on ACT Apire data. They are scheduled in to classes based on Aspire data as well.	January 23, 2017	Ed Sanderson

Activity - Review Non- Mastered Standards	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All content area teachers, intervention teachers, and designated special education teachers and paraprofessionals will use grade level common assessments and bell ringers to identify and review non-mastered standards.	Direct Instruction	08/10/2016	06/02/2017	\$93912	Title I Part A	Content Area Teachers Special Education Teacher/Paraprofessional Administrator

Status	Progress Notes	Created On	Created By
In Progress	Teachers reteach and re-test skills that are not mastered. PMS look at STAR data to determine the needs of each individual student.	January 24, 2017	Mrs. Regina Rencher
In Progress	Teachers reteach and retest non-mastered skills. This is ongoing.	January 23, 2017	Ed Sanderson

Activity - Student Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All 6th-8th grade students will receive additional academic assistance for skill deficits in the area of reading and mathematics through Academics Success Strategies Classes, Saturday School, and Extended Day tutoring.	Direct Instruction	08/10/2016	06/02/2017	\$11700	Title I Part A	Content Area Teachers Special Education Teachers Administrator

Status	Progress Notes	Created On	Created By
In Progress	All students will utilize Edgenuity. Edgenuity offers standards-aligned video-based curriculum that blends the learning environments. The program allows PMS teachers to customize the curriculum for their students, who monitor their own progress while completing lessons, assessments, and interactive activities.	January 24, 2017	Mrs. Regina Rencher
In Progress	Students receive intervention based on weekly assessment results.	January 24, 2017	Mrs. Regina Rencher
In Progress	STAR program: student data is not uploaded for PMS. Mrs. Watson contacted the coordinator for AR to request support in securing data for students.	January 24, 2017	Mrs. Regina Rencher
In Progress	LA and Math teachers offer extended remediation after school for students who do not master concepts.	January 23, 2017	Mrs. Regina Rencher

(shared) Strategy 2:

Close Reading and Text-Dependent Questioning - All English Language Arts, Mathematics, Science, and Social Studies teachers will employ close reading strategies and text-dependent questioning.

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

Research Cited: Multiple standards require students to determine meaning, analyze structures, and comprehend complex texts. Close reading coupled with the use of text dependent questions facilitate the comprehension of text on a variety of levels.

Status	Progress Notes	Created On	Created By
N/A	Teachers utilize close reading and text dependent questioning across the curriculum.	January 24, 2017	Mrs. Regina Rencher

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N/A	STAR Reading Screening data 6th grade 9% at/above, 44% close, 47% need support 7th grade 8% at/above, 52% close, 40% need support 8th grade 13% at/above, 57% close, 31% need support	January 24, 2017	Mrs. Regina Rencher
N/A	Teachers are required to implement close reading and text-dependent questioning in each lesson. This is an ongoing strategy used in an effort to ensure students are successful on weekly assessments, quarterly assessments and the ACT Aspire.	January 23, 2017	Ed Sanderson

Activity - Close Read	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All English Language Arts, Mathematics, Science, and Social Studies classes will close read passages, or various text and make claims by finding evidence within the text when deemed necessary to meet curriculum standards.	Direct Instruction	08/10/2016	06/02/2017	\$3728	Title I Part A	All Teachers Administrator

Status	Progress Notes	Created On	Created By
In Progress	Students will read on their level and above. LA department will focus on reading and increase opportunities for students to read. PMS has ordered/purchased books on the students level. The Librarian is also pushing digital literacy within PMS. A learning center has been added to the library.	January 24, 2017	Mrs. Regina Rencher
In Progress	Teachers use close read strategies as a critical analysis of a text that focuses on significant details or patterns in order to develop a deep, precise understanding of the text's form, craft and meaning.	January 23, 2017	Ed Sanderson

Activity - Text Dependent Questions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All English Language Arts, Mathematics, Science, and Social Studies teachers will utilize text dependent question, including literal-level, structural-level, and inferential-level questions, when creating formative and summative assessments.	Direct Instruction	08/10/2016	06/02/2017	\$13000	Title I Part A	All Teachers Administrator

Status	Progress Notes	Created On	Created By
In Progress	Teachers are incorporating open-ended questions regularly to ensure students are accustomed to answering questions in that manner.	January 24, 2017	Mrs. Regina Rencher
In Progress	STAR Reading Screening data 6th grade 9% at/above, 44% close, 47% need support 7th grade 8% at/above, 52% close, 40% need support 8th grade 13% at/above, 57% close, 31% need support	January 24, 2017	Mrs. Regina Rencher
In Progress	Teachers are required to use Text-Dependent questions within their lessons daily.	January 23, 2017	Ed Sanderson

(shared) Strategy 3:

Problem Solving Team - All Teachers will meet monthly to identify struggling students.

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

Research Cited: RTI

Status	Progress Notes	Created On	Created By
N/A	35 were on PST 1st quarter. 12 from first quarter remain on the PST. Currently, 57 are on PST for 2nd quarter. The students are being referred. Mrs. Stamps-Johnson provided PD for the Problem Solving Team.	January 24, 2017	Mrs. Regina Rencher
N/A	After the teacher refers a student to the PST, the team defines the difference between the student's expected level of performance and the student's actual level of performance. To get a clear definition of this discrepancy, the team examines the data collected as part of efforts to help the students referred to the PST. In addition, we collect and utilize current information about the student's current behaviors or academic performance.	January 23, 2017	Ed Sanderson

Activity - Problem Solving Team (PST) Meeting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will meet monthly to identify struggling students and monitor their academic progress.	Policy and Process	08/10/2016	06/02/2017	\$0	No Funding Required	All Teachers Administrator

Status	Progress Notes	Created On	Created By
In Progress	PSY meet monthly to address the needs of students. STAR Reading Screening data 6th grade 9% at/above, 44% close, 47% need support 7th grade 8% at/above, 52% close, 40% need support 8th grade 13% at/above, 57% close, 31% need support	January 24, 2017	Mrs. Regina Rencher
In Progress	The Problem Solving Team meets monthly to collaborate and review the status of students who have been identified for PST based on current data and teacher recommendation. Teachers use research-based strategies for intervention.	January 23, 2017	Ed Sanderson

Strategy 4:

Literacy Programs - All Language Arts teachers will incorporate literacy programs in their daily instruction.

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

Research Cited: Sonday System 2 and Six Traits of Writing.

Status	Progress Notes	Created On	Created By
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N/A	Teachers are provided Professional Development on various Literacy Programs as needed.	January 23, 2017	Ed Sanderson
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Activity - Six Traits of Writing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Language Arts teachers will implement the 6+1 Trait Writing Model of Instruction & Assessment which comprises of 6+1 key qualities that define quality writing. These are: Ideas, Organization, Voice, Word Choice, Sentence Fluency, Conventions, and Presentation.	Academic Support Program	08/10/2016	06/02/2017	\$0	No Funding Required	All Language Arts Teachers, Administrator

Status	Progress Notes	Created On	Created By
In Progress	Six traits of writing is an on-going process. Teachers adhere to the guidelines within the portfolio. Teachers also utilize the traits writing rubric. Each quarter, teachers focus on a specific writing mode. Teachers are required to submit feedback to the Department Chairperson. Teachers submit sample to the district.	January 24, 2017	Mrs. Regina Rencher
In Progress	Teachers utilize the six traits of writing through LA lessons.	January 23, 2017	Ed Sanderson

Activity - Sondag System 2	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Language Arts teacher will utilize the systematically structured Sondag 2 program that uses Multi-sensory techniques that aid students in learning to read, write, and spell, simultaneously.	Academic Support Program	08/10/2016	06/02/2017	\$0	No Funding Required	All Language Arts Teachers, Administrator

Status	Progress Notes	Created On	Created By
In Progress	Sondag Sytem is used as a bell-ringer. Teachers use the pacing guide as well as the kit provided by the district.	January 24, 2017	Mrs. Regina Rencher
In Progress	Teachers attended professional development on Sondag System.	January 23, 2017	Ed Sanderson

Measurable Objective 4:

40% of Sixth, Seventh and Eighth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency on the End of Quarter Teacher-Made Exam and the ASPIRE in Science by 06/02/2017 as measured by the number of students that meet or exceed the grade level benchmark.

Status	Progress Notes	Created On	Created By
Met	6th grade decreased from 76% to 69%, 7th grade increased from 48% to 62% 8th grade increased from 76% to 77%. PMS overall EQT Science scores increased from 64% to 69%. The Science teacher (a substitute teacher) is no longer here. The class sizes has increased from 20+ to 40+ in a classroom.	January 24, 2017	Mrs. Regina Rencher
Met	1st Quarter EQT: 6th grade 76%, 7th grade 48%, 8th grade 67%. The overall percentage of students meeting proficiency is 64%. We will continue to implement the strategies and activities with a focus on 7th graders.	January 23, 2017	Ed Sanderson

Strategy 1:

Student Centered Environment - Science Teachers will establish an instructional environment that is student-centered by reducing time spent on lectures and incorporating more lab experiences and projects.

Category:

Research Cited: Project-based assignments and Inquiry-based instruction

Status	Progress Notes	Created On	Created By
N/A	Students conduct hands-on experiments led by the teacher.	January 23, 2017	Ed Sanderson

Activity - Generating and Testing Hypothesizes	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Increase the number of times 6th- 8th grade students engage in laboratory experiences that are correlated with content standards.	Direct Instruction	08/10/2016	06/02/2017	\$3728	Title I Part A	Science Teachers Administrator

Status	Progress Notes	Created On	Created By
In Progress	PMS does not have a lab. Students create projects in the classroom.	January 24, 2017	Mrs. Regina Rencher
In Progress	PMS does not have a lab. Students create projects in the classroom.	January 24, 2017	Mrs. Regina Rencher

(shared) Strategy 2:

Close Reading and Text-Dependent Questioning - All English Language Arts, Mathematics, Science, and Social Studies teachers will employ close reading strategies and text-dependent questioning.

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

Research Cited: Multiple standards require students to determine meaning, analyze structures, and comprehend complex texts. Close reading coupled with the use of text dependent questions facilitate the comprehension of text on a variety of levels.

Status	Progress Notes	Created On	Created By
N/A	Teachers utilize close reading and text dependent questioning across the curriculum.	January 24, 2017	Mrs. Regina Rencher
N/A	STAR Reading Screening data 6th grade 9% at/above, 44% close, 47% need support 7th grade 8% at/above, 52% close, 40% need support 8th grade 13% at/above, 57% close, 31% need support	January 24, 2017	Mrs. Regina Rencher
N/A	Teachers are required to implement close reading and text-dependent questioning in each lesson. This is an ongoing strategy used in an effort to ensure students are successful on weekly assessments, quarterly assessments and the ACT Aspire.	January 23, 2017	Ed Sanderson

Activity - Close Read	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All English Language Arts, Mathematics, Science, and Social Studies classes will close read passages, or various text and make claims by finding evidence within the text when deemed necessary to meet curriculum standards.	Direct Instruction	08/10/2016	06/02/2017	\$3728	Title I Part A	All Teachers Administrator

Status	Progress Notes	Created On	Created By
In Progress	Students will read on their level and above. LA department will focus on reading and increase opportunities for students to read. PMS has ordered/purchased books on the students level. The Librarian is also pushing digital literacy within PMS. A learning center has been added to the library.	January 24, 2017	Mrs. Regina Rencher
In Progress	Teachers use close read strategies as a critical analysis of a text that focuses on significant details or patterns in order to develop a deep, precise understanding of the text's form, craft and meaning.	January 23, 2017	Ed Sanderson

Activity - Text Dependent Questions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All English Language Arts, Mathematics, Science, and Social Studies teachers will utilize text dependent question, including literal-level, structural-level, and inferential-level questions, when creating formative and summative assessments.	Direct Instruction	08/10/2016	06/02/2017	\$13000	Title I Part A	All Teachers Administrator

Status	Progress Notes	Created On	Created By
In Progress	Teachers are incorporating open-ended questions regularly to ensure students are accustomed to answering questions in that manner.	January 24, 2017	Mrs. Regina Rencher

In Progress	STAR Reading Screening data 6th grade 9% at/above, 44% close, 47% need support 7th grade 8% at/above, 52% close, 40% need support 8th grade 13% at/above, 57% close, 31% need support	January 24, 2017	Mrs. Regina Rencher
In Progress	Teachers are required to use Text-Dependent questions within their lessons daily.	January 23, 2017	Ed Sanderson

Measurable Objective 5:

100% of Sixth, Seventh and Eighth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will collaborate to use digital media to learn and communicate in English Language Arts by 06/02/2017 as measured by the End of the Quarter Teacher Made Test or Project. .

Status	Progress Notes	Created On	Created By
Met	Students rotate in the labs based on school-wide schedule.	January 24, 2017	Mrs. Regina Rencher

Strategy 1:

Technology Enhanced Learning - Students will display various forms of learning as a result of the use of challenged-based, instructional strategies delivered in technology-rich learning environments.

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

Research Cited: NETS

Status	Progress Notes	Created On	Created By
N/A	Students rotate into the lab weekly. Students utilize Learning.com.	January 23, 2017	Ed Sanderson

Activity - Digital Tool Usage	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use digital tools, individually and collaboratively, in and out of the classroom to gather, organize, evaluate, share, and present information.	Technology	08/10/2016	06/02/2017	\$0	No Funding Required	Teachers TST Administrator

Goal 2: All educators and students will have digital tools to access a comprehensive viable infrastructure when and where they need it.

Status	Progress Notes	Created On	Created By
N/A	Funds have been allocated to purchase additional technology.	January 23, 2017	Ed Sanderson

Measurable Objective 1:

collaborate to ensure every student, teacher, administrator has access to an Internet Connected Device (ICD) with viable access points and appropriate software and Web-based resources for research, communication, multimedia content creation, and consumption by 06/02/2017 as measured by the number updated computers in the building increased from 40% to 60%.

Status	Progress Notes	Created On	Created By
Met	Teachers will participate in professional development. Old computers that cannot be reimaged are being rotated out. New computers are being purchased and labs are being updated.	January 24, 2017	Mrs. Regina Rencher
Met	Funds have been allocated to purchase additional technology equipment (computers, laptops)	January 23, 2017	Ed Sanderson

Strategy 1:

Technology Funding - Providing funding for an Internet Connected Device (ICD) for every student and educator through district, school, and other funding.

Category: Align Fiscal Resources

Research Cited: Transform 2020 Plan-Strategies and Narrative

Status	Progress Notes	Created On	Created By
N/A	Old computers that cannot be reimaged are being rotated out. New computers are being purchased and labs are being updated.	January 24, 2017	Mrs. Regina Rencher
N/A	Funds were released in November. Requisitions were submitted to purchase technology.	January 23, 2017	Ed Sanderson

Activity - Computer Purchases	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Purchase new computers to ensure all technology remains up-to-date and within warranty.	Technology	10/03/2016	06/02/2017	\$25500	Title I Part A	Administrator, Title One Facilitator, TST

Status	Progress Notes	Created On	Created By
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Completed	Old computers that cannot be reimaged are being rotated out. New computers have been purchased and labs are being updated.	January 24, 2017	Mrs. Regina Rencher
Completed	Requisitions have been submitted to purchase additional technology.	January 23, 2017	Ed Sanderson

Goal 3: Prepare and Support Teachers to graduate College and Career Ready Students

Measurable Objective 1:

demonstrate a behavior to increase cultural awareness by 10/14/2016 as measured by the participation of schools in district provided training.

Status	Progress Notes	Created On	Created By
Met	ESL teacher provided PD for entire faculty at PMS.	January 24, 2017	Mrs. Regina Rencher

Strategy 1:

Cultural Awareness Training - Each school will ensure all teachers that teach English as a Second Language (ESL) students will attend cultural awareness training provided by the district.

Category: Develop/Implement Professional Learning and Support

Research Cited: USDOE, American Psychological Association, United Nations High Commission for the Refugees (UNHCR)

Status	Progress Notes	Created On	Created By
N/A	Teachers were provided ESL training by the ESL teacher on October 14, 2016.	January 23, 2017	Mrs. Regina Rencher

Activity - Professional Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school's assigned ESL teacher will provide training on multicultural classroom, parental involvement for ESL families, and the psychology of immigration.	Professional Learning	08/10/2016	10/14/2016	\$0	No Funding Required	Administrator EL Coordinator ESL Teacher Content Teachers

Status	Progress Notes	Created On	Created By
Completed	Teachers attended a Professional Development facilitated by the ESL teacher.	January 23, 2017	Mrs. Regina Rencher

Measurable Objective 2:

collaborate to provide and support professional development opportunities for teachers to develop effective challenge-based lessons that require students to demonstrate creative thinking, construct knowledge and develop innovative products and processes using technology by 06/02/2017 as measured by the End of the Quarter Teacher Made Test..

Strategy 1:

Professional Developmnet - Providing professional development to teachers on implementation of technology resources and tools.

Category: Develop/Implement Professional Learning and Support

Research Cited: NETS

Activity - SMART Board Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will learn basic to advanced lessons on how to fully employ SMART boards in their classrooms.	Professional Learning	08/10/2016	06/02/2017	\$7300	Title I Part A	Administrator TST Teachers

Status	Progress Notes	Created On	Created By
Completed	Teachers received Professional Development on January 3, 2017. Teachers utilize the SMART Lab with students.	January 24, 2017	Mrs. Regina Rencher

Activity - Big Universe	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive training on the use and implementation of the Big Universe web-based literacy tool in their classrooms.	Professional Learning	08/10/2016	06/02/2017	\$1750	Title I Part A	Administrator TST Teachers

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Status	Progress Notes	Created On	Created By
In Progress	Social Studies department will utilize this program once it is up and running.	January 24, 2017	Mrs. Regina Rencher
In Progress	Teachers are schedule to receive professional development.	January 23, 2017	Mrs. Regina Rencher

Activity - Discovery Education	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive training on how to incorporate videos and digital learning resources to inspire and engage students in their classrooms.	Professional Learning	08/10/2016	06/02/2017	\$1750	Title I Part A	Administrator TST Teachers

Status	Progress Notes	Created On	Created By
In Progress	Students engage in interactive lessons and activities.	January 23, 2017	Mrs. Regina Rencher

Activity - Star Reading/Star Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive training on how to identify their students' reading and math levels and how to incorporate suggested instructional strategies prescribed by the Star Reading and Star Math program.	Professional Learning	08/10/2016	06/02/2017	\$1000	Title I Part A	Administrator TST Teachers

Status	Progress Notes	Created On	Created By
In Progress	Working on training teachers on STAR math and STAR reading. Teachers will use it as a tool to provide individualized instruction.	January 24, 2017	Mrs. Regina Rencher

Measurable Objective 3:

collaborate to analyze student data, plan effective lessons and assessments to increase student achievement in reading and mathematics by 06/02/2017 as measured by ASPIRE.

Status	Progress Notes	Created On	Created By
Met	Teachers meet bi-weekly as a grade level one week and as a department on the alternate week.	January 24, 2017	Mrs. Regina Rencher
Met	Administrators facilitate monthly data meetings with each content area to disaggregate current data.	January 23, 2017	Mrs. Regina Rencher

Strategy 1:

Professional Development - Teachers will participate in a variety of direct and collaborative professional development opportunities.

Category:

Research Cited: Differentiated Instruction

Activity - Grade Level/Departmental Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collaborate on effective methods to align curriculum and develop Common Formative Assessment to enhance instruction, making PST referrals, and improving classroom management.	Professional Learning	08/10/2016	06/02/2017	\$0	No Funding Required	Administrator Teachers

Status	Progress Notes	Created On	Created By
In Progress	Departmental meetings are held bi-weekly. Teachers are required to attend and document with a PLCIA.	January 23, 2017	Mrs. Regina Rencher

Activity - Literacy Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will research and present literacy strategies to colleagues during faculty meetings.	Professional Learning	08/10/2016	06/02/2017	\$0	No Funding Required	Administrator Teachers

Status	Progress Notes	Created On	Created By
In Progress	Research-based literacy strategies are utilized in lessons to ensure student success. Star Reading 6th Grade 4.1, 7th Grade 4.5, 8th Grade 5.1	January 23, 2017	Mrs. Regina Rencher

Activity - Data Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be guided through the analysis of student achievement data to increase educator awareness of areas of strengths, areas for improvement, and developing a plan of action for the outcomes.	Policy and Process	09/30/2016	06/02/2017	\$0	No Funding Required	Administrator Teachers

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Status	Progress Notes	Created On	Created By
In Progress	Data is reviewed to guide instruction	January 24, 2017	Mrs. Regina Rencher
In Progress	Administrators facilitate data meetings monthly with each content area.	January 23, 2017	Mrs. Regina Rencher

Activity - Math Design Collaborative/ Professional Learning Community	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Development for Mathematics teachers that support problem solving and higher order thinking skills.	Professional Learning	07/19/2016	06/02/2017	\$0	No Funding Required	All Mathematics Teachers, Administrator

Measurable Objective 4:

collaborate to implement the Effective Learning Environments Observations Tool (eleot) to increase student engagement and student achievement by 06/02/2017 as measured by ELEOT Observations, ELEOT Data Report and ASPIRE.

Status	Progress Notes	Created On	Created By
Met	PMS is not completely on-line. PMS still utilizes the paper copy.	January 24, 2017	Mrs. Regina Rencher
Met	Administrators attended ELEOT Training	January 23, 2017	Mrs. Regina Rencher

Strategy 1:

Effective Learning Environments Observation Tool - The Principal and Instructional Leaders will provide professional development to ensure the integration and application of ELEOT is implemented and supported in the school.

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

Research Cited: Working on the Work Framework

Status	Progress Notes	Created On	Created By
N/A	Administrators utilize the ELEOT by spending at least 20 minutes in all classroom in the school and record their observations on a standardized reporting template. Data are then uploaded and stored by AdvancED	January 23, 2017	Mrs. Regina Rencher

Activity - Driving Learner- Centric Classrooms	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Administrators will provide training to the staff on the use of ELEOT to improve student centered learning environments.	Professional Learning	08/10/2016	06/02/2017	\$0	No Funding Required	Administrators Teachers
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Goal 4: Prepare and support students through student support services.

Measurable Objective 1:

collaborate to improve student attendance by 06/02/2016 as measured by increasing the attendance from 93% for the 2015-2016 school year to a 95% overall attendance goal for the 2016-2017 school year.

Status	Progress Notes	Created On	Created By
Not Met	The State requires a 95% attendance rate. from 1st quarter to 2nd quarter, 6th grade decreased from 95% to 94% 7th grade decreased from 96% to 94% 8th grade decreased from 96% to 95%. PMS overall decreased from 96% to 94%.	January 24, 2017	Mrs. Regina Rencher
Met	PMS will implement incentives to encourage students to attend school.	January 23, 2017	Mrs. Regina Rencher

Strategy 1:

Increase Student Attendance - Use a variety of strategies to increase student attendance.

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

Status	Progress Notes	Created On	Created By
N/A	PMS will meet as a faculty to determine what type of incentives to incorporate to increase attendance.	January 24, 2017	Mrs. Regina Rencher
N/A	Attendance is monitored through the homeroom daily. Teachers contact the parents of students with excessive absences.	January 23, 2017	Mrs. Regina Rencher

Activity - Attendance Incentives	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Provide incentives for student or homerooms that meet daily attendance goal during a 20 day period. Examples: pizza or popcorn party for homerooms with the highest daily attendance, perfect attendance certificates, student drawings for prizes and recognition during Honors Day assemblies.	Policy and Process	08/10/2016	06/02/2017	\$0	No Funding Required	Counselor Teachers Administrator
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Status	Progress Notes	Created On	Created By
In Progress	Homerooms meeting the attendance goal attend a pizza party at the end of the 20 day reporting period.	January 23, 2017	Mrs. Regina Rencher

Activity - Monitor Student Attendance and Suspensions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Homeroom Teachers will compile a listing of students with attendance issues focusing on students with 3 or more unexcused absences, 5 or more tardies, and repeated suspensions noted on the 20-day report. During PST meetings, the team will discuss strategies to improve attendance and behavior of each student.	Policy and Process	08/10/2016	06/02/2017	\$0	No Funding Required	Administrator Homeroom Teachers Attendance Officer Attendance Para.

Status	Progress Notes	Created On	Created By
In Progress	Student attendance and suspensions are monitored to decrease student absences	January 24, 2017	Mrs. Regina Rencher
In Progress	Teachers will continue to monitor attendance. Measures have been put in place to decrease the number of students suspended. In lieu of suspension, students are placed in retract	January 23, 2017	Mrs. Regina Rencher

Activity - Contact Parents	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Homeroom Teachers will give a list of identified students to office personnel. The office personnel will call parents to discuss attendance of students with 3 or more unexcused absences or 5 or more tardies noted on the 20-day report. The attendance paraprofessional will document attendance calls on parent contact logs.	Policy and Process	08/10/2016	06/02/2017	\$35198	Title I Part A	Administrator Homeroom Teachers Attendance Officer Attendance Para. Registrar

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Status	Progress Notes	Created On	Created By
In Progress	Counselor and office personnel contact parents to inform them of excessive absences and tardies.	January 24, 2017	Mrs. Regina Rencher
In Progress	Teachers complete quarterly contact logs. Teachers are required to communicate with parents via newsletters, phone calls and messenger. PMS website is updated regularly to keep the parents and community informed.	January 23, 2017	Ed Sanderson

Measurable Objective 2:

collaborate to provide transitional activities by 07/27/2016 as measured by students' successful transition to the next grade.

Status	Progress Notes	Created On	Created By
Not Met	Transition committee members have met to determine when students will participate in transition activities	January 23, 2017	Ed Sanderson

Strategy 1:

Transitioning - Student will attend activities to prepare for the next grade level.

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

Status	Progress Notes	Created On	Created By
N/A	Counselor will select a date to rotate grade-to-grade transition. Counselor will create a schedule/calendar to provide to parents to let them know when transition will take place.	January 24, 2017	Mrs. Regina Rencher
N/A	Will not occur until May 2017	January 23, 2017	Ed Sanderson

Activity - Bridges	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Incoming 6th graders will attend a three day summer camp to become familiar with the school, teachers and curriculum.	Academic Support Program	07/25/2017	07/27/2017	\$0	No Funding Required	Administrators Teachers

Status	Progress Notes	Created On	Created By
Not Applicable	Will not occur until July.	January 23, 2017	Ed Sanderson

Goal 5: Pillans Middle School will reduce the number of out of school suspensions.

Measurable Objective 1:

collaborate to reduce the number of out of school suspension by 06/02/2017 as measured by a 5% decrease in the number of students suspended from 671 to 637.

Status	Progress Notes	Created On	Created By
Met	6th grade increase from 5 to 15 students suspended 7th grade increased from 13 to 19 8th grade increased from 7 to 8. PMS overall increased from 25 to 42.	January 24, 2017	Mrs. Regina Rencher
Met	6th grade 5, 7th grade 13, 8th grade 7, total 25	January 23, 2017	Mrs. Regina Rencher

Strategy 1:

Decrease Out of School Suspension - Administration and teachers will utilize a resource room and Problem Solving Team to reduce the number of out of school suspensions.

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

Research Cited: Problem Solving Team Resource Room

Status	Progress Notes	Created On	Created By
N/A	Students are referred to in-house suspension as an alternative to out-of-school suspension. Work is provided to the students who are referred.	January 24, 2017	Mrs. Regina Rencher
N/A	In lieu of suspension, students are referred to Retract. 6th grade 5, 7th grade 13, 8th grade 7 overall number of students suspended 25.	January 23, 2017	Mrs. Regina Rencher

Activity - Resource Room	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students that would be suspended out of school will report to a resource room to complete their assignments away from the rest of the student population for the duration of days they would have been removed from the school.	Behavioral Support Program	08/10/2016	06/02/2017	\$0	No Funding Required	Administrator Teachers

Status	Progress Notes	Created On	Created By
In Progress	In lieu of being suspended, students are referred to retract.	January 23, 2017	Mrs. Regina Rencher

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Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Grade Level/Departmental Meetings	Teachers will collaborate on effective methods to align curriculum and develop Common Formative Assessment to enhance instruction, making PST referrals, and improving classroom management.	Professional Learning	08/10/2016	06/02/2017	\$0	Administrator Teachers
Problem Solving Team (PST) Meeting	All teachers will meet monthly to identify struggling students and monitor their academic progress.	Policy and Process	08/10/2016	06/02/2017	\$0	All Teachers Administrator
Monitor Student Attendance and Suspensions	Homeroom Teachers will compile a listing of students with attendance issues focusing on students with 3 or more unexcused absences, 5 or more tardies, and repeated suspensions noted on the 20-day report. During PST meetings, the team will discuss strategies to improve attendance and behavior of each student.	Policy and Process	08/10/2016	06/02/2017	\$0	Administrator Homeroom Teachers Attendance Officer Attendance Para.
Literacy Strategies	Teachers will research and present literacy strategies to colleagues during faculty meetings.	Professional Learning	08/10/2016	06/02/2017	\$0	Administrator Teachers
Professional Learning	The school's assigned ESL teacher will provide training on multicultural classroom, parental involvement for ESL families, and the psychology of immigration.	Professional Learning	08/10/2016	10/14/2016	\$0	Administrator EL Coordinator ESL Teacher Content Teachers
Resource Room	Students that would be suspended out of school will report to a resource room to complete their assignments away from the rest of the student population for the duration of days they would have been removed from the school.	Behavioral Support Program	08/10/2016	06/02/2017	\$0	Administrator Teachers
Sonday System 2	All Language Arts teacher will utilize the systematically structured Sonday 2 program that uses Multi-sensory techniques that aid students in learning to read, write, and spell, simultaneously.	Academic Support Program	08/10/2016	06/02/2017	\$0	All Language Arts Teachers, Administrator
Attendance Incentives	Provide incentives for student or homerooms that meet daily attendance goal during a 20 day period. Examples: pizza or popcorn party for homerooms with the highest daily attendance, perfect attendance certificates, student drawings for prizes and recognition during Honors Day assemblies.	Policy and Process	08/10/2016	06/02/2017	\$0	Counselor Teachers Administrator

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Bridges	Incoming 6th graders will attend a three day summer camp to become familiar with the school, teachers and curriculum.	Academic Support Program	07/25/2017	07/27/2017	\$0	Administrators Teachers
Six Traits of Writing	All Language Arts teachers will implement the 6+1 Trait Writing Model of Instruction & Assessment which comprises of 6+1 key qualities that define quality writing. These are: Ideas, Organization, Voice, Word Choice, Sentence Fluency, Conventions, and Presentation.	Academic Support Program	08/10/2016	06/02/2017	\$0	All Language Arts Teachers, Administrator
Data Meetings	Teachers will be guided through the analysis of student achievement data to increase educator awareness of areas of strengths, areas for improvement, and developing a plan of action for the outcomes.	Policy and Process	09/30/2016	06/02/2017	\$0	Administrator Teachers
Math Design Collaborative/ Professional Learning Community	Professional Development for Mathematics teachers that support problem solving and higher order thinking skills.	Professional Learning	07/19/2016	06/02/2017	\$0	All Mathematics Teachers, Administrator
Driving Learner- Centric Classrooms	Administrators will provide training to the staff on the use of ELEOT to improve student centered learning environments.	Professional Learning	08/10/2016	06/02/2017	\$0	Administrators Teachers
Digital Tool Usage	Students will use digital tools, individually and collaboratively, in and out of the classroom to gather, organize, evaluate, share, and present information.	Technology	08/10/2016	06/02/2017	\$0	Teachers TST Administrator
Total					\$0	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Problem Solving and High Order Thinking Skills	Students in all mathematics classes will use Mathematics Design Collaborative strategies to complete tasks daily during classroom activities.	Direct Instruction	08/10/2016	06/02/2017	\$3728	Mathematics Teachers Administrator
Student Intervention	All 6th-8th grade students will receive additional academic assistance for skill deficits in the area of reading and mathematics through Academics Success Strategies Classes, Saturday School, and Extended Day tutoring.	Direct Instruction	08/10/2016	06/02/2017	\$11700	Content Area Teachers Special Education Teachers Administrator
Text Dependent Questions	All English Language Arts, Mathematics, Science, and Social Studies teachers will utilize text dependent question, including literal-level, structural-level, and inferential-level questions, when creating formative and summative assessments.	Direct Instruction	08/10/2016	06/02/2017	\$13000	All Teachers Administrator
Direct Instruction	Teacher will provide instruction to English Language Learners according to the WIDA standards.	Direct Instruction	08/10/2016	06/02/2017	\$8973	Content Teachers Administrator EL Coordinator

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Star Reading/Star Math	Teachers will receive training on how to identify their students' reading and math levels and how to incorporate suggested instructional strategies prescribed by the Star Reading and Star Math program.	Professional Learning	08/10/2016	06/02/2017	\$1000	Administrator TST Teachers
Computer Purchases	Purchase new computers to ensure all technology remains up-to-date and within warranty.	Technology	10/03/2016	06/02/2017	\$25500	Administrator, Title One Facilitator, TST
Review Non- Mastered Standards	All content area teachers, intervention teachers, and designated special education teachers and paraprofessionals will use grade level common assessments and bell ringers to identify and review non-mastered standards.	Direct Instruction	08/10/2016	06/02/2017	\$93912	Content Area Teachers Special Education Teacher/Para professional Administrator
Discovery Education	Teachers will receive training on how to incorporate videos and digital learning resources to inspire and engage students in their classrooms.	Professional Learning	08/10/2016	06/02/2017	\$1750	Administrator TST Teachers
Close Read	All English Language Arts, Mathematics, Science, and Social Studies classes will close read passages, or various text and make claims by finding evidence within the text when deemed necessary to meet curriculum standards.	Direct Instruction	08/10/2016	06/02/2017	\$3728	All Teachers Administrator
SMART Board Training	Teachers will learn basic to advanced lessons on how to fully employ SMART boards in their classrooms.	Professional Learning	08/10/2016	06/02/2017	\$7300	Administrator TST Teachers
Big Universe	Teachers will receive training on the use and implementation of the Big Universe web-based literacy tool in their classrooms.	Professional Learning	08/10/2016	06/02/2017	\$1750	Administrator TST Teachers
Generating and Testing Hypothesizes	Increase the number of times 6th- 8th grade students engage in laboratory experiences that are correlated with content standards.	Direct Instruction	08/10/2016	06/02/2017	\$3728	Science Teachers Administrator
Contact Parents	Homeroom Teachers will give a list of identified students to office personnel. The office personnel will call parents to discuss attendance of students with 3 or more unexcused absences or 5 or more tardies noted on the 20-day report. The attendance paraprofessional will document attendance calls on parent contact logs.	Policy and Process	08/10/2016	06/02/2017	\$35198	Administrator Homeroom Teachers Attendance Officer Attendance Para. Registrar
Total					\$211267	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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Direct Instruction	Teacher will provide instruction to English Language Learners according to the WIDA standards.	Direct Instruction	08/10/2016	06/02/2017	\$756951	Content Teachers Administrator EL Coordinator
Total					\$756951	

State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Direct Instruction	Teacher will provide instruction to English Language Learners according to the WIDA standards.	Direct Instruction	08/10/2016	06/02/2017	\$1639611	Content Teachers Administrator EL Coordinator
Total					\$1639611	

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.

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Stakeholder Feedback Data

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

DRAFT

Evaluative Criteria and Rubrics

Overall Rating: 3.0

	Statement or Question	Response	Rating
1.	Questionnaire Administration	Most required AdvancED questionnaires were used by the institution to receive stakeholder feedback. The minimum response rate for each population was met (parent questionnaire: equal to or greater than 20%, student questionnaire(s): equal to or greater than 40%, staff questionnaire: equal to or greater than 60%). Questionnaires were administered with reasonable fidelity to the administrative procedures appropriate for each assessment. In most instances, the stakeholders to whom these questionnaires were administered mostly represented the populations served by the institution. Appropriate accommodations were provided for most participants.	Level 3

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

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Areas of Notable Achievement

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

On the Student Survey the following questions received an average score of 5.0:

- #2. In my school, the purpose and expectations are clearly explained to me and my family.
- #4. In my school, all students are treated with respect.

On the Parent Survey the following questions received an average score of 3.67:

- #18. My child sees a relationship between what is being taught and his/her everyday life.
- #19. My child knows the expectations for learning in all classes.

On the Staff Survey the following questions received an average score of 4.6:

- #1. Our school's purpose statement is clearly focused on student success.
- #12. Our school's leaders regularly evaluate staff members on criteria designed to improve teaching and learning.

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

Questions found in the Purpose and Direction section of the survey received the highest score on both the Student and Staff Survey.

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

There are no other stakeholder feedback sources to compare the findings.

Areas in Need of Improvement

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

The overall lowest level of satisfaction on the Student Survey was #7. In my school, students treat adults with respect. Average score:1.0

The overall lowest level of satisfaction on the Parent Survey was #4. Our school's governing body operates responsibly and functions effectively and #5. Our school's governing body does not interfere with the operation or leadership of our school. The average score for both: 2.0.

The overall lowest satisfaction on the Staff Survey was #44. Our school provides opportunities for students to participate in activities that interest them. Average score: 2.5.

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

Based on the previous parent survey, #30 which states that we communicate the strengths and weakness to students and parents and Our school ensures that the facilities support student learning received and average score of 1.0. On the most recent parent survey, #30 received an average score of 3.33. This is a significant decrease.

What are the implications for these stakeholder perceptions?

The implications are students are not respectful to the adults on campus; the governing body interferes with the leadership of the school; and school does not offer electives that interest the students.

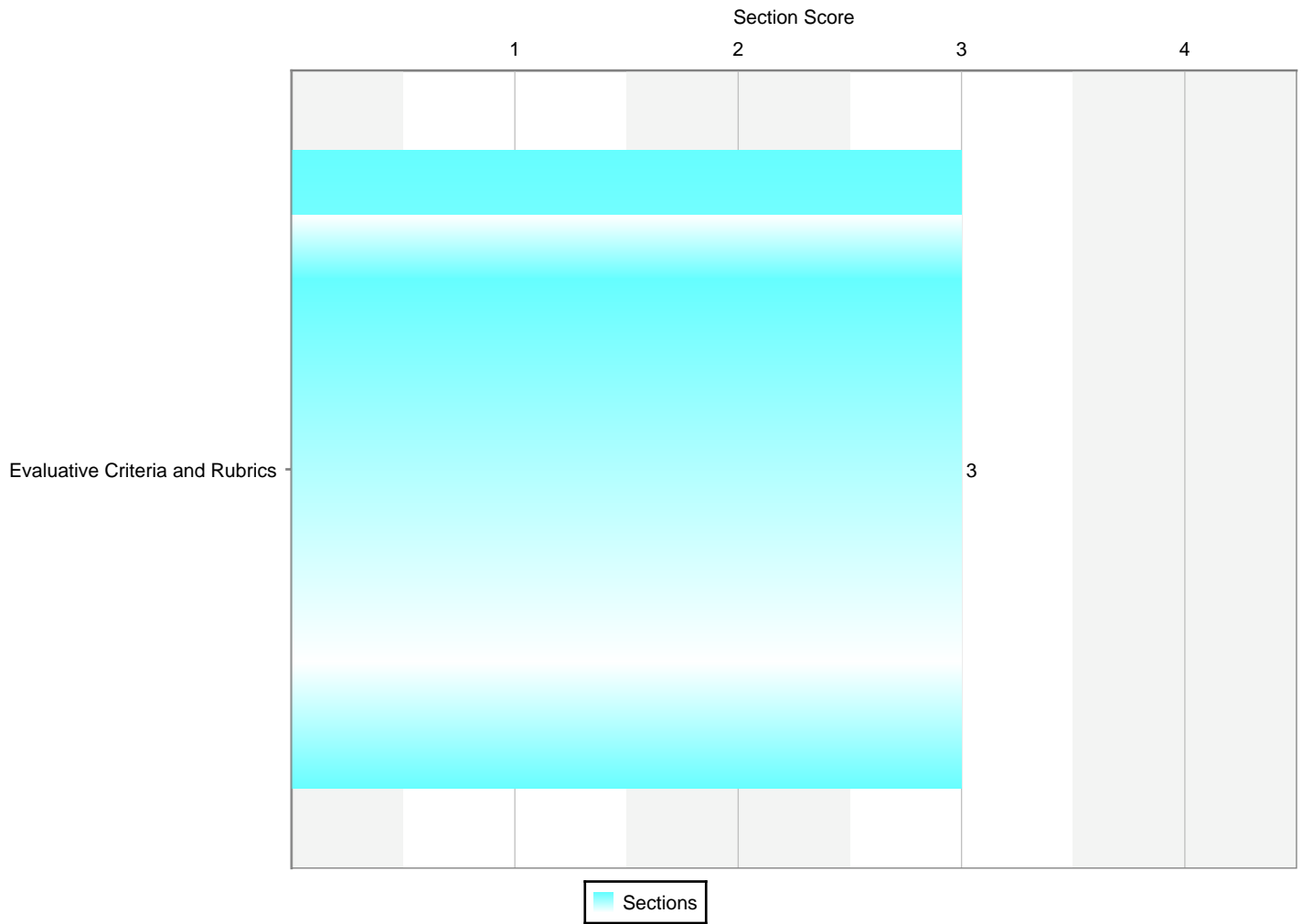
Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

The findings from student surveys and teacher surveys are consistent in the areas of:

- Academics
- School rules
- Environment

Report Summary

Scores By Section



D

Title I Schoolwide Diagnostic

DRAFT

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).

DRAFT

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?

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.

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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:

Engage and Empower the learner through high quality K-12 aligned College and Career Ready Standards, instruction, and assessment for all core content areas.

Measurable Objective 1:

50% of Sixth, Seventh and Eighth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency on the End of Quarter Teacher-Made Exam and the ASPIRE test in Mathematics by 06/02/2017 as measured by the number of students that meet or exceed the grade level benchmark on the Mathematics Aspire.

Strategy1:

Close Reading and Text-Dependent Questioning - All English Language Arts, Mathematics, Science, and Social Studies teachers will employ close reading strategies and text-dependent questioning.

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

Research Cited: Multiple standards require students to determine meaning, analyze structures, and comprehend complex texts. Close reading coupled with the use of text dependent questions facilitate the comprehension of text on a variety of levels.

Activity - Close Read	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All English Language Arts, Mathematics, Science, and Social Studies classes will close read passages, or various text and make claims by finding evidence within the text when deemed necessary to meet curriculum standards.	Direct Instruction	08/10/2016	06/02/2017	\$3728 - Title I Part A	All Teachers Administrator

Activity - Text Dependent Questions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All English Language Arts, Mathematics, Science, and Social Studies teachers will utilize text dependent question, including literal-level, structural-level, and inferential-level questions, when creating formative and summative assessments.	Direct Instruction	08/10/2016	06/02/2017	\$13000 - Title I Part A	All Teachers Administrator

Strategy2:

Student Intervention - Additional academic assistance will be provided to struggling students.

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

Research Cited: Cooperative Learning Activities, Small group Intervention

Activity - Student Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All 6th-8th grade students will receive additional academic assistance for skill deficits in the area of reading and mathematics through Academics Success Strategies Classes, Saturday School, and Extended Day tutoring.	Direct Instruction	08/10/2016	06/02/2017	\$11700 - Title I Part A	Content Area Teachers Special Education Teachers Administrator

Activity - Review Non- Mastered Standards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All content area teachers, intervention teachers, and designated special education teachers and paraprofessionals will use grade level common assessments and bell ringers to identify and review non-mastered standards.	Direct Instruction	08/10/2016	06/02/2017	\$93912 - Title I Part A	Content Area Teachers Special Education Teacher/Paraprofessional Administrator

Strategy3:

Mathematics Design Collaborative - All Mathematics Teachers will use the Mathematics Design Collaborative strategies to teach all students Mathematics concepts through the utilization of problem solving and high order thinking skills during daily instruction.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Mathematics Design Collaborative (MDC) is professional development for mathematics teachers through Southern Regional Educational Board (SREB) that support problem solving and higher order thinking skills.

Activity - Problem Solving and High Order Thinking Skills	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in all mathematics classes will use Mathematics Design Collaborative strategies to complete tasks daily during classroom activities.	Direct Instruction	08/10/2016	06/02/2017	\$3728 - Title I Part A	Mathematics Teachers Administrator

Strategy4:

Problem Solving Team - All Teachers will meet monthly to identify struggling students.

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

Research Cited: RTI

Activity - Problem Solving Team (PST) Meeting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will meet monthly to identify struggling students and monitor their academic progress.	Policy and Process	08/10/2016	06/02/2017	\$0 - No Funding Required	All Teachers Administrator

Measurable Objective 2:

57% of English Learners students will demonstrate a proficiency or exceed the state APLA with a 0.5 gain in English Language Arts by 06/02/2017 as measured by the state mandated assessment ACCESS for EL.

Strategy1:

Implementation of the Core Program - English learners will meet or exceed the state APLA of 57% on the ACCESS for ELL through the effective implementation of a Tier I instruction utilizing Specially Designed Academic Instruction in English.

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

Research Cited: WIDA World-Class Instructional Design and Assessment

Activity - Direct Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will provide instruction to English Language Learners according to the WIDA standards.	Direct Instruction	08/10/2016	06/02/2017	\$0 - District Funding	Content Teachers Administrator EL Coordinator

Measurable Objective 3:

50% of Sixth, Seventh and Eighth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency on the End of Quarter Teacher-Made Exam and ASPIRE in English Language Arts by 06/02/2017 as measured by the number of students that meet or exceed the grade level benchmark.

Strategy1:

Problem Solving Team - All Teachers will meet monthly to identify struggling students.

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

Research Cited: RTI

Activity - Problem Solving Team (PST) Meeting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will meet monthly to identify struggling students and monitor their academic progress.	Policy and Process	08/10/2016	06/02/2017	\$0 - No Funding Required	All Teachers Administrator

Strategy2:

Close Reading and Text-Dependent Questioning - All English Language Arts, Mathematics, Science, and Social Studies teachers will employ close reading strategies and text-dependent questioning.

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

Research Cited: Multiple standards require students to determine meaning, analyze structures, and comprehend complex texts. Close reading coupled with the use of text dependent questions facilitate the comprehension of text on a variety of levels.

Activity - Close Read	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All English Language Arts, Mathematics, Science, and Social Studies classes will close read passages, or various text and make claims by finding evidence within the text when deemed necessary to meet curriculum standards.	Direct Instruction	08/10/2016	06/02/2017	\$3728 - Title I Part A	All Teachers Administrator

ACIP

Palmer Pillans Middle School

Activity - Text Dependent Questions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All English Language Arts, Mathematics, Science, and Social Studies teachers will utilize text dependent question, including literal-level, structural-level, and inferential-level questions, when creating formative and summative assessments.	Direct Instruction	08/10/2016	06/02/2017	\$13000 - Title I Part A	All Teachers Administrator

Strategy3:

Student Intervention - Additional academic assistance will be provided to struggling students.

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

Research Cited: Cooperative Learning Activities, Small group Intervention

Activity - Student Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All 6th-8th grade students will receive additional academic assistance for skill deficits in the area of reading and mathematics through Academics Success Strategies Classes, Saturday School, and Extended Day tutoring.	Direct Instruction	08/10/2016	06/02/2017	\$11700 - Title I Part A	Content Area Teachers Special Education Teachers Administrator

Activity - Review Non- Mastered Standards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All content area teachers, intervention teachers, and designated special education teachers and paraprofessionals will use grade level common assessments and bell ringers to identify and review non-mastered standards.	Direct Instruction	08/10/2016	06/02/2017	\$93912 - Title I Part A	Content Area Teachers Special Education Teacher/Paraprofessional Administrator

Measurable Objective 4:

50% of Sixth, Seventh and Eighth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency on the End of Quarter Teacher-Made Exam and the ASPIRE in Science by 06/02/2017 as measured by the number of students that meet or exceed the grade level benchmark.

Strategy1:

Student Centered Environment - Science Teachers will establish an instructional environment that is student-centered by reducing time spent on lectures and incorporating more lab experiences and projects.

Category:

Research Cited: Project-based assignments and Inquiry-based instruction

Activity - Generating and Testing Hypotheses	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Increase the number of times 6th- 8th grade students engage in laboratory experiences that are correlated with content standards.	Direct Instruction	08/10/2016	06/02/2017	\$3728 - Title I Part A	Science Teachers Administrator

Strategy2:

SY 2016-2017

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Close Reading and Text-Dependent Questioning - All English Language Arts, Mathematics, Science, and Social Studies teachers will employ close reading strategies and text-dependent questioning.

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

Research Cited: Multiple standards require students to determine meaning, analyze structures, and comprehend complex texts. Close reading coupled with the use of text dependent questions facilitate the comprehension of text on a variety of levels.

Activity - Close Read	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All English Language Arts, Mathematics, Science, and Social Studies classes will close read passages, or various text and make claims by finding evidence within the text when deemed necessary to meet curriculum standards.	Direct Instruction	08/10/2016	06/02/2017	\$3728 - Title I Part A	All Teachers Administrator

Activity - Text Dependent Questions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All English Language Arts, Mathematics, Science, and Social Studies teachers will utilize text dependent question, including literal-level, structural-level, and inferential-level questions, when creating formative and summative assessments.	Direct Instruction	08/10/2016	06/02/2017	\$13000 - Title I Part A	All Teachers Administrator

Measurable Objective 5:

100% of Sixth, Seventh and Eighth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will collaborate to use digital media to learn and communicate in English Language Arts by 06/02/2017 as measured by ASPIRE.

Strategy1:

Technology Enhanced Learning - Students will display various forms of learning as a result of the use of challenged-based, instructional strategies delivered in technology-rich learning environments.

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

Research Cited: NETS

Activity - Digital Tool Usage	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use digital tools, individually and collaboratively, in and out of the classroom to gather, organize, evaluate, share, and present information.	Technology	08/10/2016	06/02/2017	\$0 - No Funding Required	Teachers TST Administrator

Goal 2:

Prepare and Support Teachers to graduate College and Career Ready Students

Measurable Objective 1:

collaborate to provide and support professional development opportunities for teachers to develop effective challenge-based lessons that require students to demonstrate creative thinking, construct knowledge and develop innovative products and processes using technology by 06/02/2017 as measured by ASPIRE.

Strategy1:

Professional Development - Providing professional development to teachers on implementation of technology resources and tools.

Category: Develop/Implement Professional Learning and Support

Research Cited: NETS

Activity - Big Universe	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive training on the use and implementation of the Big Universe web-based literacy tool in their classrooms.	Professional Learning	08/10/2016	06/02/2017	\$1750 - Title I Part A	Administrator TST Teachers

Activity - Star Reading/Star Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive training on how to identify their students' reading and math levels and how to incorporate suggested instructional strategies prescribed by the Star Reading and Star Math program.	Professional Learning	08/10/2016	06/02/2017	\$1000 - Title I Part A	Administrator TST Teachers

Activity - Discovery Education	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive training on how to incorporate videos and digital learning resources to inspire and engage students in their classrooms.	Professional Learning	08/10/2016	06/02/2017	\$1750 - Title I Part A	Administrator TST Teachers

Activity - SMART Board Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will learn basic to advanced lessons on how to fully employ SMART boards in their classrooms.	Professional Learning	08/10/2016	06/02/2017	\$7300 - Title I Part A	Administrator TST Teachers

Measurable Objective 2:

collaborate to implement the Effective Learning Environments Observations Tool (eleot) to increase student engagement and student achievement by 06/02/2017 as measured by ELEOT Observations, ELEOT Data Report and ASPIRE.

Strategy1:

Effective Learning Environments Observation Tool - The Principal and Instructional Leaders will provide professional development to ensure the integration and application of ELEOT is implemented and supported in the school.

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

Research Cited: Working on the Work Framework

Activity - Driving Learner- Centric Classrooms	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators will provide training to the staff on the use of ELEOT to improve student centered learning environments.	Professional Learning	08/10/2016	06/02/2017	\$0 - No Funding Required	Administrators Teachers

Measurable Objective 3:

collaborate to increase student achievement by 06/02/2017 as measured by ASPIRE.

Strategy1:

Professional Development - Teachers will participate in a variety of direct and collaborative professional development opportunities.

Category:

Research Cited: Differentiated Instruction

Activity - Literacy Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will research and present literacy strategies to colleagues during faculty meetings.	Professional Learning	08/10/2016	06/02/2017	\$0 - No Funding Required	Administrator Teachers

Activity - Grade Level/Departmental Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate on effective methods to align curriculum and develop Common Formative Assessment to enhance instruction, making PST referrals, and improving classroom management.	Professional Learning	08/10/2016	06/02/2017	\$0 - No Funding Required	Administrator Teachers

Activity - Literacy Coaches	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Literacy Coaches will partner with the faculty and staff members to improve instruction and student learning by utilizing a variety of research-based instructional strategies.	Professional Learning	08/10/2016	06/02/2017	\$0 - District Funding	Administrator Teachers Literacy Coaches

Measurable Objective 4:

demonstrate a behavior to increase cultural awareness by 10/14/2016 as measured by the participation of schools in district provided training.

Strategy1:

Cultural Awareness Training - Each school will ensure all teachers that teach English as a Second Language (ESL) students will attend cultural awareness training provided by the district.

Category: Develop/Implement Professional Learning and Support

Research Cited: USDOE, American Psychological Association, United Nations High Commission for the Refugees (UNHCR)

Activity - Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school's assigned ESL teacher will provide training on multicultural classroom, parental involvement for ESL families, and the psychology of immigration.	Professional Learning	08/10/2016	10/14/2016	\$0 - No Funding Required	Administrator EL Coordinator ESL Teacher Content Teachers

Goal 3:

All educators and students will have digital tools to access a comprehensive viable infrastructure when and where they need it.

Measurable Objective 1:

collaborate to ensure every student, teacher, administrator has access to an Internet Connected Device (ICD) with viable access points and appropriate software and Web-based resources for research, communication, multimedia content creation, and consumption by 06/02/2017 as measured by the number updated computers in the building increased from 40% to 60%.

Strategy1:

Technology Funding - Providing funding for an Internet Connected Device (ICD) for every student and educator through district, school, and other funding.

Category: Align Fiscal Resources

Research Cited: Transform 2020 Plan-Strategies and Narrative

Activity - Computer Purchases	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Purchase new computers to ensure all technology remains up-to-date and within warranty.	Technology	10/03/2016	06/02/2017	\$25500 - Title I Part A	Administrator, Title One Facilitator, TST

Goal 4:

Prepare and support students through student support services.

Measurable Objective 1:

collaborate to provide transitional activities by 07/27/2016 as measured by students' successful transition to the next grade.

Strategy1:

Transitioning - Student will attend activities to prepare for the next grade level.

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

Research Cited:

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Activity - Bridges	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Incoming 6th graders will attend a three day summer camp to become familiar with the school, teachers and curriculum.	Academic Support Program	07/25/2017	07/27/2017	\$0 - No Funding Required	Administrators Teachers

Measurable Objective 2:

collaborate to improve student attendance by 06/02/2016 as measured by increasing the attendance from 93% for the 2015-2016 school year to a 95% overall attendance goal for the 2016-2017 school year.

Strategy1:

Increase Student Attendance - Use a variety of strategies to increase student attendance.

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

Research Cited:

Activity - Contact Parents	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Homeroom Teachers will give a list of identified students to office personnel. The office personnel will call parents to discuss attendance of students with 3 or more unexcused absences or 5 or more tardies noted on the 20-day report. The attendance paraprofessional will document attendance calls on parent contact logs.	Policy and Process	08/10/2016	06/02/2017	\$35198 - Title I Part A	Administrator Homeroom Teachers Attendance Officer Attendance Para. Registrar

Activity - Attendance Incentives	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide incentives for student or homerooms that meet daily attendance goal during a 20 day period. Examples: pizza or popcorn party for homerooms with the highest daily attendance, perfect attendance certificates, student drawings for prizes and recognition during Honors Day assemblies.	Policy and Process	08/10/2016	06/02/2017	\$0 - No Funding Required	Counselor Teachers Administrator

Activity - Monitor Student Attendance and Suspensions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Homeroom Teachers will compile a listing of students with attendance issues focusing on students with 3 or more unexcused absences, 5 or more tardies, and repeated suspensions noted on the 20-day report. During PST meetings, the team will discuss strategies to improve attendance and behavior of each student.	Policy and Process	08/10/2016	06/02/2017	\$0 - No Funding Required	Administrator Homeroom Teachers Attendance Officer Attendance Para.

2. Identify the strategies in the schoolwide plan that increase the quality and quantity of instruction.**Goal 1:**

SY 2016-2017

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Engage and Empower the learner through high quality K-12 aligned College and Career Ready Standards, instruction, and assessment for all core content areas.

Measurable Objective 1:

100% of Sixth, Seventh and Eighth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will collaborate to use digital media to learn and communicate in English Language Arts by 06/02/2017 as measured by ASPIRE.

Strategy1:

Technology Enhanced Learning - Students will display various forms of learning as a result of the use of challenged-based, instructional strategies delivered in technology-rich learning environments.

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

Research Cited: NETS

Activity - Digital Tool Usage	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use digital tools, individually and collaboratively, in and out of the classroom to gather, organize, evaluate, share, and present information.	Technology	08/10/2016	06/02/2017	\$0 - No Funding Required	Teachers TST Administrator

Measurable Objective 2:

57% of English Learners students will demonstrate a proficiency or exceed the state APLA with a 0.5 gain in English Language Arts by 06/02/2017 as measured by the state mandated assessment ACCESS for EL.

Strategy1:

Implementation of the Core Program - English learners will meet or exceed the state APLA of 57% on the ACCESS for ELL through the effective implementation of a Tier I instruction utilizing Specially Designed Academic Instruction in English.

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

Research Cited: WIDA World-Class Instructional Design and Assessment

Activity - Direct Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will provide instruction to English Language Learners according to the WIDA standards.	Direct Instruction	08/10/2016	06/02/2017	\$0 - District Funding	Content Teachers Administrator EL Coordinator

Measurable Objective 3:

50% of Sixth, Seventh and Eighth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency on the End of Quarter Teacher-Made Exam and ASPIRE in

English Language Arts by 06/02/2017 as measured by the number of students that meet or exceed the grade level benchmark.

Strategy1:

Close Reading and Text-Dependent Questioning - All English Language Arts, Mathematics, Science, and Social Studies teachers will employ close reading strategies and text-dependent questioning.

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

Research Cited: Multiple standards require students to determine meaning, analyze structures, and comprehend complex texts. Close reading coupled with the use of text dependent questions facilitate the comprehension of text on a variety of levels.

Activity - Text Dependent Questions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All English Language Arts, Mathematics, Science, and Social Studies teachers will utilize text dependent question, including literal-level, structural-level, and inferential-level questions, when creating formative and summative assessments.	Direct Instruction	08/10/2016	06/02/2017	\$13000 - Title I Part A	All Teachers Administrator

Activity - Close Read	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All English Language Arts, Mathematics, Science, and Social Studies classes will close read passages, or various text and make claims by finding evidence within the text when deemed necessary to meet curriculum standards.	Direct Instruction	08/10/2016	06/02/2017	\$3728 - Title I Part A	All Teachers Administrator

Strategy2:

Problem Solving Team - All Teachers will meet monthly to identify struggling students.

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

Research Cited: RTI

Activity - Problem Solving Team (PST) Meeting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will meet monthly to identify struggling students and monitor their academic progress.	Policy and Process	08/10/2016	06/02/2017	\$0 - No Funding Required	All Teachers Administrator

Strategy3:

Student Intervention - Additional academic assistance will be provided to struggling students.

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

Research Cited: Cooperative Learning Activities, Small group Intervention

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Activity - Review Non- Mastered Standards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All content area teachers, intervention teachers, and designated special education teachers and paraprofessionals will use grade level common assessments and bell ringers to identify and review non-mastered standards.	Direct Instruction	08/10/2016	06/02/2017	\$93912 - Title I Part A	Content Area Teachers Special Education Teacher/Paraprofessional Administrator

Activity - Student Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All 6th-8th grade students will receive additional academic assistance for skill deficits in the area of reading and mathematics through Academics Success Strategies Classes, Saturday School, and Extended Day tutoring.	Direct Instruction	08/10/2016	06/02/2017	\$11700 - Title I Part A	Content Area Teachers Special Education Teacher/Paraprofessional Administrator

Measurable Objective 4:

50% of Sixth, Seventh and Eighth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency on the End of Quarter Teacher-Made Exam and the ASPIRE test in Mathematics by 06/02/2017 as measured by the number of students that meet or exceed the grade level benchmark on the Mathematics Aspire.

Strategy1:

Problem Solving Team - All Teachers will meet monthly to identify struggling students.

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

Research Cited: RTI

Activity - Problem Solving Team (PST) Meeting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will meet monthly to identify struggling students and monitor their academic progress.	Policy and Process	08/10/2016	06/02/2017	\$0 - No Funding Required	All Teachers Administrator

Strategy2:

Student Intervention - Additional academic assistance will be provided to struggling students.

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

Research Cited: Cooperative Learning Activities, Small group Intervention

Activity - Review Non- Mastered Standards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All content area teachers, intervention teachers, and designated special education teachers and paraprofessionals will use grade level common assessments and bell ringers to identify and review non-mastered standards.	Direct Instruction	08/10/2016	06/02/2017	\$93912 - Title I Part A	Content Area Teachers Special Education Teacher/Paraprofessional Administrator

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Activity - Student Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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Strategy3:

Close Reading and Text-Dependent Questioning - All English Language Arts, Mathematics, Science, and Social Studies teachers will employ close reading strategies and text-dependent questioning.

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

Research Cited: Multiple standards require students to determine meaning, analyze structures, and comprehend complex texts. Close reading coupled with the use of text dependent questions facilitate the comprehension of text on a variety of levels.

Activity - Text Dependent Questions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All English Language Arts, Mathematics, Science, and Social Studies teachers will utilize text dependent question, including literal-level, structural-level, and inferential-level questions, when creating formative and summative assessments.	Direct Instruction	08/10/2016	06/02/2017	\$13000 - Title I Part A	All Teachers Administrator

Activity - Close Read	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All English Language Arts, Mathematics, Science, and Social Studies classes will close read passages, or various text and make claims by finding evidence within the text when deemed necessary to meet curriculum standards.	Direct Instruction	08/10/2016	06/02/2017	\$3728 - Title I Part A	All Teachers Administrator

Strategy4:

Mathematics Design Collaborative - All Mathematics Teachers will use the Mathematics Design Collaborative strategies to teach all students Mathematics concepts through the utilization of problem solving and high order thinking skills during daily instruction.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Mathematics Design Collaborative (MDC) is professional development for mathematics teachers through Southern Regional Educational Board (SREB) that support problem solving and higher order thinking skills.

Activity - Problem Solving and High Order Thinking Skills	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in all mathematics classes will use Mathematics Design Collaborative strategies to complete tasks daily during classroom activities.	Direct Instruction	08/10/2016	06/02/2017	\$3728 - Title I Part A	Mathematics Teachers Administrator

Measurable Objective 5:

50% of Sixth, Seventh and Eighth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency on the End of Quarter Teacher-Made Exam and the ASPIRE in SY 2016-2017

Science by 06/02/2017 as measured by the number of students that meet or exceed the grade level benchmark.

Strategy1:

Close Reading and Text-Dependent Questioning - All English Language Arts, Mathematics, Science, and Social Studies teachers will employ close reading strategies and text-dependent questioning.

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

Research Cited: Multiple standards require students to determine meaning, analyze structures, and comprehend complex texts. Close reading coupled with the use of text dependent questions facilitate the comprehension of text on a variety of levels.

Activity - Text Dependent Questions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All English Language Arts, Mathematics, Science, and Social Studies teachers will utilize text dependent question, including literal-level, structural-level, and inferential-level questions, when creating formative and summative assessments.	Direct Instruction	08/10/2016	06/02/2017	\$13000 - Title I Part A	All Teachers Administrator

Activity - Close Read	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All English Language Arts, Mathematics, Science, and Social Studies classes will close read passages, or various text and make claims by finding evidence within the text when deemed necessary to meet curriculum standards.	Direct Instruction	08/10/2016	06/02/2017	\$3728 - Title I Part A	All Teachers Administrator

Strategy2:

Student Centered Environment - Science Teachers will establish an instructional environment that is student-centered by reducing time spent on lectures and incorporating more lab experiences and projects.

Category:

Research Cited: Project-based assignments and Inquiry-based instruction

Activity - Generating and Testing Hypothesizes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Increase the number of times 6th- 8th grade students engage in laboratory experiences that are correlated with content standards.	Direct Instruction	08/10/2016	06/02/2017	\$3728 - Title I Part A	Science Teachers Administrator

Goal 2:

Prepare and Support Teachers to graduate College and Career Ready Students

Measurable Objective 1:

collaborate to increase student achievement by 06/02/2017 as measured by ASPIRE.

Strategy1:

Professional Development - Teachers will participate in a variety of direct and collaborative professional development opportunities.

Category:

Research Cited: Differentiated Instruction

Activity - Grade Level/Departmental Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate on effective methods to align curriculum and develop Common Formative Assessment to enhance instruction, making PST referrals, and improving classroom management.	Professional Learning	08/10/2016	06/02/2017	\$0 - No Funding Required	Administrator Teachers

Activity - Literacy Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will research and present literacy strategies to colleagues during faculty meetings.	Professional Learning	08/10/2016	06/02/2017	\$0 - No Funding Required	Administrator Teachers

Activity - Literacy Coaches	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Literacy Coaches will partner with the faculty and staff members to improve instruction and student learning by utilizing a variety of research-based instructional strategies.	Professional Learning	08/10/2016	06/02/2017	\$0 - District Funding	Administrator Teachers Literacy Coaches

Measurable Objective 2:

collaborate to implement the Effective Learning Environments Observations Tool (eleot) to increase student engagement and student achievement by 06/02/2017 as measured by ELEOT Observations, ELEOT Data Report and ASPIRE.

Strategy1:

Effective Learning Environments Observation Tool - The Principal and Instructional Leaders will provide professional development to ensure the integration and application of ELEOT is implemented and supported in the school.

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

Research Cited: Working on the Work Framework

Activity - Driving Learner- Centric Classrooms	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators will provide training to the staff on the use of ELEOT to improve student centered learning environments.	Professional Learning	08/10/2016	06/02/2017	\$0 - No Funding Required	Administrators Teachers

Measurable Objective 3:

collaborate to provide and support professional development opportunities for teachers to develop effective challenge-based lessons that require students to demonstrate creative thinking, construct knowledge and develop innovative products and processes using technology by 06/02/2017 as measured by ASPIRE.

Strategy1:

Professional Developmnet - Providing professional development to teachers on implementation of technology resources and tools.

Category: Develop/Implement Professional Learning and Support

Research Cited: NETS

Activity - SMART Board Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will learn basic to advanced lessons on how to fully employ SMART boards in their classrooms.	Professional Learning	08/10/2016	06/02/2017	\$7300 - Title I Part A	Administrator TST Teachers

Activity - Star Reading/Star Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive training on how to identify their students' reading and math levels and how to incorporate suggested instructional strategies prescribed by the Star Reading and Star Math program.	Professional Learning	08/10/2016	06/02/2017	\$1000 - Title I Part A	Administrator TST Teachers

Activity - Big Universe	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive training on the use and implementation of the Big Universe web-based literacy tool in their classrooms.	Professional Learning	08/10/2016	06/02/2017	\$1750 - Title I Part A	Administrator TST Teachers

Activity - Discovery Education	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive training on how to incorporate videos and digital learning resources to inspire and engage students in their classrooms.	Professional Learning	08/10/2016	06/02/2017	\$1750 - Title I Part A	Administrator TST Teachers

Measurable Objective 4:

demonstrate a behavior to increase cultural awareness by 10/14/2016 as measured by the participation of schools in district provided training.

Strategy1:

Cultural Awareness Training - Each school will ensure all teachers that teach English as a Second Language (ESL) students will attend cultural awareness training provided by the district.

Category: Develop/Implement Professional Learning and Support

Research Cited: USDOE, American Psychological Association, United Nations High Commission for the Refugees (UNHCR)

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Activity - Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school's assigned ESL teacher will provide training on multicultural classroom, parental involvement for ESL families, and the psychology of immigration.	Professional Learning	08/10/2016	10/14/2016	\$0 - No Funding Required	Administrator EL Coordinator ESL Teacher Content Teachers

Goal 3:

All educators and students will have digital tools to access a comprehensive viable infrastructure when and where they need it.

Measurable Objective 1:

collaborate to ensure every student, teacher, administrator has access to an Internet Connected Device (ICD) with viable access points and appropriate software and Web-based resources for research, communication, multimedia content creation, and consumption by 06/02/2017 as measured by the number updated computers in the building increased from 40% to 60%.

Strategy1:

Technology Funding - Providing funding for an Internet Connected Device (ICD) for every student and educator through district, school, and other funding.

Category: Align Fiscal Resources

Research Cited: Transform 2020 Plan-Strategies and Narrative

Activity - Computer Purchases	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Purchase new computers to ensure all technology remains up-to-date and within warranty.	Technology	10/03/2016	06/02/2017	\$25500 - Title I Part A	Administrator, Title One Facilitator, TST

3. Identify the research-based reform strategies in the schoolwide plan that align with the findings of the needs assessment.**Goal 1:**

Engage and Empower the learner through high quality K-12 aligned College and Career Ready Standards, instruction, and assessment for all core content areas.

Measurable Objective 1:

50% of Sixth, Seventh and Eighth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency on the End of Quarter Teacher-Made Exam and the ASPIRE test in Mathematics by 06/02/2017 as measured by the number of students that meet or exceed the grade level benchmark on the Mathematics Aspire.

Strategy1:

Mathematics Design Collaborative - All Mathematics Teachers will use the Mathematics Design Collaborative strategies to teach all students Mathematics concepts through the utilization of problem solving and high order thinking skills during daily instruction.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Mathematics Design Collaborative (MDC) is professional development for mathematics teachers through Southern Regional Educational Board (SREB) that support problem solving and higher order thinking skills.

Activity - Problem Solving and High Order Thinking Skills	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in all mathematics classes will use Mathematics Design Collaborative strategies to complete tasks daily during classroom activities.	Direct Instruction	08/10/2016	06/02/2017	\$3728 - Title I Part A	Mathematics Teachers Administrator

Strategy2:

Student Intervention - Additional academic assistance will be provided to struggling students.

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

Research Cited: Cooperative Learning Activities, Small group Intervention

Activity - Student Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All 6th-8th grade students will receive additional academic assistance for skill deficits in the area of reading and mathematics through Academics Success Strategies Classes, Saturday School, and Extended Day tutoring.	Direct Instruction	08/10/2016	06/02/2017	\$11700 - Title I Part A	Content Area Teachers Special Education Teachers Administrator

Activity - Review Non- Mastered Standards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All content area teachers, intervention teachers, and designated special education teachers and paraprofessionals will use grade level common assessments and bell ringers to identify and review non-mastered standards.	Direct Instruction	08/10/2016	06/02/2017	\$93912 - Title I Part A	Content Area Teachers Special Education Teacher/Paraprofessional Administrator

Measurable Objective 2:

50% of Sixth, Seventh and Eighth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency on the End of Quarter Teacher-Made Exam and the ASPIRE in Science by 06/02/2017 as measured by the number of students that meet or exceed the grade level benchmark.

Strategy1:

Student Centered Environment - Science Teachers will establish an instructional environment that is student-centered by reducing time spent on lectures and incorporating more lab experiences and projects.

Category:

Research Cited: Project-based assignments and Inquiry-based instruction

Activity - Generating and Testing Hypothesizes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Increase the number of times 6th- 8th grade students engage in laboratory experiences that are correlated with content standards.	Direct Instruction	08/10/2016	06/02/2017	\$3728 - Title I Part A	Science Teachers Administrator

Measurable Objective 3:

50% of Sixth, Seventh and Eighth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency on the End of Quarter Teacher-Made Exam and ASPIRE in English Language Arts by 06/02/2017 as measured by the number of students that meet or exceed the grade level benchmark.

Strategy1:

Close Reading and Text-Dependent Questioning - All English Language Arts, Mathematics, Science, and Social Studies teachers will employ close reading strategies and text-dependent questioning.

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

Research Cited: Multiple standards require students to determine meaning, analyze structures, and comprehend complex texts. Close reading coupled with the use of text dependent questions facilitate the comprehension of text on a variety of levels.

Activity - Text Dependent Questions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All English Language Arts, Mathematics, Science, and Social Studies teachers will utilize text dependent question, including literal-level, structural-level, and inferential-level questions, when creating formative and summative assessments.	Direct Instruction	08/10/2016	06/02/2017	\$13000 - Title I Part A	All Teachers Administrator

Activity - Close Read	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All English Language Arts, Mathematics, Science, and Social Studies classes will close read passages, or various text and make claims by finding evidence within the text when deemed necessary to meet curriculum standards.	Direct Instruction	08/10/2016	06/02/2017	\$3728 - Title I Part A	All Teachers Administrator

Goal 2:

Prepare and Support Teachers to graduate College and Career Ready Students

Measurable Objective 1:

collaborate to increase student achievement by 06/02/2017 as measured by ASPIRE.

Strategy1:

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Palmer Pillans Middle School

Professional Development - Teachers will participate in a variety of direct and collaborative professional development opportunities.

Category:

Research Cited: Differentiated Instruction

Activity - Literacy Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will research and present literacy strategies to colleagues during faculty meetings.	Professional Learning	08/10/2016	06/02/2017	\$0 - No Funding Required	Administrator Teachers

Activity - Literacy Coaches	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Literacy Coaches will partner with the faculty and staff members to improve instruction and student learning by utilizing a variety of research-based instructional strategies.	Professional Learning	08/10/2016	06/02/2017	\$0 - District Funding	Administrator Teachers Literacy Coaches

Goal 3:

Prepare and support students through student support services.

Measurable Objective 1:

collaborate to improve student attendance by 06/02/2016 as measured by increasing the attendance from 93% for the 2015-2016 school year to a 95% overall attendance goal for the 2016-2017 school year.

Strategy1:

Increase Student Attendance - Use a variety of strategies to increase student attendance.

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

Research Cited:

Activity - Contact Parents	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Homeroom Teachers will give a list of identified students to office personnel. The office personnel will call parents to discuss attendance of students with 3 or more unexcused absences or 5 or more tardies noted on the 20-day report. The attendance paraprofessional will document attendance calls on parent contact logs.	Policy and Process	08/10/2016	06/02/2017	\$35198 - Title I Part A	Administrator Homeroom Teachers Attendance Officer Attendance Para. Registrar

Activity - Attendance Incentives	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide incentives for student or homerooms that meet daily attendance goal during a 20 day period. Examples: pizza or popcorn party for homerooms with the highest daily attendance, perfect attendance certificates, student drawings for prizes and recognition during Honors Day assemblies.	Policy and Process	08/10/2016	06/02/2017	\$0 - No Funding Required	Counselor Teachers Administrator

Activity - Monitor Student Attendance and Suspensions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Homeroom Teachers will compile a listing of students with attendance issues focusing on students with 3 or more unexcused absences, 5 or more tardies, and repeated suspensions noted on the 20-day report. During PST meetings, the team will discuss strategies to improve attendance and behavior of each student.	Policy and Process	08/10/2016	06/02/2017	\$0 - No Funding Required	Administrator Homeroom Teachers Attendance Officer Attendance Para.

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

Goal 1:

Engage and Empower the learner through high quality K-12 aligned College and Career Ready Standards, instruction, and assessment for all core content areas.

Measurable Objective 1:

50% of Sixth, Seventh and Eighth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency on the End of Quarter Teacher-Made Exam and the ASPIRE test in Mathematics by 06/02/2017 as measured by the number of students that meet or exceed the grade level benchmark on the Mathematics Aspire.

Strategy1:

Mathematics Design Collaborative - All Mathematics Teachers will use the Mathematics Design Collaborative strategies to teach all students Mathematics concepts through the utilization of problem solving and high order thinking skills during daily instruction.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Mathematics Design Collaborative (MDC) is professional development for mathematics teachers through Southern Regional Educational Board (SREB) that support problem solving and higher order thinking skills.

Activity - Problem Solving and High Order Thinking Skills	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in all mathematics classes will use Mathematics Design Collaborative strategies to complete tasks daily during classroom activities.	Direct Instruction	08/10/2016	06/02/2017	\$3728 - Title I Part A	Mathematics Teachers Administrator

Measurable Objective 2:

50% of Sixth, Seventh and Eighth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency on the End of Quarter Teacher-Made Exam and the ASPIRE in Science by 06/02/2017 as measured by the number of students that meet or exceed the grade level benchmark.

Strategy1:

Student Centered Environment - Science Teachers will establish an instructional environment that is student-centered by reducing time spent on lectures and incorporating more lab experiences and projects.

Category:

Research Cited: Project-based assignments and Inquiry-based instruction

Activity - Generating and Testing Hypothesizes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Increase the number of times 6th- 8th grade students engage in laboratory experiences that are correlated with content standards.	Direct Instruction	08/10/2016	06/02/2017	\$3728 - Title I Part A	Science Teachers Administrator

Measurable Objective 3:

57% of English Learners students will demonstrate a proficiency or exceed the state APLA with a 0.5 gain in English Language Arts by 06/02/2017 as measured by the state mandated assessment ACCESS for EL.

Strategy1:

Implementation of the Core Program - English learners will meet or exceed the state APLA of 57% on the ACCESS for ELL through the effective implementation of a Tier I instruction utilizing Specially Designed Academic Instruction in English.

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

Research Cited: WIDA World-Class Instructional Design and Assessment

Activity - Direct Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will provide instruction to English Language Learners according to the WIDA standards.	Direct Instruction	08/10/2016	06/02/2017	\$0 - District Funding	Content Teachers Administrator EL Coordinator

Measurable Objective 4:

50% of Sixth, Seventh and Eighth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency on the End of Quarter Teacher-Made Exam and ASPIRE in English Language Arts by 06/02/2017 as measured by the number of students that meet or exceed the grade level benchmark.

Strategy1:

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Palmer Pillans Middle School

Close Reading and Text-Dependent Questioning - All English Language Arts, Mathematics, Science, and Social Studies teachers will employ close reading strategies and text-dependent questioning.

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

Research Cited: Multiple standards require students to determine meaning, analyze structures, and comprehend complex texts. Close reading coupled with the use of text dependent questions facilitate the comprehension of text on a variety of levels.

Activity - Close Read	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All English Language Arts, Mathematics, Science, and Social Studies classes will close read passages, or various text and make claims by finding evidence within the text when deemed necessary to meet curriculum standards.	Direct Instruction	08/10/2016	06/02/2017	\$3728 - Title I Part A	All Teachers Administrator

Activity - Text Dependent Questions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All English Language Arts, Mathematics, Science, and Social Studies teachers will utilize text dependent question, including literal-level, structural-level, and inferential-level questions, when creating formative and summative assessments.	Direct Instruction	08/10/2016	06/02/2017	\$13000 - Title I Part A	All Teachers Administrator

Goal 2:

Prepare and Support Teachers to graduate College and Career Ready Students

Measurable Objective 1:

collaborate to increase student achievement by 06/02/2017 as measured by ASPIRE.

Strategy1:

Professional Development - Teachers will participate in a variety of direct and collaborative professional development opportunities.

Category:

Research Cited: Differentiated Instruction

Activity - Literacy Coaches	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Literacy Coaches will partner with the faculty and staff members to improve instruction and student learning by utilizing a variety of research-based instructional strategies.	Professional Learning	08/10/2016	06/02/2017	\$0 - District Funding	Administrator Teachers Literacy Coaches

Activity - Literacy Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will research and present literacy strategies to colleagues during faculty meetings.	Professional Learning	08/10/2016	06/02/2017	\$0 - No Funding Required	Administrator Teachers

Measurable Objective 2:

collaborate to implement the Effective Learning Environments Observations Tool (eleot) to increase student engagement and student achievement by 06/02/2017 as measured by ELEOT Observations, ELEOT Data Report and ASPIRE.

Strategy1:

Effective Learning Environments Observation Tool - The Principal and Instructional Leaders will provide professional development to ensure the integration and application of ELEOT is implemented and supported in the school.

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

Research Cited: Working on the Work Framework

Activity - Driving Learner- Centric Classrooms	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators will provide training to the staff on the use of ELEOT to improve student centered learning environments.	Professional Learning	08/10/2016	06/02/2017	\$0 - No Funding Required	Administrators Teachers

Goal 3:

Prepare and support students through student support services.

Measurable Objective 1:

collaborate to improve student attendance by 06/02/2016 as measured by increasing the attendance from 93% for the 2015-2016 school year to a 95% overall attendance goal for the 2016-2017 school year.

Strategy1:

Increase Student Attendance - Use a variety of strategies to increase student attendance.

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

Research Cited:

Activity - Monitor Student Attendance and Suspensions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Homeroom Teachers will compile a listing of students with attendance issues focusing on students with 3 or more unexcused absences, 5 or more tardies, and repeated suspensions noted on the 20-day report. During PST meetings, the team will discuss strategies to improve attendance and behavior of each student.	Policy and Process	08/10/2016	06/02/2017	\$0 - No Funding Required	Administrator Homeroom Teachers Attendance Officer Attendance Para.

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Palmer Pillans Middle School

Activity - Attendance Incentives	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide incentives for student or homerooms that meet daily attendance goal during a 20 day period. Examples: pizza or popcorn party for homerooms with the highest daily attendance, perfect attendance certificates, student drawings for prizes and recognition during Honors Day assemblies.	Policy and Process	08/10/2016	06/02/2017	\$0 - No Funding Required	Counselor Teachers Administrator

Activity - Contact Parents	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Homeroom Teachers will give a list of identified students to office personnel. The office personnel will call parents to discuss attendance of students with 3 or more unexcused absences or 5 or more tardies noted on the 20-day report. The attendance paraprofessional will document attendance calls on parent contact logs.	Policy and Process	08/10/2016	06/02/2017	\$35198 - Title I Part A	Administrator Homeroom Teachers Attendance Officer Attendance Para. Registrar

Goal 4:

Pillans Middle School will reduce the number of out of school suspensions.

Measurable Objective 1:

collaborate to reduce the number of out of school suspension by 06/02/2017 as measured by a 5% decrease in the number of students suspended from 671 to 637.

Strategy1:

Decrease Out of School Suspension - Administration and teachers will utilize a resource room and Problem Solving Team to reduce the number of out of school suspensions.

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

Research Cited: Problem Solving Team Resource Room

Activity - Resource Room	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students that would be suspended out of school will report to a resource room to complete their assignments away from the rest of the student population for the duration of days they would have been removed from the school.	Behavioral Support Program	08/10/2016	06/02/2017	\$0 - No Funding Required	Administrator 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:

Engage and Empower the learner through high quality K-12 aligned College and Career Ready Standards, instruction, and assessment for SY 2016-2017

all core content areas.

Measurable Objective 1:

50% of Sixth, Seventh and Eighth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency on the End of Quarter Teacher-Made Exam and the ASPIRE test in Mathematics by 06/02/2017 as measured by the number of students that meet or exceed the grade level benchmark on the Mathematics Aspire.

Strategy1:

Problem Solving Team - All Teachers will meet monthly to identify struggling students.

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

Research Cited: RTI

Activity - Problem Solving Team (PST) Meeting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will meet monthly to identify struggling students and monitor their academic progress.	Policy and Process	08/10/2016	06/02/2017	\$0 - No Funding Required	All Teachers Administrator

Strategy2:

Student Intervention - Additional academic assistance will be provided to struggling students.

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

Research Cited: Cooperative Learning Activities, Small group Intervention

Activity - Student Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All 6th-8th grade students will receive additional academic assistance for skill deficits in the area of reading and mathematics through Academics Success Strategies Classes, Saturday School, and Extended Day tutoring.	Direct Instruction	08/10/2016	06/02/2017	\$11700 - Title I Part A	Content Area Teachers Special Education Teachers Administrator

Activity - Review Non- Mastered Standards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All content area teachers, intervention teachers, and designated special education teachers and paraprofessionals will use grade level common assessments and bell ringers to identify and review non-mastered standards.	Direct Instruction	08/10/2016	06/02/2017	\$93912 - Title I Part A	Content Area Teachers Special Education Teacher/Paraprofessional Administrator

Goal 2:

Prepare and Support Teachers to graduate College and Career Ready Students

Measurable Objective 1:

collaborate to increase student achievement by 06/02/2017 as measured by ASPIRE.

Strategy1:

Professional Development - Teachers will participate in a variety of direct and collaborative professional development opportunities.

Category:

Research Cited: Differentiated Instruction

Activity - Literacy Coaches	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Literacy Coaches will partner with the faculty and staff members to improve instruction and student learning by utilizing a variety of research-based instructional strategies.	Professional Learning	08/10/2016	06/02/2017	\$0 - District Funding	Administrator Teachers Literacy Coaches

Activity - Literacy Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will research and present literacy strategies to colleagues during faculty meetings.	Professional Learning	08/10/2016	06/02/2017	\$0 - No Funding Required	Administrator Teachers

Measurable Objective 2:

collaborate to provide and support professional development opportunities for teachers to develop effective challenge-based lessons that require students to demonstrate creative thinking, construct knowledge and develop innovative products and processes using technology by 06/02/2017 as measured by ASPIRE.

Strategy1:

Professional Development - Providing professional development to teachers on implementation of technology resources and tools.

Category: Develop/Implement Professional Learning and Support

Research Cited: NETS

Activity - Star Reading/Star Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive training on how to identify their students' reading and math levels and how to incorporate suggested instructional strategies prescribed by the Star Reading and Star Math program.	Professional Learning	08/10/2016	06/02/2017	\$1000 - Title I Part A	Administrator TST Teachers

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

Goal 1:

Engage and Empower the learner through high quality K-12 aligned College and Career Ready Standards, instruction, and assessment for SY 2016-2017

all core content areas.

Measurable Objective 1:

50% of Sixth, Seventh and Eighth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency on the End of Quarter Teacher-Made Exam and ASPIRE in English Language Arts by 06/02/2017 as measured by the number of students that meet or exceed the grade level benchmark.

Strategy1:

Close Reading and Text-Dependent Questioning - All English Language Arts, Mathematics, Science, and Social Studies teachers will employ close reading strategies and text-dependent questioning.

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

Research Cited: Multiple standards require students to determine meaning, analyze structures, and comprehend complex texts. Close reading coupled with the use of text dependent questions facilitate the comprehension of text on a variety of levels.

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Activity - Close Read	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All English Language Arts, Mathematics, Science, and Social Studies classes will close read passages, or various text and make claims by finding evidence within the text when deemed necessary to meet curriculum standards.	Direct Instruction	08/10/2016	06/02/2017	\$3728 - Title I Part A	All Teachers Administrator

Measurable Objective 2:

50% of Sixth, Seventh and Eighth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency on the End of Quarter Teacher-Made Exam and the ASPIRE test in Mathematics by 06/02/2017 as measured by the number of students that meet or exceed the grade level benchmark on the Mathematics Aspire.

Strategy1:

Mathematics Design Collaborative - All Mathematics Teachers will use the Mathematics Design Collaborative strategies to teach all students Mathematics concepts through the utilization of problem solving and high order thinking skills during daily instruction.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Mathematics Design Collaborative (MDC) is professional development for mathematics teachers through Southern Regional Educational Board (SREB) that support problem solving and higher order thinking skills.

Activity - Problem Solving and High Order Thinking Skills	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in all mathematics classes will use Mathematics Design Collaborative strategies to complete tasks daily during classroom activities.	Direct Instruction	08/10/2016	06/02/2017	\$3728 - Title I Part A	Mathematics Teachers Administrator

Strategy2:

Student Intervention - Additional academic assistance will be provided to struggling students.

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

Research Cited: Cooperative Learning Activities, Small group Intervention

Activity - Review Non- Mastered Standards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All content area teachers, intervention teachers, and designated special education teachers and paraprofessionals will use grade level common assessments and bell ringers to identify and review non-mastered standards.	Direct Instruction	08/10/2016	06/02/2017	\$93912 - Title I Part A	Content Area Teachers Special Education Teacher/Paraprofessional Administrator

Activity - Student Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All 6th-8th grade students will receive additional academic assistance for skill deficits in the area of reading and mathematics through Academics Success Strategies Classes, Saturday School, and Extended Day tutoring.	Direct Instruction	08/10/2016	06/02/2017	\$11700 - Title I Part A	Content Area Teachers Special Education Teachers Administrator

Measurable Objective 3:

57% of English Learners students will demonstrate a proficiency or exceed the state APLA with a 0.5 gain in English Language Arts by 06/02/2017 as measured by the state mandated assessment ACCESS for EL.

Strategy1:

Implementation of the Core Program - English learners will meet or exceed the state APLA of 57% on the ACCESS for ELL through the effective implementation of a Tier I instruction utilizing Specially Designed Academic Instruction in English.

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

Research Cited: WIDA World-Class Instructional Design and Assessment

Activity - Direct Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will provide instruction to English Language Learners according to the WIDA standards.	Direct Instruction	08/10/2016	06/02/2017	\$0 - District Funding	Content Teachers Administrator EL Coordinator

Goal 2:

Prepare and Support Teachers to graduate College and Career Ready Students

Measurable Objective 1:

collaborate to increase student achievement by 06/02/2017 as measured by ASPIRE.

Strategy1:

Professional Development - Teachers will participate in a variety of direct and collaborative professional development opportunities.

Category:

Research Cited: Differentiated Instruction

Activity - Literacy Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will research and present literacy strategies to colleagues during faculty meetings.	Professional Learning	08/10/2016	06/02/2017	\$0 - No Funding Required	Administrator Teachers

Activity - Literacy Coaches	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Literacy Coaches will partner with the faculty and staff members to improve instruction and student learning by utilizing a variety of research-based instructional strategies.	Professional Learning	08/10/2016	06/02/2017	\$0 - District Funding	Administrator Teachers Literacy Coaches

Measurable Objective 2:

demonstrate a behavior to increase cultural awareness by 10/14/2016 as measured by the participation of schools in district provided training.

Strategy1:

Cultural Awareness Training - Each school will ensure all teachers that teach English as a Second Language (ESL) students will attend cultural awareness training provided by the district.

Category: Develop/Implement Professional Learning and Support

Research Cited: USDOE, American Psychological Association, United Nations High Commission for the Refugees (UNHCR)

Activity - Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school's assigned ESL teacher will provide training on multicultural classroom, parental involvement for ESL families, and the psychology of immigration.	Professional Learning	08/10/2016	10/14/2016	\$0 - No Funding Required	Administrator EL Coordinator ESL Teacher Content Teachers

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:

Prepare and Support Teachers to graduate College and Career Ready Students

Measurable Objective 1:

collaborate to provide and support professional development opportunities for teachers to develop effective challenge-based lessons that require students to demonstrate creative thinking, construct knowledge and develop innovative products and processes using technology by 06/02/2017 as measured by ASPIRE.

Strategy1:

Professional Developmnet - Providing professional development to teachers on implementation of technology resources and tools.

Category: Develop/Implement Professional Learning and Support

Research Cited: NETS

Activity - Star Reading/Star Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive training on how to identify their students' reading and math levels and how to incorporate suggested instructional strategies prescribed by the Star Reading and Star Math program.	Professional Learning	08/10/2016	06/02/2017	\$1000 - Title I Part A	Administrator TST Teachers

Measurable Objective 2:

collaborate to implement the Effective Learning Environments Observations Tool (eleot) to increase student engagement and student achievement by 06/02/2017 as measured by ELEOT Observations, ELEOT Data Report and ASPIRE.

Strategy1:

Effective Learning Environments Observation Tool - The Principal and Instructional Leaders will provide professional development to ensure the integration and application of ELEOT is implemented and supported in the school.

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

Research Cited: Working on the Work Framework

Activity - Driving Learner- Centric Classrooms	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators will provide training to the staff on the use of ELEOT to improve student centered learning environments.	Professional Learning	08/10/2016	06/02/2017	\$0 - No Funding Required	Administrators Teachers

Goal 2:

All educators and students will have digital tools to access a comprehensive viable infrastructure when and where they need it.

Measurable Objective 1:

collaborate to ensure every student, teacher, administrator has access to an Internet Connected Device (ICD) with viable access points and appropriate software and Web-based resources for research, communication, multimedia content creation, and consumption by 06/02/2017 as measured by the number updated computers in the building increased from 40% to 60%.

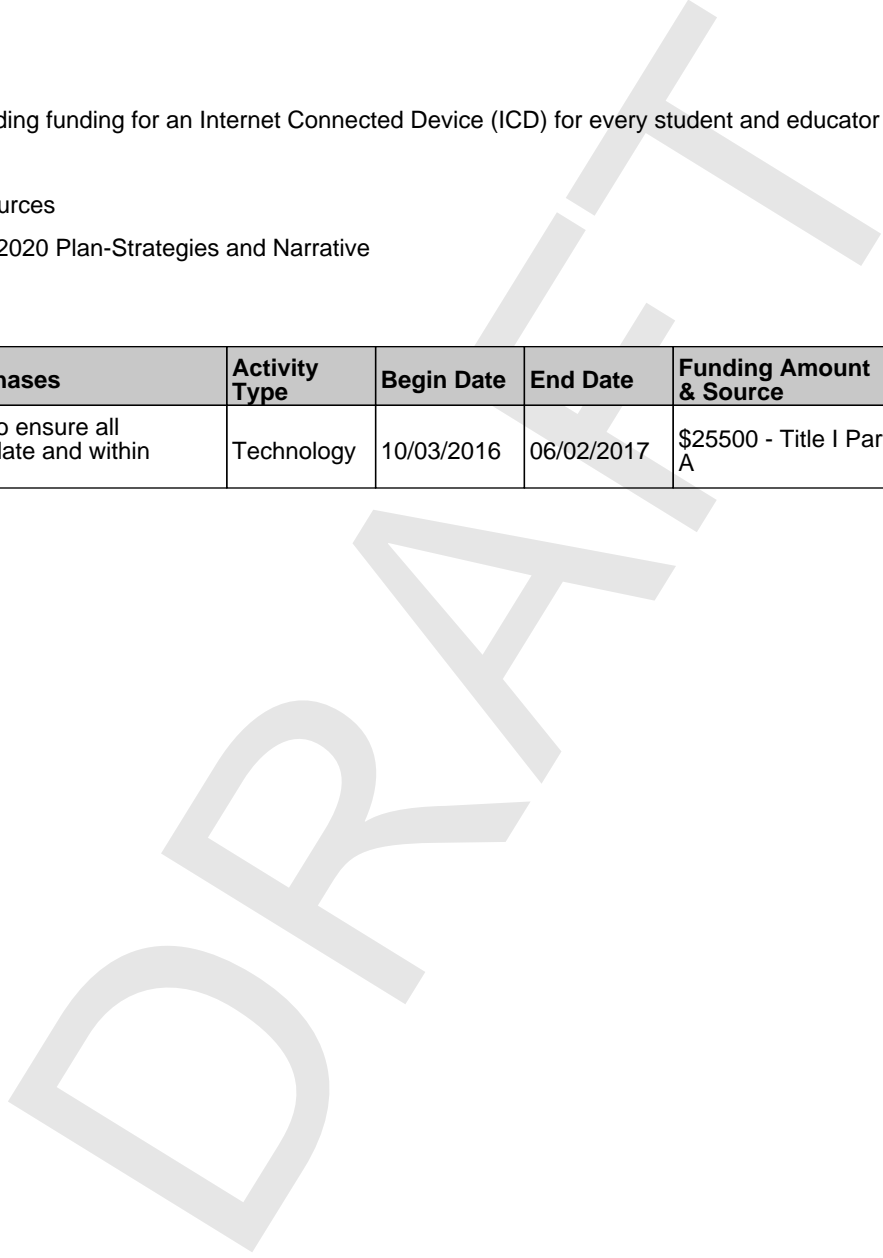
Strategy1:

Technology Funding - Providing funding for an Internet Connected Device (ICD) for every student and educator through district, school, and other funding.

Category: Align Fiscal Resources

Research Cited: Transform 2020 Plan-Strategies and Narrative

Activity - Computer Purchases	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Purchase new computers to ensure all technology remains up-to-date and within warranty.	Technology	10/03/2016	06/02/2017	\$25500 - Title I Part A	Administrator, Title One Facilitator, TST



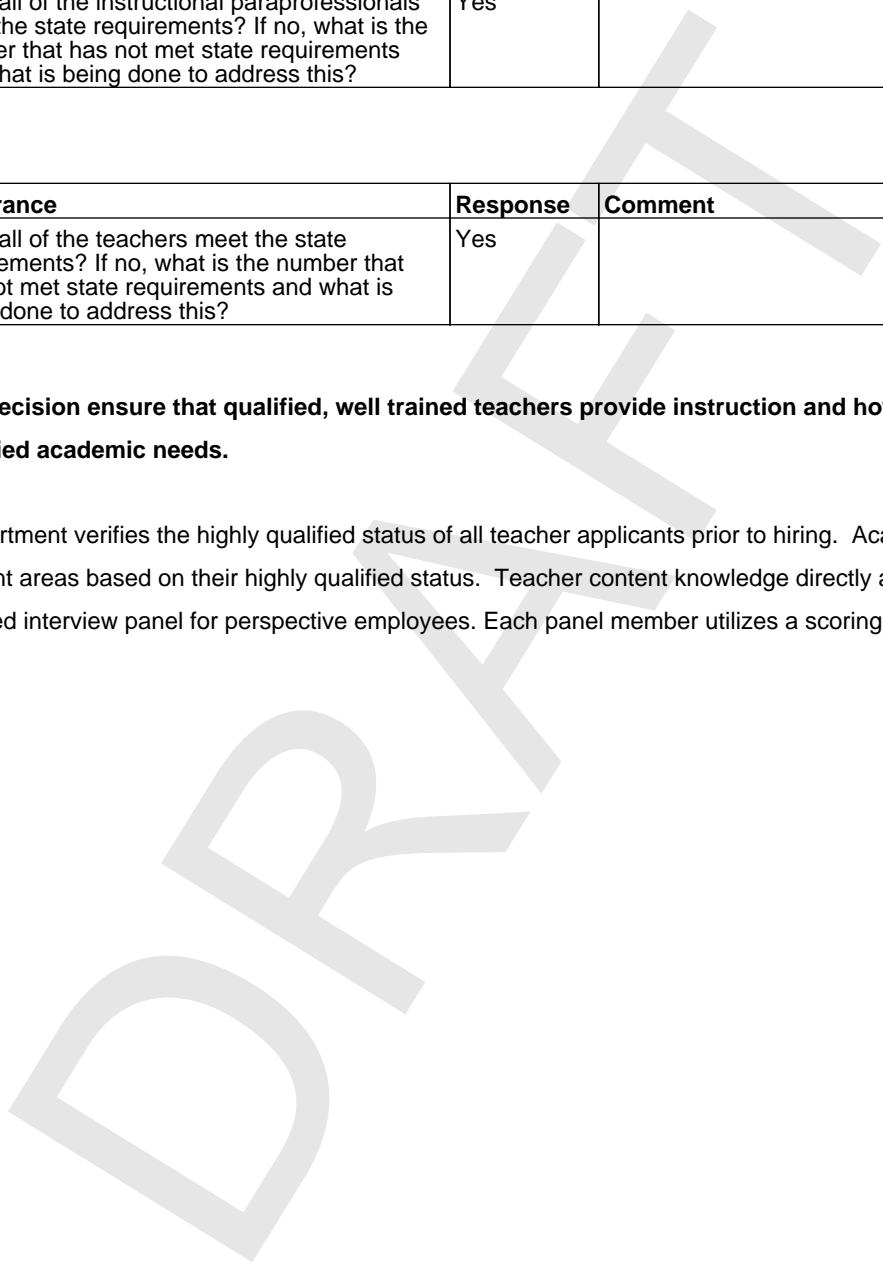
Component 3: Instruction by Qualified Staff

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		HQ Status Report Principal Attestation

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		HQ Statud Report Principal Attestation

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

The Human Resource Department verifies the highly qualified status of all teacher applicants prior to hiring. Academic needs are met by assigning teachers to content areas based on their highly qualified status. Teacher content knowledge directly affects student achievement. Palmer Pillans has an elected interview panel for perspective employees. Each panel member utilizes a scoring rubric for employee candidates.



Component 4: Strategies to Attract Qualified Teachers

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

The teacher turnover rate is very low at only 9%. We lost 4 teachers last year; 2 retired and 2 left the district.

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

The staff consists of 27 teachers. Five of the 27 teachers are non-tenured, which means they have taught less than 3 years in MCPSS. The remaining staff's teacher experience range from four to 20 years.

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

N/A

DRAFT

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?

1. Literacy Strategies
2. Technology Rich Learning Environments
3. ELEOT

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

1. Literacy Strategies
2. Technology Rich Learning Environments
3. ELEOT
4. Annual Title One Meeting

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.

Pillans currently has one teacher that qualifies for the new teacher mentor program. The teacher will be mentored by teacher in the same grade level and subject. New teachers must attend the Mobile County School District's New Teacher Academy, where they learn valuable instructional strategies, discipline techniques, and classroom management. New teachers to the building, inexperienced teachers, and struggling teachers are assigned mentors based on their subject. Mentees and mentors are required to meet weekly. Minutes, dates and times are required as documentation for mentor/mentee meetings. Meetings will take place during planning times; therefore compensation is not required. Mentors are required to observe mentees and mentees must observe mentors once a quarter at the minimum. In addition, a buddy teacher on the new teacher's grade level team will be assigned for proximity and daily support.

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

The leadership team bases decisions on professional development through the needs of students, best practices, and district initiatives.

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.

The faculty and staff at Pillans Middle School will work to ensure the emotional, social, and academic needs of students transitioning from elementary and to high school by:

1. Elementary students from the feeder patterns visit the school during the spring.
2. Incoming 6th grade students attend a week long Bridges program to meet the 6th grade teachers, tour the school, and become acclimated to the new environment through various activities.
3. 8th grade student's parents are encouraged to participate in planning their student's schedules for high school.
4. 8th grade students visit the feeder pattern high school in the spring.
5. Provide spring orientation session for grade to grade transitioning through participation in cross grade visits.
6. Students that transfer to the school are given a tour and introduced to teacher by students who serve as ambassadors for the school.

DRAFT

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?

Achievement data is provided to all teachers. The teachers analyze the data on all levels: individual, grade, and subgroups to determine areas of weaknesses and strengths to plan solutions for academic obstacles. The obstacles are the focus of discussion in all meeting.

-Monthly Problems Solving Team (PST) meetings are held to refer new students based on academics and behavior; and monitor the progress of students that were previously referred to PST.

-Monthly departmental meetings to align curriculum, develop and analyze common formative assessments, and discuss new ideas that will enhance instruction.

-Monthly grade level/team meeting are held for teachers to discuss classroom concerns, student achievement, and potential referrals to PST.

-Monthly faculty meeting to address school wide concerns and district requirements.

-Monthly feeder pattern meeting held to discuss curriculum alignment, Common Formative Assessments (CFAs) and further develop professional relationships between schools.

DRAFT

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?

Achievement data is provided to all teachers. The teachers analyze the data on all levels: individual, grade, and subgroups to determine areas of weaknesses and strengths to plan solutions for academic obstacles. The obstacles are the focus of discussion in all meeting.

- Monthly Problems Solving Team (PST) meetings are held to refer new students based on academics and behavior; and monitor the progress of students that were previously referred to PST.
- Monthly departmental meetings to align curriculum, develop and analyze common formative assessments, and discuss new ideas that will enhance instruction.
- Monthly grade level/team meeting are held for teachers to discuss classroom concerns, student achievement, and potential referrals to PST.
- Monthly faculty meeting to address school wide concerns and district requirements.
- Monthly feeder pattern meeting held to discuss curriculum alignment, Common Formative Assessments (CFAs) and further develop professional relationships between schools.

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?

Additional assistance is provided to students experiencing difficulty mastering the State's assessment by:

1. Placing students in intervention classes based on their areas of weakness.
2. Recommending after-school tutoring.
3. Monitoring students' academic progress in PST/team meetings.

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

Differentiated instruction utilized in the classroom meets the students' individual needs by:

- Utilizing pre-tests to assess where individual students need to begin study of a given topic or unit.
- Using a variety of instructional delivery methods to address different learning styles.
- Breaking assignments into smaller, more manageable parts that include structured directions for each part.
- Providing access to a variety of materials which target different learning preferences and reading abilities.
- Developing activities that target auditory, visual, and kinesthetic learners.
- Establishing stations for inquiry-based, independent learning activities.
- Creating activities that vary in level of complexity and a degree of abstract thinking is required.
- Using flexible grouping to group and regroup students based on factors including: content, ability, and assessment results.
- Using a variety of assessment strategies, including performance-based and open-ended assessment.

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.

At-risk students are identified before the start of the school based on the ASPIRE and throughout the year by core content teachers. Those students are referred to the Problem Solving Team and receive support to ensure academic achievement by:

Providing after school tutoring:

Springhill Tutoring- College students mentor and tutor students.

1. Days and times of operation: Tuesday and Thursday from 2:30-4:00.
2. Teacher student ratio: 1 tutor to 5 students.
3. Highly qualified tutoring supervisor teachers collaborate with the regular education teachers.
4. Progress is communicated by the teacher.

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.

All students identified as part of a special population must have access to the same free and appropriate public school education that other students receive.

Migrant, English Learner, and Homeless students are identified at the beginning of the school year through surveys that are included in the registration packets. Student services will verify Homeless and Migrant students. Migrant and Homeless students are given assistance with uniforms, supplies, free lunch and counseling services. English learner receive services from a bilingual teacher that is appointed by central office. Trans Act is used to send home written communication in the student's home language. A record of the identified students is located in the registrar's office.

Economically disadvantaged students benefit from the Title I funds that are allocated to the school to ensure students that are disadvantaged receive the same quality education.

The Special education population is monitored by the LEA to ensure that services and procedures are in agreement with the federal and state laws and regulations.

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?**

All programs are aligned to achieve the goals and strategies as written in the comprehensive plan. Funding and all other resources including personnel are aligned to support and achieve the desired outcomes indicated.

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.

1. Extended Day-Afterschool tutoring for struggling students in small group settings by certified teachers.
2. Common Core- Common Core is fully implemented to ensure rigor in the classroom and proficiency on the ASPIRE.
3. STAR Reading and Math- district initiative to identify students' proficiency level in reading and math.

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.

The following programs are integrated to meet the needs of the whole child:

1. The counselor provides both guidance and counseling activities for individuals and groups. These activities are critical to accomplishing the goals and objectives of various programmatic components including the guidance curriculum, individual planning, responsive services and system support.
2. Every student receives a free healthy lunch based on nutritional guidelines.
3. Bishop State and the University of South Alabama Educational Talent Search is a federally funded program that provides guidance to students on self-exploration, career decisions, the financial aid process and college admission.
4. KUDER, a career awareness resource exposes students to various careers.

Component 10: Evaluation

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

The leadership team reviews the plan quarterly to ensure the programs are effectively meeting the goals. The data is shared with the entire faculty. The departments reflect on the data provided and make the necessary adjustments needed to improve instruction.

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?

The leadership team disaggregates the data from the State assessment. To promote understanding of the data by the faculty, activities on how to disaggregate and interpret the data are presented at the beginning of the year. The team and the faculty identifies the areas of weakness and strengths. That data is used to review the previous continuous improvement plan's effectiveness and aid in the further development of goal for the upcoming year.

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 leadership team disaggregates the data from the State assessment. The team identifies the areas of weakness and uses trend data to determine whether the achievement gap for struggling students is closing. That data is used to review the previous continuous improvement plan's effectiveness and aid in the further development of goals for the upcoming year.

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 leadership team review the data quarterly to ensure the programs supporting student achievement are effectively meeting the goals. The team reflects on the data provided and makes the necessary adjustments to the continuous improvement plan. The continuous improvement plan is a flexible document that must meet the needs of all students.

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 the goals from the previous year. The students made small gains on the ASPIRE but they were not significant. The strategies and activities implemented to meet the goals were successful and we chose to keep them as well. However, we realized that further development of instruction to meet the rigorous standards tested on the ASPIRE are vital. This will be addressed in department meetings where common formative assessments will be developed to aid in improving the State assessment scores.

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

We did not delete or change any of the goals from the previous CIP.

DRAFT

Coordination of Resources - Comprehensive Budget

DRAFT

Introduction

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

DRAFT

I. State Foundation Funds:

	FTE's Earned	Units Placed	Total Salaries
FTE Teacher Units	29.70	28.55	1,339,407.00
Administrator Units	1.00	1	88,805.00
Assistant Principal	1.00	1	69,439.00
Counselor	1.50	1	58,349.00
Librarian	1.00	1	59,117.00
Career and Technical Education Administrator	0.00	0	0.00
Career and Technical Education Counselor	0.00	0	0.00
Technology	0.00	0	6,290.00
Professional Development	0.00	0	2,368.00
State ELL Funds	0.00	0	0.00
Instructional Supplies	0.00	0	15,022.00
Library Enhancement	0.00	0	814.00
Totals			1,639,611.00

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	211267.0

Provide a brief explanation and breakdown of expenses.

Four Paraprofessionals including fringe: \$72,801.00 (Instruction)

Professional Development: stipends \$15,623.00

Substitutes: \$464.00

Employee Benefits \$55,854

Parenting Materials: \$3,894.00

Library Books: \$4,000

Extended Day Bus Mileage \$800.00

Computer Hardware: \$25,500.00

Classroom Instructional Supplies: \$10,858

Copier Maintenance: \$13,000.00 (Xerox)

Travel \$6,533.00 (Principal's Conference)

Travel Registration \$1940.00

Materials & Supplies 8,973.00 (Carryover)

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

Provide a brief explanation and a breakdown of expenses.

N/A

Title II

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

Provide a brief explanation and a breakdown of expenses.

N/A

DRAFT

Title III

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

Provide a brief explanation and a breakdown of expenses.

N/A

DRAFT

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.

N/A

DRAFT

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.

N/A

DRAFT

Career and Technical Education-Perkins IV

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

Provide a brief explanation and breakdown of expenses.

N/A

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

Provide a brief explanation and breakdown of expenses.

N/A

Other

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

Provide a brief explanation and a breakdown of expenses.

N/A

DRAFT

Local Funds

Label	Question	Value
1.	Provide the total	756951.0

Provide a brief explanation and breakdown of expenses

2 Teachers \$108909.00

1 Assistant Principal \$64,457.00

3 Aide/Paraprofessionals \$62,867.00

Substitutes \$3250.00 (Professional Development)

Suppl/OT/Other \$31,030.00 (Stipends for Professional Dev. and Sports)

Employee Benefits \$110,505.00

Property Services \$705.00 (Waste Disposal)

Utilities \$355,789.00 (Electricity)

Instruction Supplies \$19,439.00 (Materials for Instruction, Recondition helmets, Professional Dev.)

DRAFT

Strategies to Increase Parental Involvement

DRAFT

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.

DRAFT

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.

Palmer Pillans Middle school will hold the Annual Meeting of Title I Parents in September during the day and evenings. Parent will be notified of the meeting through notices sent home by students, announcements on the marquis, School Messenger, newspaper announcements, and the school website. A power-point presentation from the Alabama State Department website will cover the following information at this annual meeting:

- What does it mean to be a Title I school?
- What is the 1% Set-Aside for parental involvement?
- What is the LEA Title I Plan?
- What is the LEA Parental Involvement Plan?
- What is the CIP, the Continuous Improvement Plan?
- What is the School-Parent Compact?
- How do I request the qualifications of my child's teacher(s)?
- How will I be notified if my child is taught by a teacher who is not Highly Qualified?
- How is the Annual Evaluation of the Parental Involvement Plan conducted?
- Process for how all Title I parents may have involvement in the following: 1% Set-Aside, the LEA Title I Plan, the CIP, the revisions of the School-Parent Compact, the LEA and School Parental Involvement Plans, and the Annual Evaluation of the LEA Parental Involvement Plan.
- Introduction of Parent Leaders / Contacts.

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.

1. Pillans Middle School will offer parent meetings during the school day as well as meetings during the day and evenings in an effort to meet parents' schedules. Parents wishing to set a conference with their child's teacher(s) can contact the school by telephone or email an administrator or teacher and request a conference date and time. Parents will receive the School-Parent Compact with the beginning of the school year registration packet.

2. All parents are extended the opportunity to be involved in the development of the school's Title I Program monthly newsletters and Pillans website. Parents serve on the PARENT ADVISORY BOARD (PAB) and the Instructional Leadership Team to assist in the development of the Continuous Improvement Plan (ASSIST). A copy of the ACIP will be located in the school's media center, front office, website, and the state ACIP website for review.

3. Title I funds allocated for parental involvement are used to purchase informational pamphlets, and parenting DVD's. Allocation will also be used to purchase materials and supplies for parent training sessions to assist parents with understanding state and local assessments.

Palmer Pillans Middle School has set aside \$3,894.00 for Parental Involvement.

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.

At Pillans annual Title I meeting and at other meetings throughout the school year, we will present information about the different Title I programs, curriculum, and the academic assessments results along with the achievement goal utilized to measure student progress with a concentration on reading and math. Parents will also learn how to schedule a parent-teacher conference, the importance of parent-teacher conferences, how to make the most of the parent-teacher conference and extend the opportunity of giving input as it relates to the education of their child. Parents will be sent a copy of the parent-student handbook, which will include detailed information on these and other topics.

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).

Pillans Middle School reviewed and made revisions to the School-Parent-Student Compact Commitment in the Spring of 2016 for the 2016-2017 school year with input from teachers, administrators, parents and students. The compact will be explained to parents, and they will be asked to sign indicating their willingness to work as partners with the school and their child to ensure their child's success in school. The compact is also considered a working document.

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

Parents will be notified of the 2016-2017 ASSIST completion and their right to give input regarding the revision. A copy of the plan will be placed at the front desk, in the library, the parenting center and the ACIP website. The notice will also state after a plan has been finalized and approved, if it is unsatisfactory to a parent they still have the right to submit their concern in writing to the Principal, and the school will submit their concern to central office.

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)

Pillans Middle School will provide parents information at the annual Title I meeting, as well as with other Title I parent meetings held throughout the school year. During these meetings there will be an overview of the State academic content standards, and State academic achievement standards. A Partnership Conference will be held with all parents of students at Pillans to review student performances on state

assessments. Parents will be given student's areas of strength, their opportunities for improvement, and both parent and teacher will collaborate on how best to show improvement. Assessment data will also be disseminated by the following: progress reports, parent newsletter, statewide parenting day events and website. The PAB and parents serving on the Instructional Leadership Team's names and contact information will be available thru out the year in newsletters, as well as on the information board in the parenting center. This shall serve as another opportunity for parents to ask questions about requirements of Title I.

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)

Pillans Middle school will hold workshops and parent training sessions. Training will be offered in both mornings and evenings to accommodate most parent schedules. Pillans has a parent center located near the front office area. Material can be found in the parent center on various topics to help parents improve student academic achievement.

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)

Pillans Middle School recognizes that parental involvement is a key factor for student academic achievement. Information on establishing positive relationships with parents and keeping them abreast of their child's progress will be provided. Parental involvement articles and strategies will be issued to all teachers during the school year as continuous support of the importance of parental involvement.

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)

Coordination of parenting programs and activities with other federal programs was discussed with the PAB to meet the needs of all Title I

parents. It was decided that additional collaboration will take place at other parenting meetings on ways to continually build ties between home and school.

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)

The school will provide information to parents by monthly newsletters, event flyers and post cards, telephone calls, school marquee, website, and emails.

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)

A survey is given to parents at the end of each school year to offer parents the opportunity to express their needs and wants for parental involvement activities.

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.

All ELL parents are encouraged to attend all parenting activities and information will be sent in a language that can be easily understood. Our building is handicapped-accessible.